PRINCIPAL'S LEADERSHIP STYLES AND TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS OF WEST WOLLEGA ZONE

BY

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Declaration

The researcher hereby declares that the thesis on the title; *"Principal Leadership Style and Teachers' job satisfaction in Secondary Schools of west Wollega"*, is her original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references**.**

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ACRONYMS AND ABBREVIATIONS

BA: Bachelor of Arts

BSc: Bachelor of Science

EA: Educational Administration

ICT: Information Communication Technology

KETB: Kebele Education Training Board

LBDQ: Leader Behavior Description Questionnaire

MoE: Ministry of Education

PHE: Physical Education

PTA: Parent Teachers Association

REB: Regional Education Bureau

UK: United Kingdom

USA: United States of America

WEO: Woreda Education Office

ZEO: Zonal Education Office

Abstract

The main objective of this study is to investigate the relation between Principals leadership style and teachers job satisfaction in secondary school of west Wollega Zone, Oromia Region. To accomplish this purpose, the study employed correlation design. The study was carried in six secondary schools of west wollega zone. A total of 220 individuals have participated in the study. Among them 174 teachers were included as a sample through random sampling technique. Additionally, 6 secondary school principals, 10 vice principals and 30 PTA members were included through available sampling technique. Questionnaires and interview were the main instruments of data collection. The instrument for the study was a five-point Likert type questionnaire. Leadership style and Teachers' job satisfaction were identified as the independent and dependent respectively. The questionnaires on Democratic leadership style, Laissez-faire and autocratic leadership style describe principals' leadership style. While questionnaires on the job satisfaction describe secondary school teachers job satisfaction. The analysis of the quantitative data was carried out by using descriptive statistics such as frequency, percentages, mean, Standard deviation and inferential statistic such as Pearson correlation, One-Way ANOVA and regression analysis. The finding indicates that leadership style frequently practiced autocratic leadership style (M=3.03, SD=1.20).Teachers job satisfaction in the study area is poor/low/(frequency=84, Percent=48.3).There is a positive relationship between Democratic leadership style , laissez-faire leadership style ,autocratic leadership style and teachers job satisfaction. (r=.644[**], Sig.=000r=0.552[**],Sig=0.000 and r=0.516[**],0.000 respectively) the relationship is significance (Sign=0.000 at 0.01 level). In general the findings supposed to conclude, that principal leadership style had significance effects on secondary school teachers job satisfaction(R Square =0.454, Sig=0.000).Based on the findings, it is recommended that the principals of secondary schools should use democratic leadership style to enhance teachers' job satisfaction. Regional Education Bureaus, Zonal and Woreda Education office should actively arrange training programs/ sessions to improve principals' leadership style and increase teachers' job satisfaction in the study area.

CHAPTER ONE

1. INTRODUCTION

1.1. Background to the Study

Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of institutions (Northouse, 2010). School leadership is a process of encouraging and helping teachers and learners to work enthusiastically toward realization of school objectives (educational objectives). Leadership style and job satisfaction seem to go hand in hand with fulfilling their roles and functions towards teachers' job satisfaction, head teachers adopt various leadership styles or they exhibit various behavior patterns. Hallinger and Heck (1998) found that a school leader's leadership style is the main factor that greatly influences school effectiveness and should be underscored. Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal.

In addition to a school leader's leadership style, teacher job satisfaction is another critical factor affecting school effectiveness. Northouse (2010) believed that "a teachers' job satisfaction may serve to influence their morale, motivation and general willingness to maximize their teaching potential". Teachers who are not satisfied with their jobs may result in bad teaching or learning process, and school effectiveness will consequently be negatively impacted. Spector (1985) found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. To this end, good school leadership is essential to turning around the nation's failing school

Most educational experts consider principals as the driving force and main source of the school development, teachers' job satisfaction and academic growth of students (Mirkamali, 1995). The successes of school principals have been thought to be, due to the different styles that are used in their administration process. The principal's leadership style influences the efficiency, effectiveness of the schools, Satisfaction of teachers, and it is the function of other several inter-related factors like the employee's level of psychological and social maturation at work and their main expectations (Alageheband, 1997). In most cases, leadership style of a

principal really depends on the leaders assumptions about human being, human nature and human learning. These assumptions consciously and unconsciously are the main foundation for decision making and choosing a leadership style (Bayst, 1998).

Leadership style is the patterns of behaviors, which a leader adopts to influence the behaviors of his/her followers. Leadership styles vary depending on the character of the leader. Each character has its own style, so that leadership styles can be described as "the kind of behavior and abilities which the manager has and which enables him to interact with the employees to achieve goals" (Hesham, 2010: 39). Strengthening this idea, Kinard, (1988: 326) wrote, "Leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals."

Different experts have identified different leadership styles have distinctive characteristics. For example (Avolio and Bass, 2002) presented full range leadership theory according to which three leadership styles known as transactional, transformational, laissez-fair were identified. Douglas (1996), Robbins and Caulter (1999) claimed that decisions by leaders depends on these three leadership styles which are democratic, autocratic and laissez-fair. A democratic style is characterized by co-ordination, co-operation and collaboration. Yulk (2005), states that autocratic leadership style allows no participation in decision and laissez-fair that is also known as free rein leadership style empowers subordinate to work with freedom and free will.

To rebuild the organization, the leader is considered one of the most critical factors that play a significant role in high performance school (Panitee,2010). Thus, no doubt that there is mounting pressure of leadership styles among principals of secondary schools in West Wollega zone, Oromia region. However, many school principals have not considered their leadership styles as determinants of teachers' job satisfaction. In this regard, Brumach (1998), stated that it necessary to find the effects of principal leadership style on teacher's job satisfaction and students' academic achievement. In the same argument Mumbe (1995) conducted a study to investigate principal leadership styles and its influence on teachers' job satisfaction in secondary school. He concluded that democratic leadership style affected teachers' job satisfaction and general school performance positively and motivated teachers to work with principals towards the achievement of school objectives.

Different Authors and researchers have defined teachers' job satisfaction. Job satisfaction is an attitude towards the job of teaching, working conditions, 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 the relationship between participative leadership and teachers" job satisfaction.

According to Yusuf (2008), the teachers job satisfaction should not only be defined in terms of test teachers attitude but also in terms their relation with school community, the performance of school in area like equipping learners with requisite skills for survival.

As scholars describe performance of any school should not only be considered from the academic outcomes only, but should also focus on the other education outcomes such as teachers' job satisfaction.

To sum up, effective teachers job satisfaction in school is concerned with results that impact on societal and school needs. The school principal's leadership efforts are the cause of increased teachers' job satisfaction punctuated by the strongest regard for the schools' goals. It is thus apparent that teachers' job satisfaction cannot be realized without authentic contributions from the school's principals because they are the backbone of the school system. If school principals play their vital role to increase teachers' job satisfaction, teachers become very willing for their work. This results in increasing students' outcome and whole school performance.

In light of the above discussions, one can easily understands that without effective leadership style in West Wollega zone secondary schools it is difficult for teachers to be satisfied in their work and it is impossible for schools to attain maximum educational outcomes. In this regard, therefore, more research is needed to understand the effects of leadership styles on teachers' job satisfaction in secondary school settings. The study expects to add more knowledge and understanding of the effects of leadership styles on teachers' job satisfaction in West Wollega Zone secondary school settings.

1.2. Statement of the Problem

Theoretical and empirical support for the influence leadership styles and job satisfaction has been reported in a number of studies undertaken in different countries across the world including Ethiopia, and in a variety of organizational contexts, among both non-educational and educational organizations. In general a number of scholars (Greenleaf, 1977; Podsakoff et al, 1990; Davis, 2003; Yukl, 2002) pointed out that research on leadership style have generated empirical results that have verified the impact of leadership style on employee attitude, effort, and in-role performance.

Therefore, school principal should serve as the key intermediary between the whole education system, individual teacher and student. In addition, Principals as educational leader play a pivotal role in the teachers' job satisfaction and the success of the students. By creating a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility teachers job satisfaction, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members MoE (2005). 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 AZEO (2013). Therefore, the principal's leadership style was characterized by less effective in performing technical management, in building school culture and participatory decision making for teachers and students; creating orderly school environment by clarifying duties and responsibilities and communicating with different stakeholders like REB, ZEO, PTA and KETB. This seems to affect teachers' job satisfaction; the school performance and school improvement programs and student academic achievements(AZEO, 2013).

Hence, the practice of principal leadership style and teachers job satisfaction in the selected zone secondary schools have different problems regarding the issue of low job satisfaction, low community participation, lack of facilities in most schools, lack of finance. Particularly, lack of school leadership capacity had frequently existing. Moreover, as the data from the

West Wollega zone annual abstract indicated, the average National examination result of grade 10 students of past three consecutive years (2017-2019) for those students scored 2:00 and above was 39.3%. This seems to be because most teachers are not satisfied to their work as the result they don't plan carefully and teach students.

It is argued that effective leadership as a positive influence on the performance of teachers. (Charlton, 2000). Most school principals are not effective in their leadership behavior because they treat teachers as tools believing that teachers can be treated anyhow. 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 (Bushand Oduor, 2006) .It is therefore not surprising that there is pressure mounted by stakeholders on effective leadership among principals in Ethiopia which increases job satisfaction among teachers in public secondary schools, with particular attention to public secondary schools in West Wollega

In school contexts, previous researchers have established that schools with satisfied teachers are more productive than schools with dis-satisfied teachers. For example, Ostroff (1992) measured the job satisfaction levels of 13, 808 high-school and junior school teachers throughout the USA and Canada and collected various indices of performance of the 298 schools in which they worked (percentage of students graduating, academic performance levels, and vandalism expenditures). She found that most measures of school performance were significantly linked to teachers' job satisfaction. From the trend of the results, she concluded that schools with more satisfied teachers were more effective than those with less satisfied ones. Against this background it would be very interesting to find out the type of leadership style that goes with effective job satisfaction among teachers in some selected secondary schools in West Wollega Zone.

Leadership style employed in any organization influence two major things: job satisfaction and organization performance. To determine the kind of leadership style that goes with teachers' job satisfaction in educational setting (institutions) has remained a problem in many countries the world over, including Africa. Yet most secondary schools in Ethiopia, particularly government owned secondary schools, are facing the problems of leadership due

to limited professional development opportunities, and inadequate teachers' professional support and supervision (Bennell and Mukyanuzi, 2005).

