

**PRINCIPAL LEADERSHIP BEHAVIORS AND TEACHERS' JOB  
SATISFACTION IN SECONDARY SCHOOLS OF WEST WOLLEGA  
ZONE**



**JIMMA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**BY:  
TEMESGEN TOLINA**

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**BY:  
TEMESGEN TOLINA**

**Advisors:**

**Major Advisor: Mebratu Tefesse (PhD)**

**Co-Advisor: Firew Amsale (Ass. Professor)**

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**APPROVAL SHEET FOR SUBMITTING FINAL THESIS**

As members of the board of examining of the final MA thesis open defense, we certify that we have read and evaluated the thesis prepared by Temesgen Tolina under the title ‘Principals Leadership behavior and Teachers’ Job Satisfaction in Secondary Schools of West Wollega Zone’ and recommended that the thesis is accepted as fulfilling the thesis requirement for the degree of Master of Art in school leadership.

Submitted by: Temesgen Tolina , Signature \_\_\_\_\_ Date \_\_\_\_\_

Approval of the board of Examiners:

1. \_\_\_\_\_

Name of Major Advisor      Signature      Date

2. \_\_\_\_\_

Name of Co-Advisor      Signature      Date

3. \_\_\_\_\_

Name of Chairman      Signature      Date

4. \_\_\_\_\_

Name of Internal Examiner      Signature      Date

5. \_\_\_\_\_

Name of External Examiner      Signature      Date

## DECLARATION

The researcher here by declares that the thesis on the title, “Principal Leadership Behaviors and Teachers’ Job Satisfaction in Secondary Schools of West Wollega Zone”, is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name: Temesgen Tolina

Signature: \_\_\_\_\_

Date of submission: \_\_\_\_\_

This MA thesis has been summated to for the examination up the approval of the advisors.

Major Advisor: Mebratu Tefesse (Ph.D)

Signature: \_\_\_\_\_

Date of submission: \_\_\_\_\_

Co-advisor: Firew Amsale (Ass.Professor)

Signature: \_\_\_\_\_

Date of submission: \_\_\_\_\_

Place: Jimma University.

College of Education and Behavioral Science Department of Educational Planning and Management.

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## **Abbreviation/ Acronyms**

**AZEO:** Administration Zonal Education Office

**KETB:** Kebele Education Training Board

**LBQ:** Leadership Behaviours Questionnaire

**MOE:** Ministry of Education

**PLB:** Participative Leadership Behaviours

**PTA:** Parent-Teacher Association

**REB:** Regional Education Bureau

**SLB:** Supportive Leadership Behaviours

**SPSS:** Statistical Package for the Social Sciences

**TJSQ:** Teacher Job Satisfaction Questionnaire

**UNESCO:** United Nations Educational, Scientific and Cultural Organization

**VSO:** Voluntary Service Organization

**WEO:** Woreda Educational Office

**ZEO:** Zonal Education Office

## **ABSTRACT**

*The purpose of this study was to investigate the relationship between principals' leadership behavior and teachers' job satisfaction in Secondary schools of West Wollega Zone. In order to meet the objectives of the study co relational research design was employed. Twelve secondary schools were selected through simple random sampling technique as a sample of the study. From these secondary schools 215 teachers and 90 secondary school leaders were selected using simple random sampling method. Data were collected through questionnaires and document review. Data obtained through questionnaires were analyzed using descriptive statistics mean, standard deviation, Pearson's correlation coefficient and regression analysis. Document review was considered to complement the questionnaires in narrative form. The study identified that achievement oriented leadership behavior was mainly practiced in secondary schools of West Wollega Zone compared to each other. In addition, directive leadership behavior was practice in the second place, supportive leadership behavior practiced in the third place and participative leadership was practiced in the fourth place. Teachers were satisfied in their job. The study found that statistically significant positive relationship exists between principals' leadership behavior and teachers' job satisfaction. However, Principals' leadership behavior has significant effect on teachers' job satisfaction. Depending on these conclusions the researcher recommends that West Wollega Zone Education Office have to understand which leadership behavior school principals apply in schools by paying particular attention to the specific situation. School principals should endeavor to adopt leadership behaviors that will create an enabling environment for teacher job satisfaction.*

# CHAPTER ONE

## 1. INTRODUCTION

This section deals with the introduction of the study, background of the study, statements of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the Study ,operational definition of the study, and organization of the Study

### 1.1 Background of the study

Leadership is one of the main concepts analyzed in different fields of the social sciences. Thus, there is not a common definition of leadership because its priorities in each field are different. Leadership is not only found in the administrative sciences and business life, but it is also found in psychology, sociology, and similar fields (Sisman, 2011). Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organization(Yukl, 2002). Leadership may be understood as ‘influence’ but this notion is neutral in that it does not explain or recommend what goals or actions should be sought through this process.

However, certain alternative constructs of leadership focus on the need for leadership to be grounded in firm personal and professional values. (Wasserberg , 2000), for example, claims that primary role of any leader is the unification of people around key values’, (Day et al, 2001) research in 12 ‘effective’ schools in England and Wales concludes that ‘good leaders are informed by and communicate clear sets of personal and educational values which represent their moral purposes for the school’.

Leadership is approached from a variety of perspectives in terms of institutions and organizations, and it is a very popular research subject in the field of education( Kruger & Scheerens, 2012). Leadership is associated with schools and administrators in educational studies. In this case, school administrators are expected to guide all employees and students, support them, undertake all responsibility, and inspire them to meet the objectives of the school. Furthermore, the school administrators pave the way for curriculum reform and developing a positive learning environment (Cotton, 2003); (Hallinger, 2005); (Huber, 2004)).

The school leader is the person who plans and maintains program development, allocates resources, improves the performances of employees and students by encouraging them, and guides them in order to meet the objectives of the school. Upon determining the objectives of the school, school leaders ensure that these objectives are stated and agreed upon with the students, teachers, and school environment. Furthermore, these leaders manage the out-of-school activities as well. They direct the employee and student activities in other areas of the school, encourage local organizations to work with the school, and also collaborate with families and business organizations (Busher, Harris & Wise, 2000). Ethiopia in this regard made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010). At the same time, the requirement to improve overall students' performance rest on the shoulders of schools principals. Therefore, the school's principal play important role with the intension to make teaching and learning more effective and to give quality education to students.

A leadership behavior is defined as a pattern of behavior leaders prefer to use (Marie, T. & Neal, M., 2011). While (Mosadeghrad, A.M, 2003b) views leadership behavior as a series of attitudes, characteristics and skills used by a manager in different situations in accordance with individual and organizational values. Leadership behaviors that allow principals to create positive school cultures and learning environments have often been the subject of much investigation.

Different authors discussed principal leadership behaviors as directive, Supportive, participative and achievement oriented behavior. (Kouzes & Posner, 2002), described one important behavior of principal leadership as directive behavior. This behavior is when principal increases the follower's sense of security and control, and hence is appropriate to the situation (Kouzes & Posner, 2002). Another leadership behavior is Supportive behavior. This behavior is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction ( Hoy & Miskel, 2001). The leader who consults with subordinates for ideas and takes their ideas seriously when making decisions described as participative behavior principal leadership. This behavior is effective when subordinates are well motivated and competent ( Lussier& Achu, 2010).

Job satisfaction is an appraisal of the perceived job characteristics, work environment and emotional experiences at work. As (McShane and Glinow, 2007) stated, job satisfaction represents an employee's evaluation of the job and work context. It is an attitude towards the job of teaching, working conditions, general atmosphere of the school, and interaction with supervisors and colleagues. It is an employee's general view towards the components of a job and whether or not the employee likes the job ((Shields, 2007); (Shraibman, 2008)). In this case, job satisfaction is a mixture of (i) emotional, (ii) cognitive, and (iii) behavioral characteristics (Willson, 2009). One research study defined job satisfaction as a person's happiness while doing his or her job ((Wray, Luft & Highland, 1996)). Defining job satisfaction is as hard to identify as the feeling of happiness. It is unknown what makes anyone happy, and if one thing makes one person happy it is still unclear if that can be the source of happiness for someone else. The difficulty of identifying job satisfaction can be explained by this uncertainty.

(Schultz, 2005), and (Verner, 2008) defined job satisfaction to be the positive and negative emotions of a person's feeling towards his or her job. Satisfaction can have the impact on work and in the school (Filak and Shel, 2003). Although, there is no strong acceptance between researchers and consultancies that higher satisfaction with work can produce better working performances. Teachers noted that they get most satisfaction from the work with students in monitoring their growth and development; enjoying in seeing how they grow and mature; the pleasure to do something they enjoy (love toward their subject and teaching); the flexibility and freedom of behavior in the classroom (Brunetti, 2001); (Marston et al, 2006).

Principal leadership behaviors affect all schools' learning situations including teachers' job satisfaction (Hezibola, 2008), (Asuquo, 2007). Studies by United States Education Department (1997) and by (Bogler, 2001) in Montreal, Canada established that teachers' job satisfaction is strongly correlated to participation in decision making and influence over school policy. In South Africa, (Steinberg, 1993) found that the management approach of the principal was one of the major determinants of teachers' job satisfaction. Findings by the (National Professional Teachers Organization of South Africa, 2002) reported that 65.5% of teachers were dissatisfied with "poor" leadership behaviors.

Administrators' leadership behaviours have changed over time. Planning and financial accounting are no longer accepted as the only qualities of an effective leader. Soft skills,

teamwork, communication and the ability to motivate and mobilize, all of which impact teachers' job satisfaction are becoming the skills increasingly desired in leaders. Since relationships are fundamental, Dinham (2008) emphasized professional development and teacher inclusion in decision making as crucial to successful school leadership.

In his research, Billingsley (2005) found that teachers with positive perceptions of their principals' leadership behaviours also had job satisfaction. As reported by Awiti (2009) leadership and school management issues have raised concern globally and locally. UNESCO (2006) and Mbiti (2007) recognized the important role played by school management in achievement of school goals and its implications on the overall performance of both teachers and students. Job satisfaction is also positively related to motivation, job commitment, life satisfaction, mental health and job performance and negatively correlated to absenteeism, turnover, and perceived stress (Judge, Parker, Colbert, & Ilies, 2001; Spector, 1997). The principal's leadership behaviours play an important role in determining productivity among the teachers in the school.

Some researchers have shown that behavior of directors in supporting educational institutions has a positive effect on job satisfaction of teachers and their desire and decision to remain in the institution (Kusum & Billingsley, 1996). Other researchers discovered that different leadership behavior creates different working environments and that they have a direct influence on job satisfaction (Timoty & Ronald, 2004). (Nadarasa and Thuraisingam, 2014), carried out a study designed to investigate the effects of principals' leadership behaviors on teachers' job satisfaction of Secondary schools in Jaffna District. The findings of this study revealed the relationship between participative leadership and teachers' job satisfaction.

There is no doubt that teachers will experience greater work satisfaction and higher morale when they are viewed by their principals as the professionals they perceive themselves to be (Goodlad, 2004). Therefore, this study is designed to investigate the relationship between school principal leadership behaviors and teachers' job satisfaction in secondary schools of west Wollega Zone, Oromia National Regional State.

## **1.2 Statement of the Problem**

Principal leadership behavior and teachers' job satisfaction are two very important factors for the work of the school. Principal leadership behavior is one of the most important factors of

teachers' satisfaction (Herzberg et al, 1959); (Kusum & Billingsley, 1996).Teacher who is not satisfied with work can perform poor teaching and relationship with students, which can have a negative impact on the school efficiency (Chieffo, 1991).

The teachers' dissatisfaction with the school principal has been found as one of the frequently cited reasons by teachers to be indifferent to their core business of teaching, and of leaving the profession. According to Ahuja, in (Jyoti & Sharma, , 2006), teachers who work under incapable, inefficient, and indifferent principals reported an increase in their job dissatisfaction. On the other hand, principals who are democratic, generate an open, friendly and cooperative atmosphere that enables teachers to be satisfied and happy. While there exists a great investment in education regarding access to education, achieving internationally and nationally agreed-upon education objectives such as EFA goals, and improving the quality of education, these increases are not accompanied by improvements in education management systems (CfBT, 2008); (VSO, 2008).Teachers in developing countries, including Ethiopia have, in general, experienced poor management and leadership (Evans, 2001); (VSO, 2008).

In Ethiopia as the most de-motivating issue in the teaching profession, evidence from interviews with Ethiopian teachers indicates that the directive leadership behavior employed by school directors has a profound impact on teacher motivation and school effectiveness and, therefore, on the quality of education. As explained(VSO, 2008)and (CfBT, 2008)documents, poor teacher management leads to the following, namely rural-urban disparities, disparities in class size, high levels of teacher attrition and turnover, low teacher motivation and morale, has a negative economic and quality impact, leads to a lack of job satisfaction, and to teacher absenteeism. These symptoms are well explained in the theory by (Herzberg et al, 1959).