Most secondary schools in West Wollega Zone that are facing the problem of leadership would appear to find themselves in a corner with regards to deciding which one of the leadership styles is best and more acceptable or which one causes problems to secondary schools teachers in relation to their job satisfaction.

Differences in leadership styles used by head teachers have been raised in performance of schools in which some perform better while others perform poorly. Frequently, conflicts between teachers and head teachers, poor attendance of teachers, teachers' truancy without apparent reason, teachers' persistence behavior in drinking alcohol during working hours are said to be related to head teachers' leadership style. Most of research conducted in the field of leadership styles and job satisfaction were based on transformation and transactional leadership (Nguni, 2005). In Ethiopia, the issue has been researched on the effects of transformational leadership on teachers' job satisfaction, organizational commitment and organizational citizenship behavior in Ethiopian primary and secondary schools (Goldberg et al., 2008). This study, therefore, took up the task of filling the existing gap through an empirical investigation of the leadership styles used by head teachers in secondary schools in West Wollega Zone, Oromia Region.

In the past 10 years the researchers has served in secondary school of West Wollega zone as teachers and principal. In that period of time the researcher heard about leadership style 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 the lacks the appropriate leadership styles could cause the low teachers job satisfaction. Thus, this initiated the researcher to conduct this study to identify the relationship of principal leadership style and teachers job satisfaction.

1.3. Research Question

By the investigation of the study researcher answered the following basic research questions;

1. What are the leadership styles frequently practiced by principals in Secondary Schools of West Wollega zone?

2. What is the status of teachers' job satisfaction in Secondary Schools of West Wollega zone?

3. Is there any significant relationship between leadership styles and teachers' job satisfaction in Secondary Schools of West Wollega Zone?

4. What is the relative effect of each of the leadership styles on teachers' job satisfaction?

1.4. Objectives of the Study

1.4.1. General Objective

The major objective of this study was to examine the relationship of the leadership styles and teachers' job satisfaction in Secondary schools of West Wollega zone, Oromia regional state.

1.4.2. Specific Objectives

The specific objectives of the study are:

1. To examine the principals leadership styles frequently used in secondary schools of West Wollega zone.

2. To know the status of teachers job satisfaction in secondary schools of West Wolleg zone.

3. To describe the significance relationship between leadership styles of principals and teachers' job satisfaction in the secondary schools of West Wollega zone.

4. To determine the relevant effect of each of the principals leadership styles (Autocratic, Democratic, laissez fair), on teachers job satisfaction in West Wollega zone.

1.5. Significance of the Study

Principal leadership style and teachers job satisfaction needs critical attention of the government, and educational experts as a whole. So, the study aimed at assessing the overall principal leadership style and teachers' job satisfaction and finally recommended the relation. Thus, the results of the study have the following contributions.

➢ It may provide information to regional and zonal educational officials on the status of principal's leadership style and helps them to do their share to improve the teachers' job satisfaction in west wollega secondary schools.

- 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 style and the teachers job satisfaction?.
- It may serve as a base for other researchers to be conducted in this area.
- It is hoped that the research shed light on the practices of leadership, thus based on the type of leadership, WEO, ZEO and REB in collaboration or alone can provide Leadership training programs to enhance the leadership qualities and capacity among principals and will improve the teachers' satisfaction in secondary schools of west wollega zone.

1.6. Scope of the Study

In West Wollega zone, there are twenty Woreda and three Administrative Town and also 86 Government secondary schools. Therefore, from 86 secondary schools found in West Wollega zone only six secondary schools were included in the study. Delimiting the study area also had a variety of benefits and reasons. One of the reasons was that the researcher has been working in that specific area and had better background information on the study area. This intern helped the researcher to get rich, and in depth data from the participants. The second reason was that the researcher understands the native language that helped get pertinent information. Moreover, the researcher got better support from the education office found in the area due to his work experience and familiarity with the environment.

On the other hand, the study was conceptually delimited to the relationship of the autocratic, democratic and lassies-fair leadership styles and their effect on teachers' job satisfaction when used by school principals. This enabled the researcher to make the study more manageable and feasible with the given time scope.

1.7. Operational definition

Job satisfaction; -persons' attitude towards their job and the organization and can be defined as an employees' emotional reaction towards their work

Leadership: Leadership is the process by which a school principal influences teaches or other for the purpose of achieving a school vision.

Leadership style: It is the manner and approach of providing direction, implementing plans, and motivating teachers.

Practice: An action rather than ideas the actual performed by leadership for school improvement.

Secondary school: refers to the school system established to offer general education,(grade9-12).

Principal: head of school he/she is responsible for overall activities in a school

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter focused on a review of the literature related to a research of leadership styles and teachers' job satisfaction. The review aims to focus on the definition, nature, evolution and conceptualization of leadership. It also focused on leadership theories and styles with special reference to styles that related to educational institutions. Leadership practices and leadership styles of principals in respect to teachers' job satisfaction in the study area ,West Wollega zone secondary school, is highlighted.

2.1. Definition of Leadership

Curving out a succinct definition for leadership is very tricky. Different scholars have interpreted the concept of leadership differently. Yukl (1989) and Omar (2005) describe the study of leadership as both daunting and enticing. It is daunting because it is regarded as one of the most important and pervasive concepts argued across a multitude of disciplines including educational, political, legal and psychological ones. In addition, Omar (2005) argues that leadership is a subject of much published work produced annually. It is actually difficult to achieve only one definition that is acceptable to all (Bass, 1985; Cheng, 2003).

Research in leadership is enticing and has been a preoccupation of human beings since the beginning of life Bass (1990). It provides a springboard for aspiring leaders to be able to rate themselves against great individuals who have worn the title of being great leaders. According to Burns (1978:3) leadership is one of the most observed phenomenon on earth and one of the least understood. He further asserts that the different scholars, who have attempted to define, categorize and to attribute the study of leadership to particular situations, have only added to its confusion and incomprehensibility. According to Adlam (2003:2004), leadership is a rather complex concept. This is because several approaches have been employed to provide meaning to the term leadership and is effectiveness.

The following are some of the definitions that have been rendered; leadership is the process of influencing the activities of an organized group towards goal setting and goal achievement stodgily (1986). Lipman and Blumen (1994) defines leadership as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives and

according to Kenzevich (1975), leadership is a force that can initiate action among people, guide activities in a given direction, maintain such activities and unify efforts towards common goals. Jacques and Clement (1991:4-5) define leadership as a process in which an individual provides direction for other people and carries them along in that direction with competence and full commitment.

According to Oyetunyi (2006), this perception of leadership signals a shift from bureaucracy (in which the leader tends to direct others and make decisions for them to implement) to non-bureaucracy where the emphasis is on motivation, inclusion and empowerment of the followers. Along the same lines, Hannagan (1995) and Botha (2005) define leadership as the process of motivating people to achieve specific goals. Hannagan, however, falls short of mentioning those motivational procedures that leadership offers to effect organizational change. 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 change, inspiration and motivation, the ingredients of which are critical for school performance. 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, but from a more recent perspective, Sashkin and Sashkin (2003) define leadership as the art of transforming people and organizations with the aim of improving the organization.

2.2. The Importance of Leadership

Educational practitioners have recognized leadership as vitally important for education institutions since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before Nkata, (2005).The rapid growth of educational institutions and the ever-increasing enrollment will require improved management.

Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt & Osborn (2000) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunyi (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, learners' discipline, and school climate, to mention but a few.

Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002), Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective. This argument is further augmented by Sashkin & Sashkin (2003) who contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organizations.

School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. Linda (1999) has this to say on the influence of school leadership and management on teachers' attitudes to their jobs: "Research findings indicated that there is a positive relationship between teacher morale, job satisfaction and motivation on the type of leadership in schools". Indeed, principals have the capacity to make teachers' working lives so unpleasant, unfulfilling, problematic and frustrating that they become the overriding reason why some teachers do not perform as expected and some have to exit the profession.

Linda (1999) quotes one of the teachers he interviewed in his research and who had this to say about her principal: "I don't know what it is about her, but she made you want to do your best and not just for her, but for yourself ... You are not working to please her, but she suddenly made you realize what was is possible, and you, kind of, raised your game". The key question is what is it about the principal to whom she referred that made her leadership so charming and hence effective. It therefore goes without saying that if the secret of effective staff management lies in the leadership style that is adopted, then it is clearly important to identify the features of such a style.

This study will therefore seek to analyze the different leadership styles of principals with a view to determining the most effective ones in terms of enhancing students' academic

achievement. Some heads of schools that employ the task-oriented philosophy of management confer it upon themselves that teachers and students are naturally lazy in achievement. They need to be punished in order to stir up their enthusiasm, commitment and support. The task-oriented style explores styles such as the autocratic and the bureaucratic leadership styles.

The autocratic principal is concerned with despotic principles of management, which concentrate leadership on the top rather than from the bottom, whilst the bureaucratic principal is concerned with the rules of the game, procedures, and regulations as a way of transforming productivity.

The employee-oriented school head focuses upon putting the subordinate at the center of progress, with a view to tying the organization's success on the shoulders of the subordinates. Hence, the subordinate is treated with compassion, care, trust and consideration that place him in the realm of school governance. Consequently, subordinates' inputs in school functions are often pronounced because of high morale and motivation. The behavioral leader explores styles such as the democratic, participative and laissez-faire leadership styles. According to Leithwood, K. (1997), the democratic style of management regards people as the main decision makers. The subordinates have a greater say in decision-making, the determination of academic policy, the implementation of systems and procedures of handling teaching, which leads to school discipline and, hence, academic excellence and overall school performance in the fields of sport and cultural affairs.

2.3. School Leadership Development in Ethiopia

Principal leader ship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principal leader ship, the authorities give their own argument. According to Knezevich (cited in Ahmed, 2006) the origin of principal ship 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, principal ship 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 principal ship 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 principal ship positions were given to the Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of principal ship 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). However, in the first, few decades of 1960's graduates of BA degrees in pedaNejoy 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 (EA) field. In addition to the 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.

2.4. The role of school principals in Ethiopia

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 form conducive environments for teachers to teach and make them satisfied in their job, 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 completely teaching-learning process and by evaluating the curricular materials of the different departments.

Similarly, MOE (2002) listed about 22 roles of a school principal, of which the following are crucial: 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 help them to be satisfied in work areas. In addition, 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 (p, 33).

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

(MOE, 1994) 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 based on evaluation results strive to improve and strengthen such relations.

The school principals, play as facilitators of both curriculum implementation and improvement of academic achievement (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 academic function of the students (Wudu, 2003).