Most school principals have problems in their leadership behavior because they treat teachers as tools believing that teachers can be treated anyhow(Charlton, 2000). In response to this, teachers do not handle their work properly (Mwangi, 2013).In highly effective schools which have reversed a trend of poor performance and declining achievement, the principal sets the pace leading and motivating pupils and staff to perform to their highest potential (Oduor, Bush and, 2006).

In recent related study Wangai, (2015) carried out a study in Public Secondary Schools, Nairobi County, Kenya. The study resultsa positive and significant relationship between principals'



supportive leadership behaviours and teacher job satisfaction,  $r(201) = 0.20$ ,  $p < 0.05$  revealed a significant positive relationship. Therefore the data provided evidence that there was indeed a positive relationship between secondary school principals' participative leadership behaviours and teachers' job satisfaction.

A bivariate correlation analysis was done using Pearson's  $r$  in order to establish the factors that had a significant relationship with the principal participative leadership behaviours. The finding results participative leadership behaviours had significant and positive relationship with factors of job satisfaction, were  $r(201) = 0.34$ ,  $p < 0.05$ , and  $r(201) = 0.15$ ,  $p < 0.05$ . Ndarasa and Thuraisingam (2014), Obina, et al (2012), Kingori (2013) that participative leadership behaviours positively affected teachers job satisfaction. Monyazi (2012), Ndiku et al (2009), Mwangi (2013) Obina et al. (2012) and Kingori (2013) were mainly exposito facto and surveys yet survey designs can better explain the relationship between the variables, bringing us near to causality.

In addition, Wangai (2015) studies results there was a positive and significant relationship between principal's achievement oriented leadership behaviours and teacher job satisfaction  $r(201) = 0.14$ ,  $p < 0.05$  revealed a significant positive relationship. A bivariate correlation analysis was done using Pearson's  $r$  in order to establish the factors that had a significant relationship with the principal achievement oriented leadership behaviours.

Studies on the role of leadership behaviours and their effect on employees' job satisfaction have been carried out in industrial organizations with very little on how principals' leadership behaviours impact on teacher job satisfaction in Ethiopia public schools. Such a study may serve as the missing link in the explanation of teacher job dissatisfaction in public secondary schools.

School leadership has become a top priority in Ethiopian Education policy MoE (1994) because it is believed to play a key role in improving the relations between the outside world and individual schools, school policies and practice in the classroom. Hence, Pont et.al (2008) Argue that effective school leadership is essential to improve the efficiency and equity of schooling.

But, in West Wollega zone the appointment of secondary school principals is very much based on experience and being a degree holder because there is lack of theoretical knowledge, skill and adequate experiences in school leadership and management and lack of various trainings on school leadership and management Adedoyin (2013). Hence, the practice of principal leadership style on school performance in the selected zone secondary schools have different problems regarding the issue of low teachers satisfaction, low community participation, lack of facilities in

most schools, lack of finance. Particularly, lack of school leadership capacity had frequently existing.

In the past 16 years the researcher has served in primary and secondary school of West Wollega zone as teacher and principal. In that period of time the researcher heard about leadership behaviors that, the principals not considered the right and benefits of their teachers and teachers are not interested to the work ordered by principal. Thus, the common experience in secondary schools in West Wollega zone shows that lack of appropriate leadership behaviors could cause the low teachers job satisfaction. Thus, this initiated the researcher to conduct this study to identify if principal leadership and behaviors teachers job satisfaction and to fill the knowledge gap.

On the other hand, although much is known about the sources and the outcomes associated with the job satisfaction of teachers in other parts of the world, not much research has been done on the relation of leadership behavior and teacher job satisfaction in the study area. Thus, there exists a need to gain more information on the relation of principal leadership behavior and 'job satisfaction of teachers in secondary schools of West Wollega Zone. This study therefore focuses to examining the relationship between principals' leadership behaviors and teacher job satisfaction in secondary schools of West Wollega Zone, Oromia National Region State. So the study attempted to answer the following research questions.

- 1.To what extent (directive, supportive, participative and achievement oriented) leadership behaviors are practiced in secondary schools of West Wollega Zone?
- 2.Is there a relationship between principals leadership behaviors and teachers job satisfaction in Secondary schools of West Wollega Zone?
- 3.Which leadership behavior significantly affects teachers' job satisfaction in secondary schools of west Wellega zone?

### **1.3 Objectives of the Study**

#### **1.3.1 General objective**

The general objective of this research is to examine the relationship between principals' leadership behavior and teachers' job satisfaction in Secondary schools of West Wollega Zone.

### **1.3.2 Specific Objectives**

1. To examine which leadership behaviors (directive, supportive, participative and achievement oriented) are prevalent in secondary schools of West Wollega Zone.
2. To examine the relationship between principal leadership behaviors and teacher job satisfaction.
3. To identify the leadership behavior that significantly affects teachers' job satisfaction in secondary schools of West Wellega Zone.

### **1.4 Significance of the Study**

The finding of this study may have many potential contributions for different stakeholders. It may provide information to zonal and Woreda educational offices on the current status of principal's leadership behavior and teachers job satisfaction which may help them to do their share to improve the secondary schools of West Wollega. In addition, it may also give pertinent and timely information to principals, teachers and education officers in West Wollega zone concerning the existing system and practice of school principal's leadership behavior and teachers' job satisfaction. It is hoped that the research sheds light on the practices of leadership, thus based on the type of leadership, WEO and ZEO in collaboration or alone can provide leadership training programs to enhance the leadership qualities and capacity among principals and develop a relevant characteristic of effective leadership behavior. Furthermore, the result of the study may be useful for policy makers to base their work on the importance directive leadership behaviors, supportive leadership behaviors, participative leadership behaviors and achievement oriented leadership behaviors. Finally, it may serve as a base for other researchers to be conducted in this area. The researcher tries that the findings of the study known to concerned bodies by duplicating copies of the research and give to Woreda Education Offices, Zone Education offices and some secondary schools in West Wollega.

### **1.5 Delimitation of the study**

This study was geographically limited to West Wollega zone of Oromia Regional State. In West Wollega zone, there are 86 government secondary schools (9-10). Therefore, from 86 secondary schools found in West Wollega zone, only twelve secondary schools were included in the study. On the other hand, the study was conceptually bounded to the relationship of the leadership behaviors with teachers' job satisfaction that links the leadership behavior. In leadership,

school principals may use varying approaches but the current study focused on four leadership behaviors: directive, participative, and supportive in relation to the job satisfaction in the study area.

### **1.6 Limitation of the Study**

Every study has its own drawbacks. Likewise this study has some limitation, which may affect its qualities. A researcher planned his work to make the finding objective and effective of the factual data. This needed collection of data from sample respondents and making references. In this case, shortage of time, budget and resources limited the study to be restricted to twelve secondary schools. In addition, because of COVID-19 pandemic it was difficult to move from place to place and find the respondents to consult with in the process of data collection. However, whatever the inconvenience was, I did my best to save the limited budget and resources in the process of data collection. In addition, the researcher used his spare time in doing this study to overcome the shortage of time.

### **1.7 Operational Definitions**

**Autocratic/Directive Leadership:** refers to authoritative behaviors' where the principal makes decisions for the staff without consultation. In this research it is measured in terms of providing guidance and psychological structure and telling tasks and timelines.

**Job expectancies:** an employee' psychological state where the employee expects that effort expended will lead to effective performance.

**Job satisfaction:** an attitude towards the job of teaching, working conditions, general atmosphere of the school, and interaction with superiors and colleagues. It is perceived as the affective reactions of the individuals towards their work. In this study it is measured in terms of teachers' satisfaction on their job as a result of evaluating their work and their work life.

**Leadership behavior:** Approach adopted by the principal to deal with situational demands in running public secondary schools. It is the pattern of behaviors, which a leader adopts to influence the behaviors of his/her followers. In this study it is measured in terms of directive leadership behaviors, supportive leadership behaviors, participative leadership behaviors and achievement oriented leadership behaviors.

**Leadership:** is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement.

**Principal (head teacher):** the chief executive in the secondary schools.

### **1.8 Organization of the Study**

The study was organized in to five chapters. Chapter one provides background pertaining of the study the problem and its approach. Chapter two deals with review of related literature and chapter three presents the design of the study and methodology. Chapter four presents presentation and analysis of data and chapter five deals with summary of findings, conclusion and recommendations.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

This section of the study deals with the concept of leadership, job satisfaction, leadership behaviors, supportive leadership behavior, participative leadership behavior, achievement oriented leadership behavior, school leadership development in Ethiopia and relationship between leadership behaviors and teachers job satisfactions.

#### 2.1 The Concept of Leadership

Different scholars have interpreted the concept of leadership in different ways. Leadership is a subject that has generated equal interest among scholars and masses. (Jolson et al, 1993),described leadership as the capability to influence the performance of followers. Chandra (2010) also describes that leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives. On the other hand, (Maxwell , 1998)concluded that leadership is the ability to influence others. So, leadership is the process of influencing the activities of individuals or organized groups towards the achievement of certain goals and objectives. Thus a leader must deal directly with people, develop rapport with them, persuade and inspire them to collaborate in the achievement of goals and vision.

According to (Bennis , 1999),leadership is the ability to have a vision that is well communicated, build trust among colleagues, and take effective action to realize one's own leadership potential. On the other hand,(Kotter, 1996),pointed that leadership is a set of processes that establishes the effectiveness of organizations and modifies them according to changing situations to make their performance effective. These scholars indicated that leadership provides organizations' future vision, aligns people with this organizational vision, and inspires the members to achieve it. The concept of leadership is reviewed by many others.

Leaders should be able to judge as how people feel, what motivates them, and how to influence them in the achievement of organizational objectives.(Daft, 2005), defined leadership as an influence relationship among leaders and followers who intend real changes and outcomes thus reflecting shared purposes. Basing his definition on the contemporary context, Dubrin in (Oyetunyi, 2006)defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals.

For the purposes of this study, this definition will be applied more than others, for it has a lot to do with developing the relation between leadership behaviors and teachers 'job satisfaction. Further to that, (Oyetunyi, 2006) infers that the leader's task is to build the followers confidence in their jobs so as to be effective and that it is a leader's responsibility to communicate the picture of what the organization should be, to convince followers and to channel all activities towards accomplishing it. Along the lines of the contemporary approach and from a more recent perspective (Sashkin, 2003) define leadership as the art of transforming people and organizations with the aim of improving the organization.

## **2.2 Job Satisfactions**

Job satisfaction is composed from people's emotional experiences and their cognitive content or beliefs (Weiss & Cropanzano, 1996) along the same line of thought, (Arthur Brief , 1998) or cognitively evaluating an experienced job with some degree of favor or disfavor. In 1969, Edwin Locke defined job satisfaction as a pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values. By 1976, Locke simplified the definition a bit by stating, "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences".

Job satisfaction is an attitudinal component of employees (Spector, P. E, 2011),(Weiss & Cropanzano, 1996). This indicates that employees have attitudes or feelings about their job either satisfaction or dissatisfaction.(Weiss & Cropanzano, 1996), stated that "satisfaction is an evaluative judgment about one's job that partly, but not entirely, results from emotional experiences at work. Hence, job satisfaction can be defined as an employee attitude towards their job. On the other hand(Hoppock, 1935) defined job satisfaction in greater depth as any combination of psychological, physiological, environmental circumstances that causes a person truthfully to say, 'I am satisfied with my job'. His definitive points demonstrated the multi-facets involved in job satisfaction. Therefore, it could be said that job satisfaction is composed of one's attitude and their beliefs; together, the two, form work-based outcomes of worker happiness or satisfaction.

Job satisfaction is one of the most important and heavily researched areas of inquiry in the field of industrial organizational psychology. Although a concise and consistent definition of job

satisfaction is not available, there appears to be a high level of agreement among scholars (Bonner, Hayes & Pryor, 2010).

Job satisfaction refers to a person's affective relation to his or her working role. (Au and Ho, 2006),with regard to teacher job satisfaction in particular, viewed teacher job satisfaction as a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to a teacher. Dimensions of job satisfaction a wide range of variable to individual, social, culture organizational and environment factors affect the level of job satisfaction. Specifically individual factors include personality, education, intelligence and abilities, age, marital status. Participative leadership behaviors increase the level of job satisfaction of teachers by developing shared vision, motivating the followers(Voon, Lo, Ngui, & Ayob, 2011)Teachers who work with principals, who share information with them, and involve them in management decisions are more satisfied (Bogler, 2001) .These kinds of leaders motivate teachers in achieving extraordinary outcomes, they support and empower them. Directive leadership behaviors base their power on reward and punishment. According to (Bass, 1985)conceptualization of directive leadership has three factors such as: management by active exception, management by passive exception and contingent reward cited: (Elmazi, 2018). Followers obey to the rules and guidelines determined by the leader and implement all the tasks. A successful implementation of the job is translated into a financial reward.