2.5. Theories of Leadership

Leadership has evolved over time and has taken different forms. Views on leadership theories have been changing over the years. Oyetunyi (2006) asserts that the leadership paradigm has changed over the last decades and that it has transited from the traditional leadership approaches to the new perspectives. Schermerhor n*et al.* (2000) and Hoy & Miskel (2001) categorize trait, behavioral and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives. According to the above researchers, leadership theories

recognize that effective leadership depends on the interaction of three factors namely: the traits and behaviors of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs.

Leadership, as studied through the traditional theories such as the Ohio State University studies (Halpin, 1966), the managerial grid model (Blake & Mouton, 1985), and the contingency theories (Kerr & Jermier, 1978; Fielder, 1971), is often assumed to occur between a leader and the followers (Cheng, 2002). However, most leadership theories are explored on the trait, behavioral, and contingency approaches (Mullins, 2002). As such, the following leadership theories provide scholars with a vision and introduce leadership behaviors that may assist principals and leaders of educational institutions to have better manage their institutions in different situations.

2.6. Leadership Styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people (Lewin, Lippet &White, 1939). Lewin led this group of researchers to identify different styles of leadership. This early study has been very influential and established three major leadership styles, authoritarian, participative, and delegating. These styles of leadership have broadened over the years. The following studies have incorporated some aspect of these foundational leadership styles in an effort to aid principals in the development of leadership styles conducive to current educational systems. The literature on leadership styles (Hershey &Blanchard, 1977; Sergiovanni, 1995) provides some important clues on principal leadership styles. These leadership theorists argue that leadership style is a relatively fixed construct for an individual and that while some individuals may have the capacity to lead using more than one style, leadership style flexibility is not characteristic of all leaders Waters (2004). While Fiedler (1974) and Hershey & Blanchard (1977) believe less in leader's capacity to vary their styles, Sergiovanni (1991) proposes that under certain conditions individuals could adapt their leadership style to differing situations.

Blake & Mouton developed the Managerial Leadership Grid (1964) which was designed to explain how leaders help organizations to reach their purposes through two factors: concern for production and concern for people. Even though concern for production primarily refers to how a leader is concerned with achieving organizational tasks, it can refer to whatever the

organization is seeking to accomplish (Blake & Mouton, 1964). The second factor, concern for people refers to how a leader attends to the people in an organization who are trying to achieve its goals.

Although Blake & Mouton can categorize many research studies under the heading of the leadership style, the Ohio State and Michigan studies of the late 1940s, and the studies (1964, 1978, and 1985) are strongly representative of this approach. In the Ohio study, subordinates completed questionnaires that identified how many times their leaders engaged in certain types of behaviors by using the Leader Behavior Description Questionnaire, and a new form of the questionnaire by Stodgill (1974) called the LBDQ-XII.

The researchers found that subordinates clustered around two general types of leadership behaviors: initiating, which were task behaviors, and consideration Stodgill (1974), which were relationship behaviors. The University of Michigan studies, while focusing on the impact of leaders' behaviors on the performance of small groups, identified two types of leadership behaviors.

One, employee orientation, is the behavior of leaders who approach subordinates with a strong human relations emphasis. The second, production-orientation, consists of leadership that stresses the technical and production aspects of the job. From this orientation, workers are viewed as a means for getting work accomplished Bowers &Seashore (1966).

Huffman & Jacobson (2003) conducted a study to determine the impact of teachers' perceptions of their schools as professional learning communities and the leadership style of their principals Williams, (2006). The subjects of the study were eighty-three prospective principals enrolled in an education administration course at a Texas university. Each subject identified his/her principal as having one of three possible leadership styles: directive, collaborative and non-directive.

Participants in the research rated collaborative-style principals as supportive of two key measures of professional learning communities: Contribution –providing a safe environment for diverse ideas, beliefs and strategies, and Conscience– being an organization guided by positive principles, ethics, and values.

Huffman & Jacobsons (2003) draw on research on principals in New Brunswick and use decision making as a measure of leadership style (Williams,2006). The collaborative style is

only one of several possible leadership approaches. In this research, the collaborative style was labeled as the conceptual style. The directive style described by Huffman & Jacobson (2003), was expanded to include a directive and an analytical style. Huffman & Jacobson (2003), describe the laissez-faire style that shares some characteristics with the behavioral style in this research. In addition, this particular research helped researchers realize that not all leaders are alike. This is an important point because the literature on school reform seldom considers the different leadership styles that principals bring to their positions Williams (2006). After examining sixty-nine studies in a meta-analysis, Marzano, Waters& McNulty (2005:42- 43), found twenty-one categories of leadership behaviors that were positively correlated to learner achievement. According to the authors these behaviors, referred to as responsibilities, will provide new insights into the nature of school leadership. These twenty-one behaviors are as follows:

Affirmation: the extent to which the leader recognizes and celebrates school accomplishments and acknowledges failures.

Change Agent: a willingness to change and actively challenge the status quo.

Contingent Rewards: recognizing and rewarding individual accomplishments.

Communication: the ability to establish strong lines of communication with and among teachers and learners.

Culture: fostering shared beliefs and a sense of community and cooperation.

Discipline: protecting teachers from issues and influences that would detract their teaching time or focus.

Flexibility: adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.

Focus: establishes clear goals and keep those goals in the forefront of the schools' attention.

Ideals/Beliefs: communicates and operates from strong ideals and beliefs about schooling.

Input: involves teachers in the design and implementation of important decisions and policies.

Intellectual Stimulation: ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspects of the schools' climate.

Involvement in Curriculum, Instruction, and Assessment: is directly involved in the design and implementation of curriculum, instruction, and assessment practices.

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Knowledge of Curriculum, Instruction, and Assessment: is knowledgeable about current curriculum, instruction, and assessment practices.

Monitoring/Evaluating: monitors the effectiveness of school practices and their impact on learner learning.

Optimizer: inspires and leads new and challenging innovations.

Order: establishes and sets a standard operating procedures and routines.

Outreach: is an advocate and a spokesperson for all the school stakeholders.

Relationships: demonstrates an awareness of the personal aspects of teachers and staff.

Resources: provides teachers with materials and professional development necessary for the successful execution of their jobs.

Situational Awareness: is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems.

Visibility: has quality contact and interactions with teachers and learners.

Every school leader has a style of leadership. One style promoted in the business world and in religious organizations is servant leadership Spears & Lawrence (2002). Servant leadership emphasizes service to others over self-interest and self-promotion. Servant leaders attempt to enhance the personal growth of organization members and improve the organization through a combination of teamwork, shared decision-making and ethical, caring behavior (Spears, 1995). This leadership style contrasts with traditional conceptions of leadership based on power and authority. The term servant leadership is attributed to Robert Greenleaf (1991), who believed that effective leadership comes from the desire to serve others. Greenleaf (1991), described servant leadership as a style of leadership that begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant first to make sure that other people's highest priority needs are being served.

According to Stone & Patterson (2004), the overriding focus of servant leaders is on service to their followers. The extent to which leaders are able to shift the secondary focus of their leadership from the organization to the follower is the distinguishing factor in determining whether the leader may be a transformational or servant leader. There is greater emphasis on service of and to followers in the servant leadership paradigm. Servant leaders gain influence in a non-traditional manner that derives from servant hood itself (Russell & Stone, 2002).

Leaders, in this case, allow more freedom for their followers to develop and exercise their own abilities. Most importantly, leaders place a high degree of trust in their followers. Stone &Patterson's (2005) research has led to a servant leadership model encompassing seven virtuous constructs exhibited as behaviors by a servant leader and their interaction. These seven behaviors are agape love, humility, altruism, vision, trust, empowerment, and service. These virtues become constructs when activated within the context of servant leadership behaviors (2005).

Even though the term servant leadership is attributed to Greenleaf (1970: 37) idea on servant leadership comes from a 2000 year old philosophy that appears to be the foundation for this unique type of leadership. A success in building a billion-dollar African-American company in 2000, the author believed that good leadership is serving others by placing the needs of his employees above his own. Much of his leadership style is centered on coaching, advising, and coaching subordinates while providing them with related training and development so that their careers can be enhanced. Ultimately, his intention was that his subordinates will grow and realize their full potential.

Stewart bases this management philosophy on the biblical passage (Mark 10:43-45, New International Version): "Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all. For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many". These instructions that Jesus gave to his twelve disciples may be used by principals to inspire their subordinates to do their best.

Similarly, Stone, G. & Patterson, K (2005) also believes that servant leadership thrives on serving subordinates. According to Bethel, if leadership serves only the leader, it will fail. She adds that true leadership comes only when service for a common good is the secondary purpose. In other words, leaders should understand that good leadership and serving others are synonymous.

Mendel, Watson & MacGregor (2002) found, based on teachers' perceptions, that the majority of principals practice a collaborative leadership style. These collaborative principals also contribute to the highest average scores on positive school climate. Based on this study, collaborative leadership is the most desirable style to help contribute to a positive school climate. On the contrary, in research conducted by Bulach, Boothe & Pickett (1998), one of

the major complaints from teachers regarding school climate is about principals who use 'I' and 'my too frequently. They communicate the impression that they own the teachers and the building. Some teachers resent this immensely, so principals are urged to substitute the pronouns 'we' and 'our' when talking about their teachers or school Bulach *et al.*, (1998).

Marzano, Waters& McNulty (2005), introduced an interesting leadership style that dealt with situational awareness, which addresses leaders' awareness of details and the undercurrents regarding the functioning of the school and their use of information to address current and potential problems. Deering, Dilts & Russell (2003), describe this responsibility as anticipatory leadership.

Recommendations are made for principals to identify clues of coming opportunities and hints about emerging threats. With the openness and mental agility of truly anticipatory leadership throughout the organization, the organization is well positioned to survive and prosper. To illustrate, the principal demonstrates the responsibility of situational awareness when s/he studies adequate yearly progress data in an attempt to identify problems that may occur with the scheduling of remedial classes.

Learner-centered leadership is another type of leadership style that involves a balance between the professional norms and personal dispositions of educators, with the larger good as defined by a learning community Danzig & Wright (2002). It involves changing the major source of inspiration for educational leadership away from management and towards education and learning. Murphy (2002) proposes a role for leadership which entails developing a learning community, one in which greater attention is needed to promote an atmosphere of inquiry with greater focus on collaboration and shared decision making.