Employees seek to find an equitable balance between input and output of fellow employees and with their organization (Adams , 1963). Outputs are the rewards including pay, fringe benefits, good treatment, enjoyment, and status. Inputs are the contributions made by the employee to the organization. If employees feel that there is inequity among fellow employees it induces a degree of tension therein motivating them to reduce said tension (Bartol & Durham, 2000). The key lies in that it is not actual equity, but perceived inequity that is the motivating factor (Bartol & Durham, 2000). When an employee considers another's pay inequitably high in relation to their skill it causes lower job satisfaction. However, other environmental factors as such can contribute to workplace happiness or unhappiness as the case maybe (Warr, 2009)

In addition to wanting a happy or satisfied employee in the general workforce, it is probably more imperative to foster job satisfaction among teachers. This is critical because teacher job satisfaction is highly related to student achievement ( Mojavezi &Tamiz, 2012)Schools cannot



be reformed, student achievement scores cannot be raised, nor can teacher attrition rates be reduced if we do not consider the legitimacy of job satisfaction within our teacher ranks. During the 28th annual The MetLife survey of the American teacher Challenges for school leadership (Metropolitan Life Insurance Company, 2012), 1001 teachers were surveyed of which only 44% of the teachers were very satisfied with their jobs. Some researchers reason the dissatisfaction is due to the economy with cut-backs and less stability (Heitin, 2012); (Ingersoll, Merrill & Stuckey, 2014), Others note dissatisfaction is attributed to lay-off increase in class sizes, and reduction or elimination of programs (Metropolitan Life Insurance Company, 2012). (Judge, Thoresen, Bono, & Patton, 2001), found that job dissatisfaction in professionals, such as teachers, was even more critical because of the impact it can have on intrinsic motivation. In turn, such dissatisfaction can have a direct correlation to student achievement (Haynes et, 2014), (Ronfeldt, M., Loeb, S., & Wyckoff, 2013). Jobs such as teaching, which often have a high degree of autonomy, provide greater latitude for attitudes to affect motivation and behavior, and the job 'satisfaction-performance relationship' may be more robust than blue-collar work (al, Judge et, 2001). (Moore, 2012), concurred in her findings that autonomy, along with the principal's leadership, the schools and community's conditions made a significant difference in job satisfaction. Moore noted that autonomy and good leadership deflected dissatisfaction, while "student and community problems increased the odds of teacher dissatisfaction".

Teacher dissatisfaction is also compounded by the political process of burdening teachers with excessive responsibility for student achievement while severely limiting funding (Metropolitan Life Insurance Company, 2012); (Moore, 2012) States have instituted a variety of initiatives from restricting collective bargaining, to reforming teacher tenure process, to binding evaluations to student achievement (Doherty & Jacobs, 2015); (Moore, 2012). Teaching has gone from a stable career to one of volatility and uncertainty thus adding a great deal more stress to an already stressful profession (Moore, 2012).

Dissatisfaction in teaching may stem from the aforementioned deteriorating working conditions; however, it is also important to consider the individual and the job (Santoro, 2014). Not everyone is cut-out for the education profession even if they are in love with the idea. This concept embodies (Santoro, 2014) moral dimensions of dissatisfaction in teaching; teachers who leave

because they do not feel they are able to produce their personal best for students (Santoro, 2014). These professionals leave teaching based on their morals.

Even when all the factors of dissatisfaction are combined there are positive aspects of teaching, such as helping students and community involvement that outweigh the negative aspects of the job and it is these things that help fend-off dissatisfaction (Moore, 2012). A positive school setting, supportive colleagues, administration, and community, and autonomy all work in partnership to increase job satisfaction and keep teachers teaching (Metropolitan Life Insurance Company, 2012); (Moore, 2012); ( Struyven & Vanthournout, 2014).

### **2.3 Leadership Behaviors**

A leadership behavior is defined as a pattern of behavior leaders prefer to use (Marie et. al, , 2011). While, (Mosadeghrad, 2003b)views leadership behavior as a series of attitudes, characteristics and skills used by a manager in different situations in accordance with individual and organizational values. Leaders use different leadership behaviors in different situations with different subordinates to motivate them to perform at their utmost potential. Leadership theories have proposed several leadership behaviors such as: autocratic, bureaucratic, laissez-faire, charismatic, democratic, participative, situational, transactional, and transformational leadership. But there is consensus among researchers that a particular leadership behavior will yield result in a particular situation. In other words, a single leadership behavior is not ideal for every situation.

Leaders may not only use varying behaviors with different subordinates but might use different behaviors with same subordinates in different situations (Richard et al, 2012)Path-goal theory suggests that depending upon subordinates, and situations, different leadership behaviors will increase acceptance of leader by subordinates; level of satisfaction; and motivation to high performance. Based on situational factors, Path-goal proposes a fourfold classification of leader behaviors, as; Directive leader, Supportive leader, Participative leader, Achievement-oriented leader.

Leadership behavior is a pattern of behaviors leaders prefer to use( Marie & Neal, 2011). There are as many leadership approaches as there are principals. Some of these leadership behaviors include autocratic, bureaucratic, charismatic democratic situational, transactional and transformational. The current study aimed to evaluate leadership behaviors from a behavioral perspective supported by four leadership behaviors of leader effectiveness which are directive,

supportive, and participative and achievement oriented. Principals use different behaviors in different situations and with different teachers to motivate them to perform at their utmost potential. According to ( Mosadegharad and Yarmohammadian , 2006)a leader may adapt leadership behaviors to fit different situations.

(Ngwalas, 2014), also indicate that leadership behaviors' can be categorized under four leadership behaviors': directive, supportive, participative and achievement oriented. The achievement of organizational goals largely depends on leaders and their leadership behavior. The use of a particular leadership behavior by a leader affects both job satisfaction and productivity of the employees.

### **2.3.1 Directive leadership behavior**

In such kind of leader's behavior, leader tells subordinates exactly what they are supposed to do. It characterizes a leader who tells subordinates about their task, including what is expected of them, how it is to be done, and time line for the completion of particular task. Directive leader tells subordinates exactly what they are expected to do. This leadership characterizes a principal who tells teachers about their task, including what is expected of them, how it is to be done and the time to complete the task. Such a principal also sets standards of performance and defines clear rules and regulations for the teachers. In a school organization, directive leadership is appropriate when the task is complex or ambiguous, formal authority is strong and the work group provides job satisfaction. He also sets standards of performance and defines clear rules and regulations for subordinates (Northouse, 2013).

A few studies were found to have directly investigated the relationship between leadership behaviors and teachers' job satisfaction. (Yilmaz , 2007), carried out a study to establish the relationship between leadership behaviors and school commitment. The findings indicated significant and positive relationship between sub-dimensions of teacher organizational leadership and directive leadership behaviors of school administrators.

(Bigger, Riffat-un-Nisa Awan and, 2008), studied the leadership behaviors' of principals' and job expectancies and job satisfaction in Pakistan. According to the finding of the study, Directive leadership was also found to have contributed negatively to job satisfaction under the categories of supervision, colleagues and job in general when the task was structured.

Directive behavior is appropriate when task is complex or ambiguous, formal authority is strong and the work group provides job satisfaction (Lussier & Achua, 2010).

### **2.3.2 Supportive Leadership Behavior**

Supportive leader behavior shows concern for subordinates' wellbeing and personal needs. Supportive leadership consists of being friendly and approachable as a leader and includes attending to the well-being and human needs of subordinates (Northouse, 2013). Supportive leadership helps to build and maintain effective interpersonal relationships. A principal who is considerate and friendly toward teachers is more likely to win their friendship and loyalty leading to formation of emotional ties that make it easier to gain cooperation and support from teachers to whom the principal must turn to get the work done. Supportive leadership shows concern for subordinates' wellbeing and personal needs. A principal exercising this leadership is friendly, approachable and attends to the wellbeing and human needs of teachers. Supportive leadership is appropriate when the task is simple, formal authority is weak and the work group does not provide job satisfaction.

(Devos & Rosseel, 2010), conducted the study on supportive leadership behavior and job satisfaction. The findings indicated that supportive leadership behaviors' lead to increased teacher job satisfaction as exemplified by the time and skills teachers devote towards attaining school goals. On the other hand, (Nguni, Slegers and Denessen, 2006) studied the relationship between the transformational or supportive leadership style of the school principal and teacher job satisfaction. The study was conducted in public primary schools in Tanzania. The findings confirmed that the group of supportive leadership behaviors had strong to moderate positive effects on value commitment, organizational citizenship behavior, and job satisfaction. Transactional leadership behaviors had no significant effects on value commitment, organizational citizenship behavior, and had only a positive effect on commitment to stay. Supportive leadership is appropriate when task is simple, formal authority is weak, and the work group does not provide job satisfaction (Lussier & Achua, 2010).

### **2.3.3 Participative Leadership Behavior**

A leader having such behavior consults with subordinates about decisions. He/she consults subordinates, obtains their ideas and opinions and integrates their suggestions into decision making. A participative principal consults teachers, obtains their ideas and opinions and

integrates their suggestions into decision making. Participative leadership is appropriate when teachers do not want autocratic leadership, have internal locus of control and follower ability is high; when task is complex, authority is either weak or strong and satisfaction from colleagues is either high or low (Northouse, 2013).

Studies have been done to establish how participative leadership relates with teacher job satisfaction, such as the one by (Robinson, Lloyd & Rowe, 2008). Findings concluded that teacher morale could be predicted on the basis of the leadership approach adopted by the principal. Principals who used a participatory style of leadership were more likely to have more satisfied and productive teachers than principals who used an autocratic style of leadership.

Participative leadership is appropriate when subordinates don't want autocratic leadership, have internal locus of control, and follower ability is high; when task is complex, authority is either weak or strong, and satisfaction from co-workers is either high or low (Lussier & Achua, 2010).

#### **2.3.4 Achievement Oriented Leadership Behavior**

Achievement-oriented leader sets clear and challenging goals for subordinates. The leader establishes a high standard of excellence for subordinates and seeks continuous improvement. Achievement oriented leadership sets clear and challenging goals for subordinates. In a school organization, such a principal establishes a high standard of excellence for teachers and seeks continuous improvement. In addition, an achievement oriented principal shows a high degree of confidence in teachers. This leadership is appropriate when teachers are open to autocratic leadership, have external locus of control and their ability is high; when task is simple, authority is strong and job satisfaction from colleagues is either high or low. Further leader shows a high degree of confidence in subordinates (Northouse, 2013).

A study of head teacher's leadership behavior in relation to teacher job satisfaction was done in primary schools in Mathira division of Nyeri District, Kenya. (Gatere, 1998). The findings of the study indicated that a statistically significant positive relationship existed between the level of teacher job satisfaction and the strength by head teacher leadership behavior dimensions of achievement orientation. Achievement-Oriented leadership is appropriate when followers are open to autocratic leadership, have external locus of control, and follower's ability is high; when task is simple, authority is strong, and job satisfaction from co-workers is either high or low (Lussier & Achua, 2010).

## **2.4 Relationship between Leadership Behaviors and Teachers' Job Satisfaction**

Researchers have shown that leadership behavior of directors in supporting educational institutions has a positive effect on job satisfaction of teachers and their desire and decision to remain in the institution ( Kusum and Billingsley, 1996). Other researchers discovered that different leadership behavior will create different working environments and that they have a direct influence on job satisfaction (Timoty and Ronald, 2004).

Principal leadership behaviors affect all schools' learning situations including teachers' job satisfaction of teachers (Hezibola, 2008), (Asuquo. G, 2007). Studies by United States Education Department (1997) and by (Bogler, 2001)in Montreal, Canada established that teachers' job satisfaction is strongly correlated to participation in decision making and influence over school policy. In South Africa, Steinberg (1993) found that the management approach of the principal was one of the major determinants of teachers' job satisfaction. Findings by the National Teachers' Organization of South Africa (2002) reported that 65.5 per cent of teachers were dissatisfied with "poor" leadership behaviors.

Job satisfaction is an attitude towards the job of teaching, working conditions and general atmosphere of the school, and interaction with superiors and colleagues. (Nadarasa and Thuraisingam , 2014), carried out a study designed to investigate the effects of principals' leadership behaviors on teachers' job satisfaction of Secondary schools in Jaffna District. The findings of this study revealed that the relationship between participative leadership and teachers' job satisfaction positive.

A study (Ngwala, 2014)carried out in Kangundo Sub County, Kenya aimed to establish the leadership behaviors used by secondary school principals. The findings indicated that secondary school principals used a mix of autocratic, democratic and laissez-faire approaches. The study recommended that principals should not depend on only one leadership style in running their institutions but rather use a blend of the different leadership styles for better outcomes in their schools. In addition a study carried out by (Odundo and Rambo , 2013)on dimensions of leadership behavior of public secondary school teachers in Nyanza County, Kenya. The findings showed that some leadership behaviors negatively influenced teachers 'job motivation while others had a positive influence. Variables having negative influence included public criticism, use of threats and fault-finding.

Leadership behavior variables having a positive influence on teachers' motivation included recognition of effort, participation in staff meetings and guidance on pedagogy, among others. The study concluded that although teachers' job motivation is a multifaceted aspect, the leadership behaviors adopted by school principals play a big role in influencing it. (Musera, Achoka and Mugasia, 2012) studied the perception of secondary school teachers on the principals' leadership styles. The findings of this study revealed that the dominant type of leadership style of the sampled schools was supportive leadership behaviors.

## **2.5 School Leadership Development in Ethiopia**

Principalship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principalship, the authorities give their own argument. According to Knezevich cited in (Ahmed, 2006) the origin of principalship can be traced back to 1515 at the time of Johann Strum of USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervise principal.

In the history of Ethiopian education system, principalship traces its origin to the introduction of Christianity in the ruling era of king Ezana of Aksumite kingdom; around the fourth century A.D. Teshome cited in (Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of the principalship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals.

Soon after the restoration of independence, late 1941, education was given high priority which resulted in the opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999). According to (MOE, 2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's. During this time, the principalship positions were given to the Indians, because of their experience in principalship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome cited in (Ahmed, 2006) this new chapter of principalship

began with a supervising principal. Such a person was in charge not only for a single school but also for the educational system of the community where the school was located.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with a BA/BSc degree in any field were assigned as principals by senior officials of the MOE. The major criteria to select them were educational level and work experience (MOE, 2002) e. However, in the first, few decades of 1960's graduates of BA degrees in pedagogy were directly assigned in secondary schools.

On the other hand, career structure promotion advertisements which were issued from 1973 – 1976 showed that secondary school principals were those who held first degree , preferably in educational administration (EdAD) field. In addition to these teachers who had experience as a unit leader or department head were candidates for principal ship. Currently, the job description, issued by MOE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience.

In Ethiopian context the Ministry of Education MoE, (as cited in (Wudu, 2003), translated from Amharic version), pointed out that a school principal with the collaboration of school curriculum committee is expected to meet the following functions: Has to prepare a program in which the school curriculum is to be divided into short and long term programs with appropriate teaching materials and supported by co-curricular activities to be implemented and evaluated; facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by co-curricular activities and other educational activities; has to prepare a program which will enable educational materials, laboratories, rooms for practical work, libraries etc. are in conducive situations to give a coordinated services; has to provide topics of instructional problems to different departments for discussion.

It monitors the smooth going of such activities. It also provides solutions for teaching learning problems, which are beyond the abilities of each department; checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended. It also provides solutions by studying the problems encountered during the process of implementation; comes up with suggestions that could facilitate the provision of staff development or in service training programs, produces valuable suggestions by studying the



whole teaching-learning process and by evaluating the curricular materials of the different departments (Wudu, 2003).

The school principal together with parent-teacher unity and school community prepares annual plans with executing budget, thereby, implement it accordingly when approved. She/he makes sure that each department and teacher prepares a plan that emanates from the school plan and assures that it is based up on national and regional goals set. She/he also makes sure that teachers are informed and introduced with new events and new teaching and learning as well as working methods by preparing short term trainings and experience sharing programs at the school level with the view of helping them develop professionally. And coordinates co-curricular activities together with parent-teacher unity for the success of students educational activities performed in the class as well as outside the class (MOE, 2002).

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice principal, the department heads and the senior teachers. The educational programs supervision manual of ministry of education has sufficiently listed the roles of school principal in his/her capacity as instructional leader, in the area of supervision at the school level as follows: Creating a conducive learning environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities and; cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations(MOE, 1994).

The school principals, play as facilitators of both curriculum implementation and improvement (Wudu, 2003).His/her role as curriculum implementer is that when he/she pays attention to particular innovation, there will be a greater degree of implementation in the classroom of the school The school principal has the responsibility to provide directions and guidance, and assure that teachers have the necessary instructional materials to carry out their duties. Without the

support of the school principals, the chance for successful curriculum implementation is very low.

This implies that curriculum implementation is a cooperative enterprise and a joint venture between teachers and principals in the school. Therefore, school principals are crucial to success or failure on the part of the school administrator for the implementation function of the teacher (Wudu, 2003).

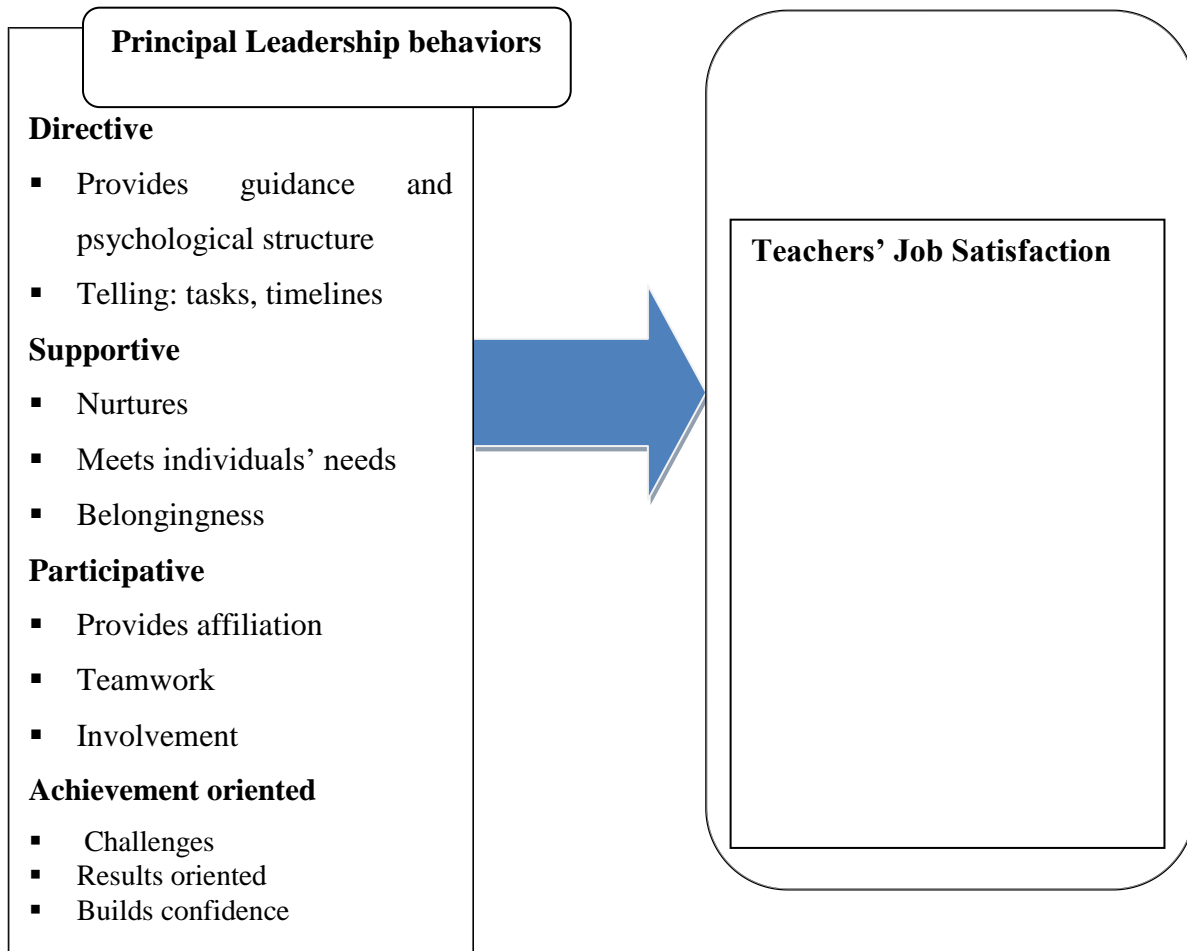
## **2.6 Conceptual Frame Work of the Study**

Variables of this study were principal leadership behaviors and teachers' job satisfaction. The anticipated interrelationship among these variables is also shown. A teachers' job satisfaction may be influenced by the leadership behaviors of the principal. When an inexperienced or unsure teacher performs an unstructured task, the leader uses a directive communication approach that may in turn affect the teachers' satisfaction towards the job. When the teacher is skilled but lacks confidence or commitment while performing a structured task, the principal leadership behaviors may be supportive and it has its impact on the teacher job satisfaction.

When the teacher is unsure and the task is unstructured, the school leader may use a participative communication behavior designed to elicit ideas from the teachers. It has its own impact on the teachers' satisfaction on their job. Lastly, if a skilled teacher performs an unstructured task, the leader may use an achievement-oriented communication style designed to show confidence in the teacher so as to perform well. This also impacts the teachers' job satisfaction.

Based on the above discussion the following conceptual framework is developed by the researcher, in which the dependent variable is job satisfaction and independent variables are dimensions of the four leadership behaviors' explained above.

**Figure 1: Conceptual framework diagram**



**Sources: Conceptual Framework for the Study developed by the researcher**

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

This chapter mainly contains methodology of the study, the research design, sources of data, target population, sample Size and sampling techniques, instruments of data collection, procedures of data collection and methods of data analysis.

#### **3.1 Methodology of the Study**

The aim of this study was to investigate the relationship between the leadership behaviors of principals and teachers' job satisfactions in secondary schools of West Wollega Zone. To accomplish this study, the appropriate research method is quantitative approach. Unlike qualitative research, quantitative research minimizes researcher or contextual bias by limiting the framework to the analysis of objective data (Cooper & Scindler, 2008). Quantitative approach emphasized because assessing the relationship of secondary school principals' leadership behaviors and teachers' job satisfactions can better understood by collecting large quantitative data.

#### **3.2 The Research Design**

In this study correlational research design was used. (Ary, Jacobs, Razahieh and Sorensen, 2006), defined co relational design as both quantitative and bivariate. The quantitative element in co relational research is the inquiry which uses operational definitions to generate numeric data to answer predetermined hypothesis or questions. Unlike qualitative research, quantitative research minimizes researcher or contextual bias by limiting the framework to the analysis of objective data (Cooper & Scindler, 2008). Therefore, it is an appropriate design for this study because it was used to examine variables in their natural environment and does not include researcher- imposed treatments.

The researcher's intent for this study was to examine the relationship between leadership behaviors and teachers' job satisfaction. A correlation design is thus deem as the most useful design to determine the relationship between these two variables and most appropriate for this study.(Kamar, 2005), has suggested that, the choice of a research design has to base on the objectives of the study and the research questions about the current state or condition require.

Thus correlation design was used based on the objective of the study, which is examining the relation between leadership behavior and teachers' job satisfaction.

### **3.3 Data Sources**

In order to strengthen the findings of the research the relevant data for the study were generated from both primary and secondary data sources. Primary data source was used to obtain reliable information about leadership behavior and teachers' job satisfaction. The primary data were obtained from principals through questionnaires, vice Principals, unit leaders, department heads and teachers. The primary data sources were the survey questionnaire. Through the questionnaire data were collected on the principals' leadership behaviors and teachers' job satisfaction which help to identify what teachers perceived about their leaders and jobs satisfaction. The secondary data sources reviewed were document related to human resources, reports regarding school leadership and actions taken to teachers' development in the secondary schools of West Wollega Zone.

### **3.4 Total Population**

Population is the entire group of people to which a researcher intends the results of a study to apply (Coups, Aron &, 2008). Therefore, according to the data the researcher gained from the statistics department of the zonal education office, there are 23 woredas and 86 secondary schools (9-10) in the West Wollega zone. All 1298 teachers in 86 government secondary schools, 344 department heads, 86 principals, 72 vice principals and 86 unit leaders were the target populations of this study.

### **3.5 Sample Size and Sampling Techniques**

(McMillan, J.H. & Schumacher, . 2010), stated that "Choosing a site is a negotiation process to obtain freedom of access to a site that is suitable for the research problem and feasible for the researcher's resources, mobility and skills. Accordingly, West Wollega zone was selected for the study using availability sampling technique. The zone was selected because the researcher is familiar with the study area since he is secondary school principal in one of the woredas under the zone. As a result, he hopes that he secured adequate cooperation from the zone and woreda education offices as well as the secondary school leaders.