As more and more women attained positions of leadership, questions whether they lead in a different manner than men and whether men or women are more effective as leaders have garnered great attention. According to research conducted by Zepp, Eckstein, Khalid& Li (2009), the choice of leadership styles and behaviors in highly masculine cultures should depend on leaders who are dependable, consistent, and broad-minded, while the traits of intelligence and confidence are less important than in more cultures that are feminine. Likewise, behaviors should differ. A leader in a highly masculine culture should focus on showing respect to subordinates and pushing them to higher performance, while in a feminine culture, the leader should emphasize morality and the well-being of the subordinates (2009).

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The findings of a study conducted by Johnson, Busch & Slate (2008), regarding male and female leadership behavior revealed that males are more directive and authoritative whereas females prefer leadership through suggestion accompanied by a strong democratic style in an agreeable and deferential manner. Both male and female principals prefer to act on a high energy level while working to capacity in an industrious and physically active manner – females prefer an even higher level of activity. Both males and females also seem to consider the wellbeing of others, emphasizing values and the importance of the team while exhibiting cooperative and well-intentioned behavior Johnson, Busch & Slate, (2008).

Empirical research supports small differences in leadership style and effectiveness between men and women Busch & Slate (2008). Women experience slight effectiveness disadvantages in masculine leadership roles, whereas roles that are more feminine offer them some advantages. Fondas (1997), observes that women exceed men in the use of democratic or participatory styles, and they are more likely to use transformational leadership behaviors and contingent reward.

According to the researcher, these theories currently underpin the philosophical ideals of the subject, have far-reaching implications in shaping a more complex understanding of leadership as a discipline, and have given many insights into questions such as what character traits define a leader and what constitutes excellent leadership practices. All activities of organizations public or private, religious or the family, are impacted either directly or indirectly by the established principles associated with leadership. Organizational goals and objectives are accomplished through someone taking the lead and responsibility for influencing and directing people and activities, and irrespective of whether such leadership is prudent or otherwise it does have significant implications and continues to be the cornerstone of humanity's development or its downfall. For this qualitative study, the researcher highlighted the following leadership styles.

2.6.1. Authoritative Leadership Style

Vibrant enthusiasm and clear vision are the hallmarks of the authoritative style. This leadership style, research has shown, drove up every aspect of the organizational climate. This leader motivates people by making it clear to them how their work fits into the larger vision of the organization. People understand that what they do matters and why, thus

maximizing commitment to the organization's goals and strategies. The standards for success and the rewards are clear, but people have great freedom to innovate and flexibility in accomplishing the goals. This style works well in almost any business situation. It works best when the organization is adrift and the authoritative leader charts a new vision. A limitation is if the leader works with a group of experts or peers who are more experienced. They may see the leader as pompous or out of touch. If the leader becomes overbearing, s/he may undermine the egalitarian spirit of the team (Gewirtz, 2002).

2.6.2. Directive Leadership Style

Directive leadership engenders telling followers what needs to be done and giving appropriate guidance along the way. This includes giving them schedules of specific work to be done at specific times. Rewards may also be increased as needed and role ambiguity decreased (by telling them what they should be doing). This may be used when the task is unstructured and complex and the follower is inexperienced. This increases the follower's sense of security and control, and hence is appropriate to the situation Kouzes & Posner (2002).

2.6.3. Democratic Leadership Style

With this style, spending time getting people's buy-in, the leader builds trust, respect and commitment. Because the democratic leader affords people a say in decisions that affect their goals and how they do their work, it drives up flexibility, responsibility and keeps morale high. Its impact on climate is not as positive as some of the other styles. Its drawbacks are the endless meetings, where consensus remains elusive and people can end up feeling confused and leaderless. This style works best when the leader is uncertain about direction and needs guidance or fresh ideas for executing the vision. In times of crises, consensus may not be effective Gewirtz (2002).

2.6.4. Supportive Leadership Style

Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. S/he displays concern for the well-being and personal needs of the subordinates. S/he creates an emotionally supportive climate. This style is effective when

subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction Hoy & Miskel (2001).

2.6.5. Participative Leadership Style

The leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent Lussier & Achu (2001).

2.6.6. Achievement-Oriented Leadership Style

In this style, the leader sets challenging, but achievable goals for the subordinates. S/he pushes work improvement, sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader demonstrates both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement-oriented subordinates Lussier & Achua, (2001:175).

2.6.7. Transformational Leadership Style

Transformational leadership is the buzzword in educational leadership today. This leadership style evolved from Marzano & McNulty (2005), who proposed a theory of transformational leadership in his book, Leadership. Transformational leadership is a process in which leaders and followers raise one another to higher levels of morality and motivation. According to him, transformational leadership is the favored style of leadership given that it is assumed to produce results beyond expectations. Transformational leaders form a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. They also articulates the vision in a clear and appealing manner, explains how to attain the vision, acts confidently and optimistically, expresses confidence in his followers, emphasizes values with symbolic actions, leads by example, and empowers followers to achieve the vision.

Bass (1998) gives four factors, also referred as the four I*s* of leadership, which characterize the behavior of transformational leaders: individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. Individual consideration is characterized by giving personal attention to members who seem neglected (Bass, 1998). Intellectual

stimulation is characterized by enabling followers to think of old problems in new ways (Bass, 1998). Inspirational motivation is characterized by communicating high performance expectations (Bass, 1998). Lastly, idealized influence is characterized by modeling behavior through exemplary personal achievements, character, and behavior.

Regarding transformational leadership in education, (Bass, 1998) developed the transformational model of school leadership. He found that the four Is of transformational leadership are necessary for school principals if they are to meet the challenges of today's schools. Each of the four Is of leadership, individual consideration, intellectual stimulation, inspirational motivation, and idealized influence, might greatly impact a principal in building the foundation for a positive school climate. According to Bass (1998), transformational leaders achieve superior results from followers by engaging in one or more of the four.

Based on the Multi factor Leadership Questionnaire (MLQ), transformational leadership may work well in schools. The MLQ has been used for over a decade to test transformational leadership theory (Bass, 1998). Over time, this instrument has been refined. Analysts like Bass (1998), have concluded that transformational leaders receive higher ratings, are perceived as leading more effective organizations, and move followers to exceed expected performance further than transactional leaders.

Transformational leaders affect a school climate through their concern for subordinates. The leader considers the needs of others over his own, shares risk with followers, is consistent rather than arbitrary, demonstrates high standards of ethical and moral conduct, possesses and uses referent powers, and sets challenging goals for followers (Bass, 1998). The leader gets individuals' team spirit and enthusiasm aroused. The leader clearly communicates expectations and personally demonstrates commitment to goals and the shared vision Bass (1998). Bass (1998), suggest that it is important for transformational leaders to allow subordinates to become an integral component of the decision-making process in schools. Followers are included in the process of addressing problems and finding creative solutions, and are encouraged to try new approaches without fear of public criticisms because of mistakes made or due to a different approach from the leaders.

Under this type of leadership, teachers assume greater leadership roles and expanded authority, engage more in collegial relationships to share information and advice more

frequently, and are involved in increased teamwork that serves as an integrative device for the school Bass (1998).

In a compilation of articles on leadership styles by library professionals, Bass (1998), highlights a conceptual framework for transformational leadership resulting from a meta-ethnographic analysis of the literature. Seven major themes that define a profile of transformational leadership are identified:

Creating a Vision: Transformational leaders paint an imaginary picture of the organization's potential future and share it with their followers, encouraging them to make it their own. When the vision is elevated to the level of the common good, both leader and led raise one another to higher levels of motivation and morality. Characteristics of shared vision include the ability to provide meaning, to inspire and excite, to inspire individuals to extra effort, to create a common sense of community and to view change as opportunity.

Communicating the Vision: To be effective, vision must be shared with everyone in the organization through repeated communication. The transformational leader must clearly articulate the shared vision and must do so repeatedly. The vision is clarified and driven home through stories, analogies, symbols, ceremonies, rituals and traditions. Inspirational appeals are effective in persuading people of the importance of the vision. Transformational leaders give life to the spoken word by living the vision. Followers who demand consistency with the spoken or written word examine their actions.

Building Relationships: Transformational leaders are approachable, friendly and informal. They are sincere in their invitation to engage in meaningful dialogue and two-way communication. These leaders frequently act as mentors, coaches and teachers to those with whom they share the vision. They emphasize recognition and reward, both formal and informal. They encourage social functions and professional development opportunities. All of these actions contribute to the development of trust between leader and follower.

Developing a Supportive Organizational Culture: In order for leadership to thrive, a supportive organizational environment must be cultivated. Transformational leaders do this by treating people of diverse backgrounds with respect, distributing justice, correcting injustice, and acting with unfailing honesty and integrity. This is accomplished with constant communication and is institutionalized when others in the organization respond in the same way.

Guiding Implementation: Transformational leaders shape the organization through their own actions and by personally guiding the implementation of the shared vision. They do this through leading strategic planning efforts, team building, innovating and setting high expectations for excellence with continuous quality improvement. They embrace the role of "servant leader" and enrich themselves by serving their own followers.

Exhibiting Character: Transformational leaders exhibit character of the highest order, demonstrating honesty, integrity and unquestioned nobility of heart and mind. They exude self- confidence, passion, commitment and native intelligence. While they have many characteristics in common with charismatic leaders, they use their leadership more to advance the shared vision than to attract followers for their own sake. These leaders have a broad perspective that they demonstrate with a high degree of tolerance for ambiguity, and a healthy respect for organizational history and cultural sensitivity.

Achieving Results: Transformational leaders are successful in achieving the shared vision. Those with whom they share the vision are moved to the highest levels of accomplishment and satisfaction. Leader and led are mutually perceived as increased in effectiveness and a higher level of performance (Bass, 1998).

Kouzes & Posner (1987& 2002) develop another perspective of transformation leadership. They developed this model by soliciting the perceptions of other leaders. According to this model consists of five fundamental practices that enable leaders to get extraordinary things accomplished: model the way, inspire the shared vision, challenge the process, enable others to act, and encourage the heart.

2.6.8. Transactional Leadership Style

In the late 1970s, leadership theory research moved beyond focusing on various types of situational supervision as a way to incrementally improve organizational performance Behling & McFillen (1996). Research has shown that many leaders turned to a transactional leadership theory, the most prevalent method of leadership still observed in today's organizations Avolio, Waldman & Yammarino (1991). Transactional leaders lead through specific incentives and motivate through an exchange of one thing for another (Bass, 1990).The underlying theory of this leadership method was that leaders exchange rewards for

employees' compliance, a concept based on bureaucratic authority and a leader's legitimacy within an organization Yukl (1998).