From the 23 eight (35%) Woredas were selected using random sampling technique. Namely these Woredas were Nadjo administrative Town, Mandi administrative Town, Najo Woreda, Boji Chokor saworeda, Jarso Woreda, Boji Dirmaji Woreda, Lata Sib Woreda, and Kiltu Kara Woreda. This was because of economic and time constraints and also its difficulty to manage it efficiently. Moreover, out of the school population in the selected Woredas, Agar Alaltu secondary school from Najo administrative Town, Mana Sib secondary school from Mandi administrative Town, Biftu Gida and Burka Nasi Secondary school from Najo woreda, Boji Chokorsa secondary school from Boji Chokorsa woreda, Jarso Secondary school from Jarso Woreda, Boji Dirmaji and Amuma Hena Secondary schools from Boji Dirmaji Woreda, Wara Jiru and Aba Eba secondary schools from Lata Sib woreda, and Kiltu Kara and Hula Ganti Secondary Schools from Kiltu Kara Woreda were sampled using simple random sampling technique.

Among the secondary schools, 12 (14%) government secondary schools were selected using simple random sampling technique. (Gay and Arirasian, 2003), state that the sample of 10% to 20% of the target population is often used in descriptive research for large population. Moreover, all the principals working in the selected schools were selected using availability sampling; hence 12 principals, 18 vice principals, 12 unit leaders and 48 department heads were selected using availability sampling techniques from the selected schools. Among 487 teachers found in the selected secondary schools 219 teachers were sampled using simple random sampling. It was done using (Yemane, 1973) formula  $n = \frac{N}{1 + N(e)^2}$ .

Where; n = Sample size

N = Total number of teachers in the twelve sample secondary schools

E = Level of precision or acceptable sampling error (0.05)

Accordingly, the total numbers of teachers in the twelve sample schools are 487 which are N. The determined sample to be taken is 219 which are n. Thus,  $n/N$  gives the proportional number i.e.  $219/487 = 0.45$ . Then proportional number multiplied by the number of teachers in each school gives proportional sample of teachers selected from each school was presented below.

**Table 3.1: Sample Size**

No	Woreda/ Administrative town	Secondary Schools		Teachers		School leaders (principals, V/principals, U/leaders and d/heads)
		Population	Sample	Population	Sample	Sample (taken all Population)
1	Nadjo Town	2	1	55	25	8
2	Mandi Town	2	1	56	25	8
3	Najo Woreda	3	2	56	25	14
4	Boji chokorsa	2	1	48	22	8
5	Jarso	2	1	58	26	8
6	Boji Dirmaji	4	2	76	34	15
7	Lata sibu	4	2	65	29	14
8	Kiltu Kara	4	2	73	33	15
	Total	23	12	487	219	90

Source: Woredas' Educational offices

### 3.6 Instruments of Data collection

For this study, questionnaire was used as instrument of data collection. The questionnaire was used as a data gathering tool because it enables researchers to collect information from the large size of respondents within manageable time and provides a wide range of coverage of data with minimum cost. Therefore, in order to identify principal leadership behaviors and its effect to teachers' job satisfaction questionnaire was set for teachers and principals.

Questionnaire was prepared in English language because the researcher believes that they could understand the language. The questionnaire consisted of three parts. Part one described background information of respondents, part two consists of leadership behaviors and the third part focused on teachers' job satisfaction. All questionnaire items were closed ended and a liker scale.

Path goal leadership questionnaire is an instrument with 20 items. It was adapted and modified to suit the context of the study and increased to 23 and as a result each of the three leadership behaviors has 6 items and Achievement-Oriented leadership behavior has 5 items (Wangai, 2015). Leader Behaviors Questionnaire which has 23 items and teachers' job satisfaction questionnaires having 12 items total 35 items of the questionnaire were rated using Likert scale ranging from strongly agree with a score of 5 to strongly disagree with a score of 1.

### **3.7 Pilot test and Reliability**

#### **3.7.1 Pilot test**

Checking the reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). A pilot study was conducted on Sombo Sadan Gitan secondary school on 18 teachers 4 department heads, 1 unit leader, 1 principal, and 1 vice principal. The researcher preferred Sombo Sadan Gitan Secondary School because it was out of the sample schools. Using information from the pilot study, items which are in the original questionnaire but are found to confuse participants were modified. Furthermore, the pilot study was used to determine the reliability of the research instruments.

#### **3.7.2 Validity Checks**

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data. To ensure validity of instruments, the instruments were developed under close guidance of the advisors.

#### **3.7.3 Reliability Checks**

The reliability of the instrument was measured by using Cronbach alpha test. The reliability for the Leader Behavior Questionnaire (LBQ) for the school leaders and teachers was found to be 0.91 and this was considered to be high. In addition 0.89 reliability of Cronbach alpha was obtained for questionnaire items of teachers' job satisfaction. Based on suggestion obtained,



necessary modification was made on the items and unclear questions were modified or removed from index. This is shown in Table 3.2

**Table 3.2: Reliability test**

No	Variables	Cronbach's Alpha	Number of items
1	Leadership Behavior	0.91	23
2	Teachers' job satisfaction	0.89	12

### **3.8 Procedures of Data Collection**

To collect the data from the sample respondents convenient time and place was chosen in order to place them freely and maximize the quality of response and degree of return. Before dispatching the questionnaires for the participants the researcher gave orientation to make clear about the objectives of the research. Then the questionnaires were dispatched according to the time schedule of selected wordas.

### **3.9 Methods of Data Analysis**

After all necessary data were collected descriptive statistics; mean and standard deviation was employed. In addition, Pearson's correlation coefficient was used to determine the direction and level of connection between dependent and independent variable and regression analysis was employed to determine the effect of independent variable on dependent variable. Furthermore, independent samples t-test was conducted to examine the difference in responses of groups of respondents. This was analyzed using SPSS computer software Version 20. Frequency counts and percentage were used for background information of respondents. To determine the type of relationship between leadership behavior and job satisfaction, Pearson's correlation coefficient was used and regression analysis was used to assess the individual and combined effect of leadership behavior on job satisfaction. A bivariate correlation helps examine the strength and direction of the relationship between two variables. In addition, regression analysis was useful to assess the leadership behavior that significantly affects teachers' job satisfaction in this study.

### **3.10 Ethical Consideration**

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, there are a number of ethical considerations made during the study. Voluntary participation of respondents was encouraged. Filling of questionnaires required significant time and energy and its participation can disrupt the respondents' regular activity. For this reason, the researcher explained the objectives and significance of the study to the respondents and allows them to exercise their right to voluntary participation. They assured that the information they provided were kept confidential. To ensure this, the researcher removed information that required identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents' cooperation to provide the required information for the study.

## **CHAPTER FOUR**

### **4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the presentation, analysis and interpretation of the data gathered from the respondents through questionnaires interview and document analysis were analyzed in this chapter. A total of 309 copies of questionnaires were distributed to secondary school teachers, unit leaders, department heads, principals and vice principals and 305 copies of the questionnaires were returned which accounts for 98.7% return rate of the questionnaire. The researcher tried to get back all distributed questionnaires and achieved high return rate. The analysis of the data starts with the characteristics of the respondents and the analysis of the main data followed.

#### **4.1 Demographic Characteristics of Respondents**

Under this topic demographic characteristics of respondents in terms of sex, age, education level and work experience were presented and analyzed.

**Table 4.1: Demographic back ground of respondents**

			Position in school		Total	
			Teachers	School Leaders		
Sex	Male	Frequency	181	82	263	
		%	84.2%	91.1%	86.2%	
	Female	Frequency	34	8	42	
		%	15.8%	8.9%	13.8%	
Age of respondents	21-25 years	Frequency	26	2	28	
		%	12.1%	2.2%	9.2%	
	26-30 years	Frequency	52	20	72	
		%	24.2%	22.2%	23.6%	
	31-35 years	Frequency	60	37	97	
		%	27.9%	41.1%	31.8%	
	36-40 years	Frequency	49	22	71	
		%	22.8%	24.4%	23.3%	
	41 and above years	Frequency	28	9	37	
		%	13%	10%	12.1%	
	Level of education attained	1st degree	Frequency	183	44	227
			%	85.1%	48.9%	74.4%
2 <sup>nd</sup> degree		Frequency	32	46	78	
		%	14.9%	51.1%	25.6%	
Service Year	1-5 years	Frequency	29	0	29	
		%	13.5%	0.0%	9.5%	
	6-10 years	Frequency	59	15	74	
		%	27.4%	16.7%	24.3%	
	11-15 years	Frequency	55	34	89	
		%	25.6%	37.8%	29.2%	
	16-20 years	Frequency	38	31	69	
		%	17.7%	34.4%	22.6%	
	above 20 years	Frequency	34	10	44	
		%	15.8%	11.1%	14.4%	
	Total	Frequency	215	90	305	
		%	100.0%	100.0%	100.0%	

Table 4.1 reveals demographic characteristics of respondents in terms of sex, age, education level and work experience. Accordingly, 181 (84.2%) of the teachers were males and 34 (15.8%) of the teachers were females. On the other hand, 82 (91.1%) of the school leaders were males and 8 (8.9%) of them were females. Regarding age distribution of respondents, 26 (12.1%) of the teachers were in the age group of 21-25 years, 52 (24.2%) of them were in the age group of 26-30 years, 60 (27.9%) of them were in the age group of 31-35 years, 49(22.8%) of them were in the age group of 36-40 years and 28 (13%) of them were 41 and above years of age. On the other hand, 2 (2.2%) of the school leaders were in the age group of 21-25years, 20 (22.2%) of them were between the age group of 26-30 year. In addition 37 (41.1%) of the school leaders were in the age group of 31-35years, 22 (24.4%) of them were between the age group of 36-40 year and 9 (10%) of them were 41 and above years of age. This data indicates that majority of the secondary school leaders in the study area were between the age group of 31-35 years.

In terms of educational level of respondents, 183 (85.1%) of the teachers were first degree holders and 32 (14.9%) of them were second degree holders. From the data it is clear that majority of the teachers were first degree holders. This shows that teachers in secondary schools of west Wollega Zone were below the set standards according to the new education roadmap. On the other hand, 44 (48.9%) of the secondary school leaders were first degree holders and 46 (51.1%) of them were second degree holders and implies that majority of them were in the standard set by ministry of education to lead the secondary schools.

Regarding work experience of the secondary school teachers' 29 (13.5%) of them have 1-5 years of work experience, 59 (27.4 %) of them have 6-10 years of work experience, 55 (25.6 %) of them have 11-15 years of work experience, 38 (17.7%) of them have 16-20 years of work experience and 34 (15.8%) of them have 21 and above years of work experience in West Wollega secondary schools. This indicates that majority of the secondary school teachers have a work experience of 6-10 years. It implies that secondary schools in west Wollega Zone have experienced teachers. On the other hand, 15(16.7%) of the secondary school leaders have a work experience of 6-10 years, 34 (37.8%) of them have a work experience of 11-15 years, 31 (34.4%) of them have a work experience of 16-20 years and 10 (11.1 %) of them have 21 and above years of working experience. It indicates that majority of the secondary schools in West Wollega Zone have working experience of 11-15 years and implies that the school leaders have enough experience of leading the secondary schools.

## **4.2 The extent at which Leadership Behaviors are practiced**

In this topic data were analyzed and presented concerning the extent to which leadership behaviors are practiced in secondary schools. It was analyzed through four leadership behaviors; namely directive, participative, supportive and achievement-oriented. Data were collected using questionnaire having likert scale. In this scale 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree.

To determine the extent to which leadership behaviors are practiced in secondary schools, data were analyzed using independent samples t-test. The analysis was made at each practice of leadership behaviors and at aggregate level of leadership behaviors as follows.

### **4.2.1 Directive Leadership Behavior**

Directive leadership behavior characterizes a leader who tells subordinates exactly what they are expected to do. In this context a principal who tells teachers about their task, including what is expected of them, how it is to be done and the time to complete the task. Such a principal also sets standards of performance and defines clear rules and regulations for the teachers. To investigate directive principals' leadership behaviors 6 items of questionnaire were presented and analyzed in the following table.

**Table 4.1: Directive leadership behavior practices as perceived by teachers and school leaders**

No	The school leader	Groups	N	Mean	Std. Dev	T	Sig. (2-tailed)
1	Let group members know what is expected of them	Teachers	215	3.27	1.19		
		School Leaders	90	3.32	1.16	-.323	.747
2	Schedules the work to be done	Teachers	215	3.70	1.08		
		School Leaders	90	3.72	1.01	-.188	.851
3	Decides what shall be done	Teachers	215	3.45	1.07		
		School Leaders	90	3.78	1.03	-2.515	.013
4	Decides how works shall be done	Teachers	215	3.57	1.20		
		School Leaders	90	4.07	.94	-3.864	.000
5	Maintains definite standards of performance	Teachers	215	2.36	1.09		
		School Leaders	90	2.51	1.21	-1.003	.317
6	Ensures that group members follow standard rules	Teachers	215	2.76	1.29		
		School Leaders	90	2.71	1.31	.314	.754
	Total	Teachers	215	3.18	.42		
		School Leaders	90	3.35	.42	-3.108	.002

Table 4.2 above presents the extent to which directive leadership behavior was practiced in secondary schools of West Wollega Zone. Accordingly teachers responses on items of directive leadership behavior indicate  $M=3.18$ ,  $SD=0.42$ , and school leaders responses on items of directive leadership behavior indicate  $M= 3.35$ ,  $SD= 0.42$ . Independent samples t-test conducted

regarding respondents responses on directive leadership behavior indicate ( $T = -3.108, p = .002$ ). It indicates that teachers and the school leaders agree that directive leadership behavior was practiced in secondary schools of West Wollega Zone. It also reveals that there is a statistically significant difference between responses of teachers and the school leaders on directive leadership behaviors. It implies that teachers and the school leaders agree that directive leadership behavior is applied in secondary schools of West Wollega Zone, though data indicated difference in degree of agreement between teachers and the school leaders.