Avolio, Waldman & Yammarino (1991), suggest that transactional leadership focuses on ways to manage the status quo and maintain the day-to-day operations of a business, but does not focus on identifying the organization's directional focus and how employees can work toward those goals, increasing their productivity in alignment with these goals, thus increasing organizational profitability. The idea of transactional leadership is near-sighted in that it does not take the entire situation, employee, or future of the organization into account when offering rewards Crosby, (1996).

The underlying theory of this leadership method is that leaders exchange rewards for employees' compliance, a concept based in bureaucratic authority and a leader's legitimacy within an organization Yukl (1998). Examples of this reward exchange included the leader's ability to fulfill promises of recognition, pay increases, and advancements for employees who perform well Bass (1990). Transactional leadership is a theory considered to be value free; however, Heifetz (1994) contends that the values are simply covert.

2.6.9. Instructional Leadership Style

The shift toward instructional leadership started in the 1980s and was a response to the public's desire that schools raise standards and improve the academic performance of learners (Resnick, L., 2002). The principal who was an instructional leader became the secondary source of educational expertise in the building. The principal became responsible for managing the school and improving the teaching and learning in the building. The nature of instructional leadership was typically top-down because most principals set school goals. The principal 'led' the faculty towards attainment of the goals as a means to school improvement.

According to Resnick (2002), however, the practices, which defined an instructional leader, were not achieved. Educational researchers have noted reasons and limitations of instructional leadership, which help, explain this failure to change schools. One major area of concern for scholars is the top-down nature of instructional leadership. School improvements are a complex and diffuse process so top-down leadership is not an effective mechanism to accomplish school change. The school improvement process is particularly difficult in secondary schools because the many specialized subject areas mean the principal lacks the

curricular knowledge to impact the teaching and learning. Another flaw in instructional leadership is that sometimes great leaders are not always great classroom teachers. The principal who is an instructional leader must have a solid grounding in teaching and learning. Some leaders do not have a vast knowledge base about teaching and learning, but are still able to improve schools Resnick (2002). In addition to these flaws in instructional leadership, the top-down approach of this leadership style did not blend well with the shift in the 1980s toward schools becoming institutions that are more democratic.

These issues with instructional leadership provided a type of foundational grounding for one of today's more prevalent perspectives on leadership. That theory is transformational leadership. Resnick predicted that transformational leadership would subsume instructional leadership as the dominant leadership philosophy in schools. One of the major driving forces in the rise of transformational leadership was its ability to assist principals in coping with unplanned actions, which are necessary for school reform.

2.7. Conclusion on Leadership Styles

According to the researcher, the type of a leader depends on his/her overall disposition. A leader will inherently have one or more of these leadership qualities. Hence, it's essential that while looking for someone who will occupy the post of the leader, one should check the type of leader the organization really needs; otherwise it would be a futile exercise. In the above description of leadership styles, I have tried to set out some of the elements of a 'classical' view of leadership. I have seen how commentators have searched for special traits and behaviors and looked at different situations where leaders work and emerge. Running through much of this is a set of beliefs that I can describe as a classical view of leadership where leaders: Tend to be identified by position, are parts of the hierarchy, become the focus for answers and solutions. We look to them when we do not know what to do, or when we cannot be bothered to work things out for ourselves, give direction and have vision, have special qualities setting them apart. These help to create the gap between leaders and followers. This view of leadership sits quite comfortably with the forms of organization such as a school, where the desire is to get something done, to achieve a narrow range of objectives in a short period, and then it may make sense to think in this way. However, this has its weaknesses.

Whilst some 'classical' leaders may have a more participative style, it is still just a style. A great deal of power remains in their hands and the opportunity for all to take responsibility and face larger questions is curtailed. As our awareness of our own place in the making of leadership grows, we may be less ready to hand our responsibilities to others

2.8. Job Satisfaction

The term "job satisfaction" reflects a persons' attitude towards their job and the organization and can be defined as an employees' emotional reaction towards their work environment based on the evaluation of the actual results against their expectations (Phillips and Gully, 2012). Saari and Judge (2004) found evidence that job satisfaction is a predictor of employee performance and the relationship is stronger for professional jobs. Effectively managing the variables that influence employee behavior and job satisfaction affects their Discretionary efforts and performance levels (Phillips and Gully, 2012).

Stringer (2006) found empirical support for the proposition that high-quality supervisor-employee relationships are positively related to levels of both intrinsic and extrinsic job satisfaction. Mohammad, Al-Zeaud, and Batayneney (2011) also found that a significant link exists between leadership behavior and job satisfaction. The intrinsic component of job satisfaction is dependent on the individuals' personal perception and emotional state regarding the work environment and includes factors such as recognition, advancement, and responsibility.

The extrinsic components are comprised of external job related variables that would include salary, supervision, and working conditions, (Negussie and Demissie, 2013).Job satisfaction has been an important focal point for organizational and industrial psychology. It is also very important in schools where teachers are appointed to shape children mind.

In defining job satisfaction the reference is often made to Lockes' (1976) description of job Satisfaction as a pleasurable or positive emotional state resulting from the appraisal of ones' job or job experiences. The appraisal involves various elements related to the job such as salary, working conditions, colleagues and boss, career prospects and, of course, the intrinsic aspects of the job itself (Arnold et al, 1998).

So job satisfaction is connected to how our personal expectations of work are in congruence with the actual outcomes. And since job satisfaction is merely an employees' attitude towards his/her job, consequently job satisfaction can be seen as containing three components: an affective component, a cognitive component and a behavioral Component (Jex, 2002). While the affective component refers to a feeling about a job, the cognitive component represents a belief in regard to a job. The behavioral component is an indicator for behavioral intentions towards a job such as getting to work in time, working hard, etc.

In explaining job satisfaction and measuring the level of employees' satisfaction three different approaches have been developed. The first approach turns its attention to the characteristics of the job and it is called the "Information processing model" (Hackman and Oldham, 1976). According to this model employees gather information about the job, the workplace and the organization and cognitively assess these elements in order to determine the level of satisfaction (Jex, 2002).

The second approach - suggests that the measurement of the level of job satisfaction is founded on social information – information based on past behavior and what others at work think. It shifts its attention to the effects of the context and the consequences of past behavior, rather than to individual pre-dispositions and rational decision-making processes (Pennings, 1986). Therefore job satisfaction is dependent on how others at work evaluate the workplace. This approach is called the "social information processing model (Salancik and Pfeffer, 1978).

The third approach indicates that job satisfaction relies on the characteristics or the dispositions of the
employee. These dispositions can be based on experience or genetic heritage or on both (Jex, 2002). in summary, job satisfaction can be seen as a function of the features of a job, the view of others, and the employees' personality.

2.11. Principals' Leadership Style and Teachers' Job Performance (Empirical

results)

Adegbesan (2015) investigated why some principals prefer to embrace certain leadership styles and the effect of such styles on the teachers" attitude to work. The administrative styles

adopted by the principals of secondary schools in Nigeria were found to be inadequate for effective school administration. The personality traits exhibited by the principals appeared somewhat harsh to their subordinates. Teachers in these schools were not adequately motivated and encouraged to carry out their duties. Another Nigerian study by Bassey, Obim, Okure and Otu (2010) evaluated the administrative style of secondary school principals in relation to teachers" job performance. The results showed that the leadership and motivational behaviour of the principal significantly affected the job performance of his teachers in terms of lesson note preparation, supervision of co-curricular activities, classroom teaching, students discipline and use of teaching aids. Bendikson (2011) study assessed the relative performance of secondary schools in order to compare the nature and impact of principals" instructional leadership in more and less effective New Zealand schools. Principal leadership factors explained up to 20% of the variance in school performance; different types of instructional leadership predicted school improvement and performance. While school performance was predicted by indirect instructional leadership, only the direct leadership behaviors had significant effects in improving schools. In addition, while principal instructional leadership was mediated by the culture of the school, it had a stronger direct impact on school performance.

Hindt (2015), sought to determine whether certain relationships exist between teacher morale and the following independent variables: principal trust and leadership satisfaction. It was found that principal leadership behaviors do significantly impact teacher morale, and student achievement. Additionally, it was found that positive teacher morale and student achievement in the Initiative Schools influenced positive student behaviors, ultimately reducing student discipline referrals.

Lai, Luen, Chai and Ling (2014)investigated the effects of principal's leadership styles on teacher organizational commitment among performing schools in Malaysia .It was found that transformational leadership (TF) had a significant positive impact on affective commitment (AC) and continuance commitment (CC) but not on normative commitment (NC). Transactional leadership (TS) had a significant positive impact on AC only, and not on CC and NC while nurturant leadership (NT) has significant impact on AC and NC only and not on CC.

Therefore, the most influential leadership style in performing schools is TF while NT is perceives to be the most common leadership style by the teachers. Shamaki (2015) sought to find out the appropriate leadership style that could make teachers to be effective in their job productivity. It was found out that among the leadership style, democratic style contributed more to teachers job productivity than autocratic style as can be seen in rated items.

Jay (2014) investigated the influence of leadership styles on teacher" performance in general secondary schools of Gambella region, Ethiopia. The study found that there was a positive relationship between leadership styles and teachers" performance(r=0.980) the relationship was significant (Sign=0.000 at 0.05 level). Marshall (2015) examine the relationship between principal leadership style and teacher commitment .Results confirmed the relationship between principal leadership style and teacher commitment, and a statistically significant difference in the level of commitment reported by teachers at newer secondary schools and teachers at older secondary schools. Results also indicated that biographical variables moderated the relationship between principal leadership style and teacher commitment. A study by Marshall (2014) investigated the relationship between principal leadership style as measured by the independent variables of planning, decision making, communicating, organizing and coordinating, delegating, evaluating, and social and professional support, and the dependent variable of teacher satisfaction. The study found significant correlations between the dependent variable of teacher satisfaction and principal leadership style as measured by planning, decision making, communicating, professional support and evaluating. The study also found a significant difference in one of the sub-scales of principal leadership. In the area of delegation there was a significant difference in the way in which male and female teachers perceived principal leadership style. Mwangi (2013) carried out a study to investigate the effects of leadership styles on teachers' job performance and satisfaction in public secondary schools in Nakuru County and determine if the principals" leadership style(s) affected teachers" job performance in terms of accomplishing a given task and job satisfaction. Among the key findings of this study was that teachers who lack enthusiasm are unable to teach effectively, making students not to learn well. It also showed that principals" attitude of not considering teachers" suggestions in decision making made teachers lose interest in their job

2.11.1. Autocratic Leadership and job satisfaction.

This part of the thesis examines the relationship between the autocratic leadership style and teachers' job satisfaction in schools. Dubrin (1998) described autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. S/he is not bothered about attitudes of the staff towards a decision. S/he is rather concerned about getting the task done. S/he tells the staff what to do and how to do it asserts him/herself and serves as an example for the staff. This style is viewed as task- oriented Dubrin, (1998).