The finding of this study confirms the study by Mitchell (1974) who report that the directive leader gives specific guidance to staff to accomplish their desired expectations. The practice of directive leadership behaviors in schools manifests itself through giving specific directives to the teachers to accomplish tasks as indicated in the above results.

On the other hand, teachers responses regarding the school leaders maintaining definite standards of performance indicate  $M= 2.36, SD= 1.09$  and the school leaders responses indicate  $M= 2.51, SD= 1.21$ . In addition t-test regarding the school leaders maintaining definite standards of performance indicate ( $T = -1.003, p = .317$ ). It indicates that teachers and school leaders perceive that definite standards of performance do not maintained, since the mean value of responses were low and independent samples t-test conducted indicate that there is no significant difference between responses of teachers and the school leaders regarding the school leaders maintaining definite standards of performance. This implies that the school leaders do not maintain definite standards of performance as needed in secondary schools of West Wollega Zone.

This was the opposite of the finding by Northouse (2013) which states directive leadership set standards of performance and defines clear rules and regulations for subordinates. However, the finding of this study pointed out that the school leaders don't maintain definite standards of performance in schools.

#### **4.2.2 Participative Leadership Behavior**

Leadership with participative behavior consults teachers, obtains their ideas and opinions and integrates their suggestions into decision making. If teachers do not want autocratic leadership, have internal locus of control and follower ability is high and if task is complex, authority is either weak or strong and satisfaction from colleagues is either high or low, this type of



leadership behavior is appropriate. To investigate participative principals' leadership behaviors 6 items of questionnaire were presented and analyzed in the following table.

**Table 4.1: Participative leadership behavior practices as perceived by teachers and school leaders**

No	The school leader	Groups	N	Mean	Std. Dev	T	Sig.(2-tailed)
1	Consults with members when faced with problems	Teachers	215	2.55	1.19		
		School Leaders	90	2.67	1.31	-.703	.483
2	Gives serious consideration to what members have to say before making decision.	Teachers	215	2.80	1.11		
		School Leaders	90	2.83	1.09	-.207	.836
3	Asks for our suggestions concerning how to carry out assignments	Teachers	215	2.72	1.11		
		School Leaders	90	2.49	1.05	1.690	.093
4	Consults with his/her subordinates before taking action	Teachers	215	3.05	1.13		
		School Leaders	90	2.72	1.12	2.329	.021
5	Asks members for suggestions on what assignments should be done.	Teachers	215	2.90	1.09		
		School Leaders	90	3.10	1.14	-1.397	.164
6	Explains the way my tasks should be carried out	Teachers	215	2.95	1.08		
		School Leaders	90	2.52	.90	3.544	.000
		Teachers	215	2.82	.52		
	Total	School Leaders	90	2.72	.44	1.81	.071

Table 4.3 above presents the extent to which participative leadership behavior was practiced in secondary schools of West Wollega Zone. Accordingly teachers responses on items of participative leadership behavior indicate  $M=2.82$ ,  $SD=0.52$ , and school leaders responses on items of directive leadership behavior indicate  $M= 2.72$ ,  $SD= 0.44$ . Independent samples t-test conducted regarding respondents responses on participative leadership behavior indicate ( $T = 1.81$ ,  $p = .071$ ). It indicates that teachers and the school leaders agree that participative leadership behavior was practiced in secondary schools of West Wollega Zone. It also reveals that there is no statistically significant difference between responses of teachers and the school leaders on participative leadership behaviors. It implies that teachers and the school leaders similarly agree that participative leadership behavior is practiced in secondary schools of West Wollega Zone.

(Northouse, 2013), indicated that participative leadership is appropriate when teachers do not want autocratic leadership, have internal locus of control and follower ability is high. Thus, the finding of this study goes in line with his findings because the school leaders apply participative leadership to avoid autocratic leadership in schools.

#### **4.2.3 Supportive Leadership Behavior**

Leadership with supportive behavior shows concern for subordinates' wellbeing and personal needs. A principal exercising this leadership is friendly, approachable and attends to the wellbeing and human needs of teachers. When the task is simple, formal authority is weak and the work group does not provide job satisfaction, supportive leadership is appropriate. To investigate supportive principals' leadership behaviors 6 items of questionnaire were presented and analyzed in the following table.

**Table 4.1: Supportive leadership behavior practices as perceived by teachers and school leaders**

No	The School Leaders	Groups	N	Mean	Std. Dev	T	Sig. (2-tailed)
1	Maintain a friendly working relationship	Teachers	215	2.88	1.083		
		School Leaders	90	3.09	1.088	-1.539	.126
2	Puts suggestions made by members in to operation.	Teachers	215	3.07	1.148		
		School Leaders	90	3.41	1.004	-2.592	.010
3	Treats all group members as his equals	Teachers	215	2.70	1.138		
		School Leaders	90	2.98	1.298	-1.780	.077
4	Looks out for the personal welfare of group members	Teachers	215	3.25	1.269		
		School Leaders	90	2.80	1.309	2.771	.006
5	Willing to make changes	Teachers	215	2.92	1.208		
		School Leaders	90	3.09	1.251	-1.110	.269
6	Helps to overcome problems which stop me from carrying out my tasks	Teachers	215	2.90	1.217		
		School Leaders	90	3.12	1.452	-1.263	.209
	Total	Teachers	215	2.95	.54		
		School Leaders	90	3.08	.43	-2.173	.031

Table 4.4 above presents the extent to which supportive leadership behavior was practiced in secondary schools of West Wollega Zone. Accordingly teachers responses on items of supportive leadership behavior indicate  $M=2.95$ ,  $SD=0.54$ , and school leaders responses on items of supportive leadership behavior indicate  $M= 3.08$ ,  $SD= 0.43$ . Independent samples t-test

conducted regarding respondents responses on supportive leadership behavior indicate ( $T = -2.173, p = .031$ ). It indicates that teachers and the school leaders agree that supportive leadership behavior was practiced in secondary schools of West Wollega Zone. It also reveals that there is a statistically significant difference between responses of teachers and the school leaders on supportive leadership behaviors. It implies that teachers and the school leaders agree that supportive leadership behavior is practiced in secondary schools of West Wollega Zone. However, as shown in the t-test result there is difference in the level of agreement between the two groups.

(House, 1996), explains that a supportive leadership style is used when a leader takes the needs of the subordinates into account, showing concern for their welfare and creating a friendly working environment. According to (House, 1996), the benefit of this style is that it increases the followers' self-esteem and makes the jobs assigned to the followers more interesting. This approach is most effective when work is either stressful or boring. Moreover, supportive leadership is important to increase the self-confidence of subordinates and reduce any negative aspects. Thus the presence of supportive leadership behavior in secondary schools of West Wollega Zone will be helpful to increase teachers' job satisfaction.

#### **4.2.4 Achievement Oriented Leadership Behavior**

Leadership with achievement oriented behavior sets clear and challenging goals for subordinates. An achievement oriented principal shows a high degree of confidence in teachers. When teachers are open to autocratic leadership, have external locus of control and their ability is high and when task is simple, authority is strong and job satisfaction from colleagues is either high or low achievement oriented leadership behavior is appropriate. To investigate achievement oriented principals' leadership behaviors 5 items of questionnaire were presented and analyzed in the following table.

**Table 4.1: Achievement-Oriented leadership behavior practices as perceived by teachers and school leaders**

No	The school leaders	Groups	N	Mean	Std. Dev	T	Sig. (2-tailed)
1	Encourages continual improvement in members' performance	Teachers	215	3.50	1.013		
		School Leaders	90	3.88	.732	-3.670	.000
2	Lets others know what is expected of them to perform at their highest level	Teachers	215	3.41	1.188		
		School Leaders	90	3.38	1.223	.207	.836
3	Asks for others suggestions concerning how to carry out assignments	Teachers	215	3.62	1.010		
		School Leaders	90	3.59	1.059	.262	.794
4	Demonstrates confidence others ability to meet most objectives	Teachers	215	3.72	.916		
		School Leaders	90	3.38	1.056	2.653	.009
5	Make more clearly defined the action or fact of attaining a goal.	Teachers	215	3.79	1.049		
		School Leaders	90	3.49	.997	2.374	.019
	Total	Teachers	215	3.60	.46		
		School Leaders	90	3.54	.42	1.183	.238

Table 4.5 above reveals the extent to which achievement oriented leadership behavior was practiced in secondary schools of West Wollega Zone. Accordingly teachers responses on items of achievement oriented leadership behavior indicate  $M=3.60$ ,  $SD=0.46$ , and school leaders responses on items of achievement oriented leadership behavior indicate  $M= 3.54$ ,  $SD= 0.42$ . Independent samples t-test conducted regarding respondents responses on achievement oriented leadership behavior indicate ( $T = 1.183$ ,  $p = .238$ ). It indicates that teachers and the school

leaders agree that achievement oriented leadership behavior was practiced in secondary schools of West Wollega Zone. It also reveals that there is no statistically significant difference between responses of teachers and the school leaders on achievement oriented leadership behaviors. It implies that teachers and the school leaders agree that achievement oriented leadership behavior is practiced in secondary schools of West Wollega Zone.

(Northouse, 2013), indicates that achievement oriented leadership is appropriate when teachers are open to autocratic leadership and have external locus of control. Therefore, the presence of achievement oriented leadership in secondary schools of West Wollega Zone implies that teachers have external locus of control.

#### 4.2.5 Overall Summary of Principals Leadership Behaviors

Overall summary of principals' leadership behavior were presented and analyzed in the following table.

**Table 4.1: Summery of leadership behaviors practices as perceived by teachers and school leaders**

No	Principals Leadership Behaviors	Groups	N	Mean	Std. Dev	T	Sig. (2-tailed)
1	Directive leadership behavior	Teachers	215	3.18	.42		
		School Leaders	90	3.35	.42	-3.108	.002
2	Participative leadership behavior	Teachers	215	2.82	.52		
		School Leaders	90	2.72	.44	1.819	.071
3	Supportive leadership behavior	Teachers	215	2.95	.54		
		School Leaders	90	3.08	.43	-2.173	.031
4	Achievement oriented leadership behavior	Teachers	215	3.60	.46		
		School Leaders	90	3.54	.42	1.183	.238
	Total	Teachers	215	3.14	.26		
		School Leaders	90	3.17	.24	-.984	.326

Table 4.6 reveals overall summery of principals leadership behaviors. Accordingly teachers responses on items of directive leadership behavior indicate M=3.18, SD=0.42, and school

leaders responses on items of directive leadership behavior indicate  $M= 3.35$ ,  $SD= 0.42$ . Independent samples t-test regarding respondents responses on directive leadership behavior indicate ( $T = -3.108$ ,  $p = .002$ ). This reveals that there is a statistically significant difference between responses of teachers and the school leaders on directive leadership behaviors. It implies that teachers and the school leaders agree that directive leadership behavior is applied in secondary schools of West Wollega Zone, through data indicated difference in degree of agreement between teachers and the school leaders.

The document review indicates that school leaders prepare the work schedule for all works to be carried out in each semester in secondary schools. However it indicates that the work schedule was prepared regarding academic activities rather than administrative activities. It implies that the school leaders do administrative tasks spontaneously without planning or scheduling. On the other hand, scheduling all the works to be carried out implies that the school leaders practice directive leadership behaviors in their schools. Reviewed document shows that the school principals do not define the work performance standards to be followed by teachers. This indicated that principals accept and approve works done by teachers without standards. This may affect performance measurement of the teachers and may make them to be dissatisfied in their work. Defining performance standard is an element of directive leadership behavior; however document review indicates that principals do not practice directive leadership behavior in terms of defining performance standards.

Teachers responses on items of participative leadership behavior indicate  $M=2.82$ ,  $SD=0.52$ , and school leaders responses indicate  $M= 2.72$ ,  $SD= 0.44$ . Independent samples t-test regarding respondents responses on directive leadership behavior indicate ( $T = 1.819$ ,  $p = .071$ ). This reveals that there is no statistically significant difference between responses of teachers and the school on participative leadership behavior. It implies that teachers and the school leaders agree that directive leadership behavior is applied in secondary schools of West Wollega Zone.

Document review indicated that there is staff meeting in schools, though it is not regularly carried out. The staff meeting was carried out most often but was not regularly. Regular meetings carried out in schools indicate that the school leaders practice participative leadership behavior in leading the school. However in secondary schools of the study area there was no regular staff

meeting and implies that principals or school leaders do not practice leadership behavior in their leadership.

Involvement of the teachers in decision making process was very low according to the document reviewed. This indicates that the school leaders often make decisions themselves without involving the stake holders. It implies that the school leaders or principals do not practice participative leadership behavior in their leadership.

In addition, teachers responses on items of supportive leadership behavior indicate  $M=2.95$ ,  $SD=0.54$ , and school leaders responses indicate  $M= 3.08$ ,  $SD= 0.43$ . Independent samples t-test regarding respondents responses on supportive leadership behavior indicate ( $T = -2.173$ ,  $p = .031$ ). This reveals that there is no statistically significant difference between responses of teachers and the school on supportive leadership behavior. It implies that teachers and the school leaders agree that supportive leadership behavior is applied in secondary schools of West Wollega Zone.

Furthermore, teachers responses on items of achievement oriented leadership behavior indicate  $M=3.60$ ,  $SD=0.46$ , and school leaders responses indicate  $M= 3.54$ ,  $SD= 0.42$ . Independent samples t-test regarding respondents responses on achievement oriented leadership behavior indicate ( $T = 1.183$ ,  $p = .238$ ). This reveals that there is no statistically significant difference between responses of teachers and the school on achievement oriented leadership behavior. This implies that teachers and the school leaders agree that achievement oriented leadership behavior is applied in secondary schools of West Wollega Zone.

Document review showed that there is supervision in schools to improve the teaching learning process. However, it was not regular supervision intended to support teachers in their work. It emphasizes the work attained rather than supporting them. The performance appraisal of teachers depends on work attainment rather than the work process. It may imply that principals mainly practice achievement oriented leadership behavior in their leadership. In general the document review indicated that principals mostly apply achievement oriented leadership behavior and directive leadership behavior rather than applying participative leadership behavior and supportive leadership behavior. Thus data collected using the document review and data gathered using the questionnaire complement each other and substantiated that achievement oriented



leadership behavior and directive leadership behavior were mostly practiced in secondary schools of West Wollega Zone.

It implies that teachers and the school leaders similarly perceive that achievement oriented leadership behavior was the most often perceived to be present in secondary schools of West Wollega Zone. Directive leadership behavior was perceived to be practiced in the second place, supportive leadership behavior was perceived to be practiced in the third place, and participative leadership behavior was perceived to be practiced in the fourth place.

This agrees with research findings of Tolbert and Hall (2009) who observe that individuals can exercise different types of leadership styles. (Edgerson and Kritsonis , 2006), indicate that exposure to different leadership styles assist staff to function effectively in the classroom and build their own self-esteem. It also enables teachers to view principals as supporters and facilitators who help to make teachers effective in the classroom. ( Davis and Wilson, 2000), point out that if a supportive and facilitating environment is experienced teachers will try hard to accept the leadership of their principals.

#### **4.3 Teachers job satisfaction**

Job satisfaction is an internal state that is expressed by affectively or cognitively evaluating an experienced job with some degree of favor or disfavor ((Arthur, 1998)). It is also defined as a pleasurable or positive emotional state resulting from the appraisal of one's job (Locke, 1976). To investigate teachers' job satisfaction 12 items of questionnaire were presented and analyzed in the following table.

**Table 4.1: Teachers' job satisfactions perceived by teachers and school leaders**

No	Teachers job satisfaction	Groups	N	Mean	Std. Dev	T	Sig. (2-tailed)
1	Teachers are satisfied with the way school leaders give directions for the work done.	Teachers	215	3.01	.79		
		School Leaders	90	2.83	.65	2.053	.041
2	The way the school leaders set challenging work satisfies teachers	Teachers	215	3.39	.73		
		School Leaders	90	3.37	.48	.270	.787
3	Professional relationship with the school leaders satisfies the teachers	Teachers	215	3.32	1.27		
		School Leaders	90	3.01	1.15	2.068	.040
4	Teachers are satisfied with the way the school leaders communicate them.	Teachers	215	3.41	1.09		
		School Leaders	90	3.14	1.30	1.695	.092
5	Teachers are satisfied with the opportunity for participation in the determination of work to done.	Teachers	215	3.25	.67		
		School Leaders	90	3.64	.54	-5.389	.000
6	Involvement in decision making at school make the teachers to be satisfied	Teachers	215	3.23	1.12		
		School Leaders	90	3.94	.75	-6.431	.000
7	The school leaders treating all group members as his equals make the teachers to be satisfied in their job.	Teachers	215	3.41	.76		
		School Leaders	90	3.84	.83	-4.255	.000
8	Teachers are satisfied with the school leaders willing to make changes	Teachers	215	3.81	.96		
		School Leaders	90	3.39	1.50	2.475	.015
9	Teachers are satisfied because the school leaders support the teachers	Teachers	215	3.64	1.16		
		School Leaders	90	3.98	.71	-3.105	.002
10	Achievement evaluations make the teachers to be satisfied	Teachers	215	3.33	1.27		
		School Leaders	90	3.57	1.13	-1.603	.111
11	Teachers are satisfied because the job provides them with an opportunity to achieve professionally	Teachers	215	3.83	1.05		
		School Leaders	90	3.11	1.40	4.390	.000
12	Teachers are satisfied because emphasizes made in attainment of results	Teachers	215	3.27	1.24		
		School Leaders	90	3.36	1.31	-.501	.617
		Teachers	215	3.40	.44		
	Aggregate result	School Leaders	90	3.43	.33	-.507	.613

Table 4.7 above presents the teachers job satisfaction in secondary schools of West Wollega Zone. In aggregate results of all items teachers responses indicate  $M=3.40$ ,  $SD=0.44$ , and school leaders responses indicate  $M= 3.43$ ,  $SD= 0.33$ . Independent samples t-test regarding respondents responses on items of teachers' job satisfaction indicate ( $T = -.507$ ,  $p = .613$ ). This reveals that teachers and the school leaders similarly agree that teachers are satisfied in their job. In addition, independent samples t-test reveals that there is no statistically significant difference between responses of teachers and the school leaders on teachers' job satisfaction. Thus it implies that teachers in secondary schools of West Wollega Zone have job satisfaction in the school.

On the other hand, however both groups agree that teachers have job satisfaction, independent samples t-test reveals that there is statistically significant difference between teachers and school leaders responses that teachers are satisfied with professional relationship with the school leaders ( $T =2.068$ ,  $P= .040$ ). In addition, it indicates that there is statistically significant difference between teachers and school leaders responses that teachers are satisfied with the opportunity for participation in decision making ( $T= -6.431$ ,  $P=.000$ ). Moreover, it indicates that there is statistically significant difference between teachers and school leaders' responses that teachers have satisfaction in the school leaders treatment of all group members as his equals ( $T= -4.255$ ,  $P=.000$ ). Furthermore, there is statistically significant difference between teachers and school leaders' responses that teachers are satisfied because the school leaders support them ( $T=-3.105$ ,  $P=.002$ ) and there is statistically significant difference between teachers and school leaders' responses that teachers are satisfied because the job provides them with an opportunity to achieve professionally ( $T=4.390$ ,  $P=.000$ ). This may come from the differences of groups of respondents.

These findings of the current study confirms the study of (Gatere, 1998) which indicate a significant positive relationship exists between the level of teacher job satisfaction and the strength by the leadership behaviors dimensions. The principals' combined leadership behaviors contributed significantly to teacher job satisfaction.

#### **4.4 The Relation between Principal leadership Behaviors and Teachers Job satisfaction**

Pearson's correlation is a measure of the degree of linear association between two variables. It indicates strengths, directions and significance of the relations of the variables. According to (Gay,Min, 2009),  $1.0 (-1.0) =$  Perfect positive or negative Correlation,  $0.60$  to  $0.99 (-0.60$  to  $-$

0.99) = Strong, 0.30 to 0.59 (-0.30 to -0.59) = Moderate, 0.01 to 0.29 (-0.01 to -0.29) = Weak and 0 = No Correlation. The correlation, denoted by  $r$ , can take on any value from -1 to 1 (Sileshi, 2008). The relation between principal leadership effective and teachers job satisfaction was presented and analyzed using Pearson correlation coefficient in the following table.

**Table 4.1: The relation between leadership behavior and teachers job satisfaction**

		Teachers' Job Satisfaction
Directive leadership behavior	Pearson Correlation	.039
	Sig. (2-tailed)	.498
	N	305
Participative leadership behavior	Pearson Correlation	.269**
	Sig. (2-tailed)	.000
	N	305
Supportive leadership behavior	Pearson Correlation	.551**
	Sig. (2-tailed)	.000
	N	305
Achievement leadership behavior	Pearson Correlation	-.059
	Sig. (2-tailed)	.302
	N	305
Aggregate leadership behavior	Pearson Correlation	.397**
	Sig. (2-tailed)	.000
	N	305

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

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 4.8 above presents the Pearson's correlation coefficients test of relationship between principals' leadership behavior and teachers' satisfaction. Accordingly, the finding of the study revealed that there is a weak, statistically significant positive relationship exists between directive behavior of principals and teachers job satisfaction ( $r=.039$ ,  $\rho=0.498$ ). On the other hand, the finding of the study revealed that there is a weak, statistically significant positive relationship exists between participative behavior of principals and teachers job satisfaction ( $r=.269^{**}$ ,  $\rho=0.000$ ). In addition, the finding of the study revealed that there is a weak, statistically significant positive relationship exists between supportive behavior of principals and teachers job satisfaction ( $r=.551^{**}$ ,  $\rho=0.000$ ). Moreover, the finding of the study revealed that there is statistically significant positive relationship exists between achievement oriented behavior of principals and teachers job satisfaction ( $r= -.059$ ,  $\rho=0.302$ ). Therefore the data provided evidence that there was indeed a positive relationship between secondary school principals achievement oriented leadership behaviours and teachers' job satisfaction. This means as achievement oriented principals behavior increases the teachers' job satisfaction decreases.

Pearson's correlation coefficient indicated that aggregate principals' leadership behavior and teachers' job satisfaction have positive relationship. In general the finding of the study revealed that there is statistically significant positive relationship exists between aggregate leadership behavior of principals and teachers job satisfaction ( $r=.397^{**}$ ,  $\rho=0.000$ ). This revealed that there is positive relationship between principals' leadership behavior and teachers' job satisfaction in secondary schools of West Wollega Zone.

Participative leadership behaviors increase the level of job satisfaction of teachers by developing shared vision, motivating the followers (Voon, Lo, Ngui, & Ayob , 2011), Participative leadership behaviors motivate teachers in achieving extraordinary outcomes, and they support and empower them. Thus, the findings of this study seem to confirm the findings of these scholars.

The findings of the current study concur with the study with (Kingori , 2013) that participative leadership behaviors positively affected teachers job satisfaction. In addition, (Ndiku, 2009), indicated the positive effect of supportive leadership on job satisfaction.

#### 4.5 Effects of Principals Leadership Behaviors on Teachers Job Satisfaction

Regressions analysis was applied to identify the effect of principals ‘leadership behavior on teachers’ job satisfaction in secondary schools of West Wollega Zone.

#### Model Summary

**Table 4.1: Regression**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.587 <sup>a</sup>	.345	.336	.33939

- a. Predictors: (Constant), Achievement oriented leadership behavior, supportive leadership behavior, directive leadership behavior, participative leadership behavior

Table 4.9 above indicates that leadership behavior predicts only 33.6% or explains 33.6% of teachers’ job satisfaction ( $R^2 = 0.336$ )

**Table 4.1 Coefficients’**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.115	.254		8.342	.000
	Directive leadership behavior	-.044	.046	-.046	-.972	.332
	Participative leadership behavior	.159	.039	.192	4.037	.000
	Supportive leadership behavior	.424	.039	.526	10.990	.000
	Achievement oriented leadership behavior	-.075	.043	-.081	-1.721	.086

### **Dependent Variable: Teachers Job Satisfaction**

As can be seen from table 4.10, the combined effect of the independent variables (principals' leadership behavior) contributed about 33.6 % in the variance of teachers job satisfaction ( $R^2=.336$ ). The analysis further indicated that participative leadership behavior ( $\beta=.159$ ,  $p=.000$ ) which indicates participative leadership behavior predicts the teachers' job satisfaction by 15.9%. In addition, supportive leadership behavior ( $\beta=.424$ ,  $p=.000$ ) which indicates supportive leadership behavior predicts the teachers' job satisfaction by 42.4%.