Autocratic leaders are generally disliked, as there is no scope for teachers' satisfaction, consideration, and self-development on the part of followers. Teachers and learners, for example, whose school principals employ the autocratic leadership style, remain insecure and afraid of the leadership authority. This eventually reduces their confidence and satisfaction at work place, reduces ability to explore their potential. This style is typical of a leader who tells his employees what he wants done and how he wants it done, without requesting the input/advice of his subordinates.

Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. However, under certain conditions the autocratic leadership style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated.

In the case of schools where autocratic leadership is practiced, its application is most likely to be characterized by arbitrary advances, arbitrary disciplinary measures, and termination of services. The effect has always been dissatisfaction with work on the part of the teachers/ employees/. Mullins (2002) argues that autocratic leaders in schools are more concerned with despotic influence in order to get the job accomplished rather than with the development, satisfaction and growth of subordinates. As far as they are concerned the work and the accomplishment of the goals of school success more than their concern for those being led. Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002). According to Mullins (2002) autocratic leaders supervise subordinates very closely to ensure compliance and the completion of work in the designated time whether there is comfortable condition or not.

Leadership is meant to be effective even where the situation seems harsh and no need of job satisfaction to drive organizational intentions towards goal achievement.

Principals generally emphasize it, since it reaps results very quickly, as subordinates work under pressure to meet deadlines. Other studies by Mullins (2002), however, note that principals, who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity and satisfaction, especially in instances where creativity and planning are imperative to anchor the academic program in schools.

2.11.2. Democratic Leadership and teachers job satisfaction

Decentralization of authority, participatory planning and mutual communication are smote of the main features of democratic leadership. However, as Oyetunyi (2006) points out, the major focus is sharing - the manager shares decision-making with the subordinates. Even though s/he invites contributions from the subordinates before making a decision, s/he retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). S/he may allow the subordinates to take a vote on an issue before a decision is taken (democratic). S/he coaches subordinates and negotiates their demands (Dubrin, 1998). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective and teachers are more satisfied when those who are affected by the schools' decisions are fully involved in the decision- making process.

Good as it is, the concern expressed by Dubrin (1998) is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006). However, unlike the laissez-faire style, the leader adopting this style maintains the final decision- making authority. Using this style is not a sign of weakness; rather it is a sign of strength that one respects the employees' ways of doing things which creates more confidence for employees and satisfies them. Using this style is of mutual benefit as it allows staff to become part of the team and allows one to make better decisions.

David T. G (2007), argues that effective democratic and participatory school administration and leadership affect the trust levels of stakeholders. David's (2007) study focused on a

survey of the effectiveness of democratic and participatory school administration and management in one school division in the Philippines. Indicators of participatory school administration, leadership and management effectiveness, according to David's study, correlated with the stakeholders' level of trust. The study suggested that school leaders wishing to enhance the levels of trust among the stakeholders in their schools should consider these indicators, pertaining to the participatory or democratic leadership approach, in carrying out their leadership duties and responsibilities. The implication of this study is that just like in the Philippines, they engage subordinates, parents, learners and the community in the decision making process.

As pointed out by Kouznes & Posner (2003), school principals know that no one does his/her best when feeling weak, incompetent or alienated; they know that those who are expected to produce the results must feel a sense of ownership. In order for a school to provide quality education, those who have been empowered to lead the transformation of the schools to address the challenges of the new millennium should carefully nurture democratic leadership. Democratic leadership can be effectively utilized to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed. The democratic leadership practices in schools outline procedures to develop and use the potential of all the stakeholders of a school in order to create and foster quality education. The principles of democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the democratic decision making process. Stakeholders need to feel that they are able to have an influence over what should happen at the school rather than to be subjected to the decisions of those placed in positions of hierarchical power Kouznes & Posner (2**.**11.3003).

2.11.3. Participative leadership behavior and teachers' job satisfaction.

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 (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 and Achua, 2010).

2.11.4. Laissez-Faire Leadership and teachers job satisfaction

The school principal delegates almost all authority and control to teachers and all activities. There is no person of authority in the school. The school principal leads the school indirectly, s/he does not make decisions; rather s/he abides by popular decisions. There is no setting of goals and objectives by the school leaders. Tasks are done the way any person, either leaders or others thinks it should be done, but s/he gets involved on request and this may lead to the digression from broad school/organizational policy. In this style laissez-faire teachers may satisfied more than others. Thus, this style of leadership may be effective with well-motivated and experienced employees Dubrin, (1998), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy.

2.12. Conceptual Frame Work.

The conceptual frame work of this study contains, from where the researcher starts to conduct the study and where to go. Accordingly, this conceptual frame work guided the researcher to the asses the Principal leadership style and its relation with teachers' job satisfaction in the study area. It is summarized as the following diagram.

Diagram 2.1:-*Conceptual frame work of the study*

38
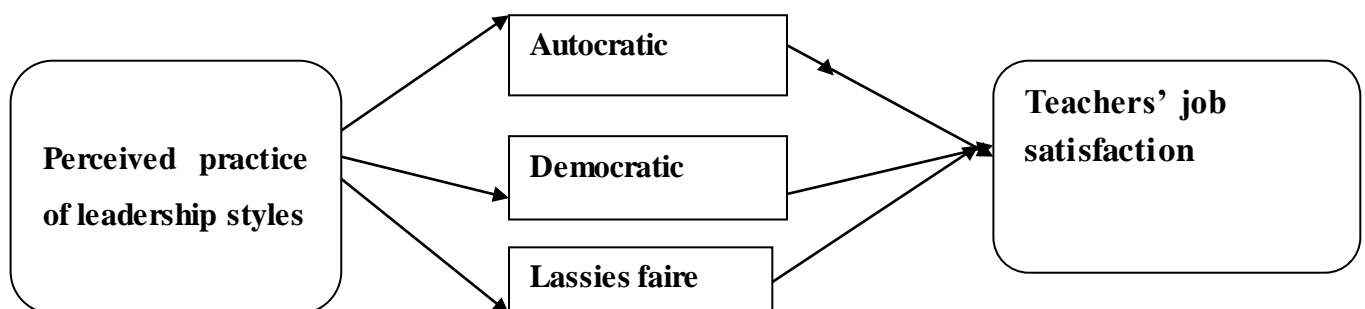
Diagram 2.1: *Conceptual framework of the correlation between leadership style and teachers' job satisfaction (From* Fikre lobago(2017)*, servant leadership practice and its correlation with employee job satisfaction: The case of compassion international In Ethiopia).*

2.13. Variables

Variable*s* are an attribute or characteristic of individuals or groups that researchers want to study. Variable is categorized in to dependent or independent. In this study, an independent variable is

Leadership style while teachers' job satisfaction is dependent variable. Girmay H. (2015) reported that job satisfaction can be measured by   supervisor role, working condition and interpersonal relation. Variable in this study are discussed as diagram below.

Diagram 2.2:-*Dependent and independent variables of the study*
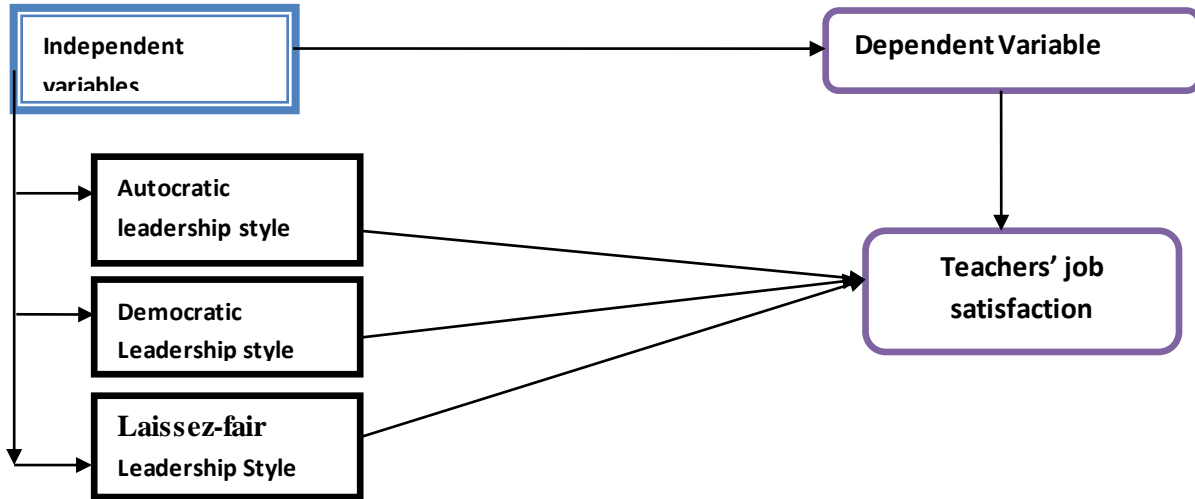
Diagram 2.2:*The relation between dependent and independent variables. (From Mrs. Wekesa S. Olesia , International Journal of Humanities and Social Science, July 2013)*

CHAPTER THREE

3. THE RESEARCH DESIGN AND METHODOLOGY

This chapter contains the research design, the research method, population, sample size and sampling techniques, instruments of data collection, validity of the instruments, the procedures of data collection and the method of data analysis.

3.1. The Research Design

In order to investigate principal leadership style and teachers job satisfaction, Correlational design was employed. This is because it enabled the researcher to collect and correlate large variety of data related to the leadership style and teachers job satisfaction. As argued by Kumer (1999) correlation design is used to measure the strength and relation between two or more variables.

Research Methodology

The aim of this research study was to investigate the relationship of the leadership styles of principals with teachers' job satisfaction. By visiting the schools physically and through the qualitative research, the purpose was to ascertain the extent to which the whole school and indeed the teachers' job satisfaction will be affected by the leadership style of the principals. To accomplish this study, the research methods used was both quantitative and qualitative approaches with more emphasis on quantitative approach as the leading methods. Quantitative approach emphasized because assessing the correlation of secondary school principals' leadership styles and teachers' job satisfaction can better understood by collecting large quantitative data. Furthermore, the qualitative approach employed and incorporated in the study, this helped to validate and triangulate the quantitative data.

3.2. Sources of Data

In order to strengthen the findings of the research the relevant data for the study generated from primary sources. In this study primary data source used to obtain reliable information about leadership styles and teachers' job satisfaction. The sources of primary data were school principals, teachers, and PTA members. Secondary data source did not be used

because available data that give reliable information about teachers' job satisfaction may not be obtained from the schools.

3.3. Total Population

West Wollega zone is one of the zones found in Oromia Regional state. There are twenty woredas and three administrative towns found in West Wollega zone and also have 86 secondary schools.

The study will be conducted only in six government secondary schools found in West Wollega zone. These secondary schools are located in Boji Dirmeji Woreda (Amuma Hena secondary school), Gimbi Woreda (Haro Bikilal secondary school), Nedjo Administrative Town (Nejo secondary school), Bodji Chokorsa Woreda (Figa Kobera Secondary School), Lalo Asabi woreda (Dongoro secondary school) and Lata Sibu woreda (Gori Secondary school). The population employed for the study were all principals, vice principals, teachers, and PTA in secondary schools of West Wollega zone, The target population are principals, vice principals, teachers, and PTA in six selected secondary schools of West Wollega zone. Accordingly, Secondary school teachers (174), principals (6), vice principals (10), Parent Teacher association (PTA) members (30), and a total target population 220 potential respondents were employed in this study.

3.4. Sample Size and Sampling Techniques

For this study, multistage cluster sampling was employed. Accordingly, six woreda's were selected by simple random sampling (Lottery method) from 20 woredas and 3 administrative Towns in the West Wollega Zone. This is because in random sampling all Woredas have equal chance to be selected. From this, six secondary schools were selected by" Cotta sampling'. Accordingly, one secondary school was selected from each woreda. This is because, this method allowed the researcher to reach each woreda. And all the respondents were selected using census. This is because of easily accessibility within short time for data collection. 174 teachers, all 6 principals and 10 vice principals, 30 PTA members were selected using census method (There was no sampling at all). The assumption behind that was the entire population is sufficiently small in number, and it helps the researcher to gain

adequate and necessary information due to their participation in different activities such teaching academic subject, co-curricular lesson and management of secondary school.

Table 3.1: *Summary of the respondents and sampling Techniques*

No.	Types of respondents	Target Population	Participants	%	Sampling technique
	Principals	6	6	100	Available sampling (Census
	vice principals	10	10	100	Available sampling (Census)
	PTA	30	30	100	Available sampling (Census)
	Teachers	174	174	100	Census
	TOTAL	220	220	100	

3.5. Instruments of Data collection

Considering the research question the instrument of data collection such as questionnaires, semi structured interviews were used.

3.5.1. Questionnaires

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 time cost. Therefore, in order to identify principal leadership styles and its relation to secondary school teachers' job satisfaction, questionnaires set for teachers.

Questionnaires prepared in English language because the researcher believed that they could understand the language. The questionnaires consisted of three parts. Part one described general information about respondents. Part two designed to gather pieces of information on respondents' general background, such as sex, experience and educational qualification. The third part focused on different issues on leadership styles and teachers job satisfaction in

West Wollega zone secondary schools. All questionnaire items will be closed ended and a Likert type scale.

3.5.2. Interview

Semi-structure interview items prepared for the interviewees. Because semi-structured allows interviewees to brought new ideas during the interview for clarification of what the interview said. To this end, interview was conducted with school leaders such as principals, vice principal and PTA members to supplement the data collected through questionnaires. Therefore, the interview sessions conducted in both Afan Oromo and English language and subsequently translated to English.

3.6. Procedures of Data Collection

To collect the data from the sample respondents convenient time and place were 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 for the respondents to make clear about the objectives of the research. Then after, questionnaires will be dispatched according to the time schedule of selected woredas. Likewise, interviews were conducted with school principals, vice principals and PTA members according to the time given by the researcher.

3.6. 1.Validity and Reliability 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 developed under close guidance of the advisors and, also a pilot study was carried. The pilot test provided an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence (Adams et al., 2007).

After the dispatched questionnaires return, the necessary modification on items and complete removal and replacement of unclear questions was done. A reliability test performed to check the consistency and accuracy of the measurement scales. 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). To improve the reliability of the questionnaires, the researcher prepared pilot study. A pilot study was conducted on 10 teachers, 1 principal, 1 vice principal which are out of the sampled schools.

3.7. Methods of Data Analysis

Both descriptive and inferential statistics used to analyze the data. In general, to analyze data the researcher used descriptive statistics, correlation and Regression analysis. The descriptive statistics used to describe the data while inferential statistics used to generalize the data finding Kimberly, (2011). Descriptive statistics such as Mean & frequency of the score were used to describe the leadership style mostly used in study area. To find the relation between leadership style and teachers job satisfaction, the researcher used correlation analysis (*Pearson correlation*). To find the relative effect of each of the leadership styles on teachers' job satisfaction, the researcher used leaner Regression analysis.

The quantitative data which gathered through questionnaire were coded and entered into SPSS version 24.0 and analyzed through the Regression analysis. Data that is collected from the semi-structured interview was analyzed and interpreted qualitatively using narration for supplementing the data was gathered through questionnaires.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter, the findings of the current study with its data analysis and interpretation parts are presented. The data analysis and interpretation parts are composed of information that was collected using primary data collection methods questionnaire and semi-structured interview questions.

As mentioned earlier, among various data collecting instruments, questionnaire and semi-structured interview were used to collect necessary information for this study. The respondents for the questionnaires were 174 teachers. And 6 principals, 10 vice principals and 30 PTA members set for semi-structured interview. The total 220 respondents,100%/ of them participated in this study.

The totals of 39 questionnaires were distributed to selected secondary school teachers. All are properly filled and returned. All (5) interview questions (100%) of them are properly returned and gave necessary information on the issue under investigation.

In general, almost all (100 %) of respondents participated and gave necessary information on the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data.

Various scholars provide some insight into teachers' job satisfaction and how it may be affected by leadership style and personal characteristics such as Sex, Age, academic qualification, subject of specialization, teaching load per week etc.

4.1. Demographic Data of the Respondents

The overall results of the matter under investigation as well as teacher respondents' personal background information are presented brilliantly here under.

Table 4.1: *respondents back ground information*

Items	Questions	Characteristics	Frequency distribution	
			Frequencies	Percentage
1	Sex	Male	150	86.2 %
		Female	24	13.8 %
2	Age	<25	37	21.3 %
		26-35	60	34.5%
		36-45	38	21.8%
		46-55	32	18.4%
		>55	7	4 %
3	Education level	MA	37	21.6%
		BA(first degree)	123	70.7%
		Diploma	13	7.47 %
		Certificate	1	0.57 %
4	service year (experience)	2-5	30	17.2 %
		6-10	52	29.88 %
		11-15	53	30.4 %
		16-20	30	17.2 %
		21-25	9	5.2 %
5	Areas of specialization	Language	33	18.9%
		Natural science	47	27 %
		Maths	38	21.8 %
		Social science	39	22.4 %
		Others(PHE,ICT , Business)	17	9.7 %

According to the information in Table 4:1 above item 1 out of 174 teachers 150 (82.2%) are male and 24 (13.8%) are female. It shows that majority of teachers in general secondary schools of West Wollega are male.

According to item 2 of the table 4.1 above, 37(21.3 %) of teachers' respondents were below 25 years old. 60(34.5%) of them were 26-35 years old while 32 (18.4%) of the were 46-55 years old and the rest 7 (4 %) respondents were >55 years old. From this data we can see that majority of the teachers in secondary schools of west Wollega were 26-35 years old and this reveals that most of teachers in secondary school of the study area were in matured age. This can give matured opinion than others.

As far as education level of teachers' respondent is concerned, respondents were categorized in to four groups, Certificate, diploma, first degree and Master degree. Table 4.1 item 3 reveals that 37 (21.6%) had MA, 123 (70.7%) had first degree, 13(7.47%) are diploma holder and 1(0.57 %) respondent was certificate holder. From this, one can easily understand that majority of respondents are first degree holder. This is because of the guideline drawn by Ministry of Education, that is at least first degree holders are supposed to teach in general secondary schools of Ethiopia.

According to item 5 in Table 4.1 it can be observed teachers teaching languages (including local languages)33 (18.9%).While respondents that teaching Natural sciences (Chemistry, Biology, Physics &T.D) were the majority 47 (27 %)This was because many students graduated in Natural sciences because of 70% to 30 % in preparatory system in Ethiopia. This is due to the government policy of encouraging the teaching of Natural sciences and vocational subjects. 38(21.8 %) of the teachers teach Mathematics while 17 (9.7 %) of the teach subjects including (PHE, ICT and Business).This is minimum comparing with others because the credit-hours of those subjects is relatively small and 39(22.4 %) of the teachers respondents teach Social science including Geography, History and Civics.

Here, the interview result indicates that, teachers teach different subjects in the same school don't be satisfied equally, most of the time majority of teachers those teach languages are more satisfied than others. This response confirms, areas of specialization can be a factor of job satisfaction.

4.2. Descriptive Analysis of Variables

After the demographic information of respondents, the researcher presents the descriptive analysis subsequently the opinions of the respondents. This was done by first dealing with the independent variables, followed by dependent variables means Leadership style and teachers' job satisfaction.

4.2.1 Leadership Style

In this sub-section, the researcher was attracted in establishing the opinions of the respondents where questionnaires distributed and responses gathered from respondents on each leadership style. On Democratic Leadership Style, the items on questionnaire describe

Democratic leader activities. On the Likert scales' *Strongly agree'* and *'agree'* was combined to mean *'Agree'* and this represented the leader perform mentioned Democratic leader activities. This shows the leader/principal/is Democratic leader. On the other hand, *'strongly Disagree'* and *'disagree'* combined to mean disagree and this means a leader didn't perform mentioned democratic leader's activities. This indicates the leader is either Autocratic or laissez-faire. Undecided indicates the leader sometimes perform democratic leader's activities and sometimes don't perform.