Participative leadership behavior ( $\beta=.159$ ,  $p=0.000$ ) and supportive leadership behavior ( $\beta=.424$ ,  $p=0.000$ ) have significant effect on teachers' job satisfaction. Data also indicated that supportive leadership behavior has greater effect on teachers' job satisfaction than participative leadership behavior.

However, data indicated that directive leadership behavior and achievement oriented leadership behavior have no significant effect on teachers job satisfaction, since directive leadership behavior indicate ( $\beta= -.044$ ,  $p=.332$ ) and achievement oriented leadership behavior indicated ( $\beta= -.075$ ,  $p=.086$ ). It indicates that “ $\beta$ ” was negative and P-value  $>0.5$  and implies that these variables failed to have significant effect on teachers' job satisfaction.

In general principals' leadership behaviors have significant effect on teachers' job satisfaction, since Constant (directive leadership behavior, participative leadership behavior, supportive leadership behavior and achievement oriented leadership behavior) indicate ( $\beta=2.115$ ,  $p=.000$ ). It also indicates positive value and then there are some effects caused on the teachers' job satisfaction as a result of principals leadership behaviors applied.

The independent (constant) ' $\beta$ ' level were greater than zero and imply that there is resultant effect of principals leadership behavior on teachers' job satisfaction. Positive value indicates that there are some effects caused on the teachers' job satisfaction, thus as a result of participative leadership behavior and supportive leadership behavior teachers' were satisfied in their job. Teachers' were not satisfied in their job in achievement oriented leadership behaviors and directive leadership behaviors.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of major findings, the conclusion drawn from the findings and recommendations that the researcher suggests and assumes operational regarding principals' leadership behavior and teachers' job satisfaction.

#### 5.1 Summary

The aim of the study was to investigate the relationship between principals' leadership behavior and teachers' job satisfaction in Secondary schools of West Wollega Zone. Thus, an attempt has been made to assess the extent to which secondary school principals apply leadership behaviors in terms of directive leadership behavior, participative leadership behavior, supportive leadership behavior and achievement oriented leadership behavior. In addition, the extent to which secondary school teachers were satisfied in principals' leadership behavior was assessed. The relationship between principal leadership behaviors and teacher job satisfaction was also examined. Effect of principals' leadership behavior on teachers' job satisfaction was also identified.

Finally, the study made an effort to come up with suggestions and recommendations. In order to achieve the objective of the study, the following basic questions were stated and answered.

1. To what extent (directive, supportive, participative and achievement oriented) leadership behaviors are practiced in secondary schools of West Wollega Zone?
2. Is there relationship between principals leadership behaviors and teachers job satisfaction in Secondary schools of West Wollega Zone?
3. Which leadership behavior significantly affects teachers' job satisfaction in secondary schools of west Wellega zone?

In this study correlational research design was used. To get answers for the above basic questions, the study was carried out in 12 government secondary schools of the zone as the sample of the study, which were selected through simple random sampling technique. The 215 and 90 secondary school leader respondents were selected using simple random sampling method. Finally, the data were carefully collected, coded, and presented for analysis and inferential



statistics such as, mean, standard deviation; Pearson's correlation and regression analysis were used. From these data analysis the following major findings were obtained.

## **5.2 Major Findings**

Based on the analysis above the following major findings were drawn

### **5.2.1 The extent of Leadership Behaviors practiced**

- The study found that all leadership behaviors, directive leadership behavior, participative leadership behavior, supportive leadership behavior and achievement oriented leadership behavior were applied in secondary schools of West Wollega Zone. Achievement oriented leadership behavior was the most often present leadership behavior in secondary schools of West Wollega Zone. Directive leadership behavior practiced in the second place, supportive leadership behavior practiced in the third place, and participative leadership behavior practiced in the fourth place.

### **5.2.2 Teachers' Job Satisfaction**

- The study revealed that teachers have job satisfaction in principals' leadership behaviors in secondary schools of West Wollega Zone.

### **5.2.3 Relation between Principal leadership Behaviors and Teachers Job satisfaction**

- The study found that there exists between principals' leadership behavior and teachers job satisfaction in secondary schools of West Wollega Zone ( $r=.397$ ,  $p=0.000$ ).
- The study also revealed that a weak, statistically significant positive relationship exists between directive leadership behavior and teachers job satisfaction in secondary schools of West Wollega Zone ( $r=.039$ ,  $p=0.498$ ).
- The study found that a weak, statistically significant positive relationship exists between participative leadership behavior and teachers job satisfaction in secondary schools of West Wollega Zone ( $r=.269^{**}$ ,  $p=0.000$ ).
- However, the study found that a weak, statistically significant positive relationship exists between supportive leadership behavior and teachers' job satisfaction in secondary schools of West Wollega Zone ( $r=.551^{**}$ ,  $p=0.000$ ).

- It also pointed out that no statistically significant and negative relationship exists between achievement oriented leadership behavior and teachers' job satisfaction in the study area ( $r = -.059, p = 0.302$ ).

#### **5.2.4 Effects of Principals Leadership Behaviors on Teachers Job Satisfaction**

- The study revealed that principals leadership behavior has significant effect on teachers job satisfaction ( $\beta = 2.115, p = .000$ ). Supportive leadership behavior has significant effect on teachers' job satisfaction in the first place ( $\beta = .424, p = .000$ ) and participative leadership behavior has effect on teachers job satisfaction in the second place ( $\beta = .159, p = 0.000$ ). However, directive leadership behavior and achievement oriented leadership behavior didnot significantly predicts the teachers job satisfaction ( $\beta = -.044, p = .332$  and  $\beta = -.075, p = .086$ ).

### **5.3 Conclusion**

Based on summary of major findings the following conclusions were drawn. Secondary school principals mainly practice achievement oriented leadership behavior. However, principals apply directive leadership behaviors in their leadership in the second place and they practice supportive leadership behavior in the third place and practice participative leadership in the fourth place.

The school leadership behavior is not ideal for every situation. Leaders have to use different leadership behaviors in different situations with different subordinates to motivate them to perform at their utmost potential. (Edgerson and Kritsonis , 2006), indicate that exposure to different leadership styles assist staff to function effectively in the classroom and build their own self-esteem. It enables teachers to view principals as supporters and facilitators who help to make teachers effective in the classroom.

The finding of this study indicated that directive, participative, supportive and achievements oriented leadership behaviors are practiced in secondary schools though the extent of their practices varies. It helps teachers to be motivated and satisfied in their job because these leadership behaviors are applied depending on situations.

The results of this study presented some evidence of the existence of the relationship between principal leadership behaviors and teachers' job satisfaction. Leadership behaviors were found to have significant relation with teachers' job satisfaction.

Principals' leadership behavior has significant effect on teachers' job satisfaction. Supportive leadership behavior and participative leadership behavior have effects on teachers' job satisfaction.

#### **5.4 Recommendations**

On the basis of the findings and conclusions arrived at, the following recommendations were forwarded so that principals leadership behavior affecting teachers job satisfaction were applied in secondary schools. Thus, the following points were recommended by the researcher.

4. West Wollega Zone Education Office are advised to look which leadership behavior school principals apply in schools by paying particular attention to the specific situation. They have to supervise leadership behavior frequently practiced by school principals because application of leadership behaviors depending on the existing situations in schools leads to teachers' job satisfaction. In doing so interventions can be made depending on identified gaps to encourage suitable leadership behavior in specific situations.

5. Supportive leadership behavior and participative leadership behavior were positively related to the teachers' job satisfaction in West Wollega Zone. These leadership behaviors make teachers to feel part of the change process and have a sense of ownership. Therefore, the secondary school principals have to be encouraged to use these leadership behaviors in the school leadership. School principals should endeavor to adopt leadership behaviors that will create an enabling environment for teacher job satisfaction.

6. The findings of the study have shown that achievement oriented leadership behavior is frequently used and has negative effect on teachers' job satisfaction. The finding of the study revealed that supportive leadership behavior and participative leadership behavior were not frequently applied compared to achievement oriented leadership behavior though they have positive effect on teachers' job satisfaction. Therefore, the secondary schools principals have to be aware of using these leadership behaviors through own effort by updating themselves through upgrading their education level.

7. Although this research may have its own contribution in understanding the relationship between principals' leadership behaviors and teachers' job satisfaction, the outcomes of the study may not be complete and the researcher recommends further research by concerned bodies.

8. Although this research may have its own contribution in understanding the relationship between principals' leadership behaviors and teachers' job satisfaction, the outcomes of the study may not be complete and the researcher recommends further research by concerned bodies.

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# Appendix A; Questionnaire for Teacher and School Leaders

## JIMMA UNIVERSITY

### WOLLEGA OF EDUCATION AND BEHAVIORAL SCIENCE

#### DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

#### Dear Respondent

This questionnaire is designed to collect data from teachers and school leaders that will help in a research about, principal leadership behaviors and teachers' job satisfaction of secondary schools in West Wollega Zone. You are therefore chosen to be participants of this research. Please, be honest in giving your responses. Confidentiality will be also assured. Thank you in advance for accepting to cooperative.

#### PART I: Personal Information

1. School name \_\_\_\_\_
2. Sex of respondent: - 1, Male  2. Female
3. Position in school:- 1, Teachers  2, Principal (director)  3, Vice principal   
4, Unit leader  5, Head of department
4. Highest Level of education attained: - 1. Diploma  2, BA/BSC/BED degree   
3, MA/MSc/MED /include other
5. Service Year: - 1, 1-5 years  2, 6-10 years  3, 11-15 years   
4, 16-20 years  5, above 20 years

#### Part II: Leadership behaviors

Leadership behaviors to be observed in Government secondary schools of West Wollega Zone

No .Statements 1, strongly disagree 2, Disagree 3. Neutral 4. Agree 5. Strongly agree.

Please rate your level of agreement by putting a '√' mark in the box corresponding to each item to indicate your response among the following rates.

No.	Items	perceptions				
		1	2	3	4	5
	<b>Directive: In my school , school leaders,</b>					
1	Let's group members know what is expected of them					
2	Schedules the work to be done					
3	Decides what shall be done					
4	Decides how shall be done					
5	Maintains definite standards of performance					
6	Ensures that group members follow standard rules					
	<b>Participative: In my school , school leaders,</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
7	Consults with members when faced with problems					
8	Gives serious consideration to what members have to say before making					
9	Asks for our suggestions concerning how to carry out assignments					
10	Consults with his/her subordinates before taking action					
11	Asks members for suggestions on what assignments should be done.					
12	Explains the way my tasks should be carried out					
	<b>Supportive: In my school , school leaders,</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
13	Friendly and approachable					
14	Puts suggestions made by members in to operation.					

15	Treats all group members as his equals					
16	Looks out for the personal welfare of group members					
17	Willing to make changes					
18	Helps to overcome problems which stop me from carrying out my tasks					
	<b>Achievement-Oriented: In my school , school leaders,</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
19	Encourages continual improvement in members' performance					
20	Let's others know what is expected of them to perform at their highest level					
21	Asks for others suggestions concerning how to carry out assignments					
22	Demonstrates confidence others ability to meet most objectives					
23	Emphasizes attainment of results					

### **Part Three III: Questions related to teachers job satisfaction**

The following questions are designed to collect data in a research about Principals leadership behaviors on teachers' job satisfaction that will help to know the current level of teachers' job satisfaction in secondary schools of West Wollega Zone. Please, be honest and give responses that you think as correct in your school.

Please rate your level of agreement by putting an '√' mark in the box corresponding to each item to indicate your response among the following rates.

No	Items	Perceptions				
		1	2	3	4	5
1	I am satisfied with the way school leaders give directions for the work done.					
2	I am satisfied with the way the school leaders set challenging work					
3	I am satisfied with my professional relationship with the school director					
4	I am satisfied with the school leaders treating all group members as his equals.					
5	I am satisfied with the opportunity for participation in the determination of work to done					
6	I am satisfied with my involvement in decision making at school					
7	I am satisfied with the way the school leaders communicate teachers					
8	I am satisfied with the amount of supervision I receive					
9	I am satisfied with the way the school leaders support the teachers					
10	I am satisfied with the way my achievement is evaluated					
11	I am satisfied that my job provides me with an opportunity to achieve professionally					
12	I am satisfied with emphasizes attainment of results					



**Appendix B: Document review checklist**

**JIMMA UNIVERSITY**

**WOLLEGA OF EDUCATION AND BEHAVIORAL SCIENCE**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

This document review is designed to collect data from the school records which indicate the four principal leadership behaviors and teachers' job satisfaction in secondary schools of West Wollega Zone.

1. Do the school leaders prepare work schedules?

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2. Do the school leaders define performance standards in their schools?

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3. Is there a regular staff meeting in secondary schools?

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4. Do teachers involve in decision making in their schools?

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5. Is there regular supervision in schools to support teachers improve their teaching schools?

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6. What do performance appraisal process look like in secondary schools?

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