On the questionnaire for laissez-faire Style, the items describe laissez-faire leadership Style leader activities. On the Likert scales' *Strongly agree'* and *'agree'* was combined to mean *'Agree'* and this represented the leader perform mentioned laissez-faire Style leader activities. This shows the leader/principal/is laissez-faire leader. On the other hand, 'strongly Disagree' and 'disagree' combined to mean *'disagree'* and this means a leader didn't perform mentioned laissez-faire leader's activities. This indicates the leader is either Democratic or Autocratic but not Laissez-faire. Undecided indicates the leader sometimes perform laissez-faire leader's activities and sometimes don't perform.

On the questionnaire for Autocratic Style, the items describe Autocratic Style leader activities. On the Likert scales' Strongly agree' and 'agree' was combined to mean 'Agree' and this represented the leader perform mentioned Autocratic Style leader activities. This shows the leader/principal/is Autocratic leader. On the other hand, 'strongly Disagree' and 'disagree' combined to mean 'disagree' and this means a leader didn't perform mentioned Autocratic leader's activities. This indicates the leader is either Democratic or Laissez-faire but not autocratic. Undecided indicates the leader sometimes perform Autocratic leader's activities and sometimes don't perform.

To this effect, the researcher asked the respondents to give their opinions on the questionnaires whether secondary school principals perform Democratic leadership style, Laissez-faire style or Autocratic style. Respondents' opinions were given on each leadership style and results indicated separately by each school in the following.

Table 4.2. *Descriptive statistics of response on Democratic leadership style*

No,	Items		Secondary Schools						Total
			Gori	Don goro	Figa	Hen na	Nadj o	Bikil al	
1.1	Teachers participate freely (democratically) in decision making about students' learning.	M	2.76	3.08	2.69	2.92	3.12	3.00	2.76
		SD	1.14	1.38	1.57	1.25	1.43	1.54	1.43
1.2	Teachers consult fellow teachers before making decisions pertaining to academic progress	M	2.53	2.24	2.75	1.23	2.70	2.82	2.53
		SD	1.41	1.23	1.52	.83	1.29	1.13	1.41
1.3	Often teachers engage in addressing administrative problems	M	2.17	2.32	2.13	2.31	2.15	1.59	2.17
		SD	1.31	1.31	1.33	1.25	1.43	.87	1.31
1.4	Solving administrative problems with fellow staff improves student academic progress	M	2.44	2.16	3.34	1.54	1.90	2.06	2.63
		SD	1.35	1.17	1.40	.66	1.00	1.34	1.45
1.5	Teachers are involved without any influence and satisfied in designing academic programmers in this School	M	2.63	3.32	3.41	1.92	2.98	2.76	2.88
		SD	1.45	1.52	1.34	1.44	1.44	1.39	1.43
1.6	Academic leadership roles are shared by teaching staff in this school	M	2.09	2.92	2.56	1.92	1.87	1.76	2.09
		SD	1.21	1.47	1.41	1.03	1.17	.83	1.21
1.7	Delegation of powers to subordinates (especially teachers) in this school strongly exists	M	2.41	2.12	3.31	1.23	2.28	2.53	2.41
		SD	1.38	1.20	1.37	.43	1.40	1.46	1.38
1.8	In this school there is respect for fellow teachers' opinions so that teachers satisfy to make decision	M	2.55	2.32	2.13	4.31	2.95	1.41	2.55
		SD	1.42	1.24	1.40	.85	1.37	.50	1.42
	Average	M	2.50	2.20	2.78	2.17	2.49	2.24	2.50
		SD	1.17	1.11	1.30	.82	1.21	.94	1.17

We can conclude from table Table 4.2: concerning Teachers freely participation (democratically) in decision making about students' learning (item 1.1) had a standard deviation (SD= 1.43) compared to its mean score (M=2.76); This result shows that secondary schools principals in the study area are at moderate level on involving teachers democratically in decision making since the mean score shows the response is almost at moderate level.

Teachers consulting fellow teachers before making decisions pertaining to academic progress (Item 1.2) had a standard deviation of (SD=1.41) compared to its mean score (M=2.53). This result shows that secondary schools principals in the study area are at lower level consulting

fellow teachers before making decisions pertaining to academic progress since the mean score shows the response is almost at low level.

On teachers' engagement in addressing administrative problems(Item 1.3) had a standard deviation (SD=1.31) compared to its mean score (M=2.17).This result reveals that secondary teachers in the study area are at lower level on engagement in addressing administrative problems since the mean score shows the response is almost at low level.

Solving administrative problems with fellow staff improves student academic progress (Item 1.4) had a standard deviation (SD= 1.45) compared to its mean score (M=2.63).This result indicated that secondary principals in the study area are at almost moderate level on Solving administrative problems with fellow staff improves student academic progress because the mean score shows the response is almost at moderate level.

On teachers involvement without any influence in designing academic programmers (Item 1.5) had a standard deviation (SD= 1.43) compared to its mean score (M=2.88). This result indicated that secondary principals in the study area are at almost moderate level on involving teachers without any influence in designing academic programmers because the mean score of response shows the result is almost at moderate level.

Sharing Academic leadership roles by teaching staff(Item 1.6) had a standard deviation (SD= 1.21) compared to its mean score (M=2.09).This result indicated that secondary principals in the study area are at lower level on Sharing Academic leadership roles by teaching staff because the mean score of response shows the lower level.

Delegation of powers to subordinates (Item 1.7) had a standard deviation (SD= 1.38) compared to its mean score (M=2.41).This result indicated that secondary principals in the study area are at lower level on delegating powers to teachers because the mean score of response shows the lower level.

The respect for fellow teachers (item 1.8) had a standard deviation (SD= 1.17) compared to its mean score (M=2.50). This result indicated that secondary principals in the study area are at lower level on respecting for fellow teachers because the mean score of response shows the lower level and the standard deviation is also relatively small.

The researcher analyzed the result to examine what each sampled school looks like on each item of question on democratic leadership style. The result is shown as the following.

On item 1.1, of above table one can conclude that Secondary school principalare at better level (almost moderate) on Teachers freely participation (democratically) in decision making about students' learning. This indicated that in all secondary school in the study area, there is no more difficult problem of participating teachers more freely in decision making about students learning.

On item1.2 the result showed that Bikilal secondary school, Nedjo secondary school and Gori secondary school are at better level while the rest are at low level. That means in Bikilal,Najo and Gori secondary school, principals consult fellow teachers before making decisions pertaining to academic progress more than other schools in the study area.

Regarding item 1.3, the result of analysis indicated that all secondary schools in the study area are at lower level on teachers' engagement in addressing administrative problems. This result indicates that there is the problem of engaging teachers in addressing administrative problems.

On item 1.4, the result indicated that Figa secondary school is at a better level(at moderate level) in Solving administrative problems with fellow staff improves student academic progress while other secondary schools under the study are at lower level. This result shows that there is the problem of solving administrative problems with fellow staff among principals in the study area.

Observing the result on item 1.5, all secondary school under the study are at a moderate level except Henna secondary school which is at lower level on teachers' involvement without any influence in designing academic programmers. This result reveals that there is the problem of involving teachers in designing academic programmers without any influence in Henna secondary school.

On Item 1.6, Dongoro secondary school is at better level on sharing Academic leadership roles by teaching staff and the rest secondary schools are at lower level. This result shows that, in Dongoro secondary school, teaching staff share academic leadership role than others.

In delegation of power to subordinate, item 1.7, Figa secondary school is at better (Moderate) level but the rest sampled secondary schools are at lower level. This result showed that there is the problem of delegation of power to teachers in the school under the study.

The respect for fellow teachers (item 1.8)is a better level at Henna secondary school (M=4.31,SD= .83) and it is at lower level at Bikilal secondary school(M=1.41,SD=.50).

When we consider all selected schools in general, Figa secondary school is at better(almost at moderate level) level on practicing Democratic Leadership Style(M=2.78,SD=1.30) and Henna secondary school is at lower level(M=2.17,SD=0.82).Henna secondary school principal needs support to develop Democratic leadership practice.

In general the researcher tested if there is significant difference between schools on Practicing Democratic leadership style, ANOV test was conducted and the result showed that there is no significant difference between schools on Practicing Democratic leadership style($F=.662,Sig=.653$) .The result is indicated as follow

Table 4.3:*ANOVA result on Democratic leadership style.*

ANOVA					
Democratic leadership style					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.624	5	.925	.662	.653
Within Groups	234.766	168	1.397		
Total	239.390	173			

Since there is no significant difference between schools on practicing democratic leadership style, no further **Post Hoc Test** is needed to identify how schools differ from each other since the analysis displayed one Homogeneous subset. The researcher Wanted to analyze the school responses on Laissez-faire leader ship style. To measure the practice of Leadership style on each selected school,the researcher used descriptive statistics such as mean and standard deviation

Table 4.4. *Descriptive statistics of response on Laissez-faire leadership style*

No,	Items		Secondary Schools						Total
			Gori	Don goro	Figa	Hen na	Nadj o	Bikil al	
2.1	As a teacher, you are given full mandate to make decisions without intervention	M	2.80	3.00	2.63	3.77	2.10	2.41	2.64
		SD	1.40	1.50	1.56	.83	.95	.93	1.32
2.2	Teachers have freedom to do as they think best in the interest of promoting progress in this school and these make teachers more satisfied in their work	M	2.09	3.80	2.87	4.00	1.88	2.94	2.57
		SD	1.24	1.55	1.54	1.22	1.19	1.34	1.46
2.3	Teachers are not interfered with when making decisions that promote progress in this school	M	2.19	3.24	3.25	1.77	1.29	2.24	2.44
		SD	1.24	1.45	1.52	.83	.94	1.30	1.35
2.4	It would be accurate to say that the head of school leaves teachers to make decisions pertaining to school performance without any intervention	M	2.48	2.56	2.59	2.54	3.31.	1.94	2.80
		SD	1.38	1.29	1.60	1.33	1.44	1.24	1.46
2.5	Decisions are made from down and they come later to the top	M	2.09	2.88	2.59	3.62	1.78	2.18	2.36
		SD	1.32	1.66	1.45	1.38	1.19	.80	1.41
2.6	There is free delegation of responsibilities and duties for school progress in this school. Teachers are more satisfied in this free delegation	M	2.87	3.04	2.03	3.31	1.80	3.76	2.54
		SD	1.47	1.59	1.23	1.31	.93	1.25	1.40
2.7	The school principals leave staff to make decision on school programmers without prior intervention	M	2.54	3.04	2.56	3.38	2.03	3.76	2.66
		SD	1.58	1.42	1.54	1.19	.80	1.09	1.35
2.8	Principal don't care about both academic and administrative ensues, but leave every activities for teachers	M	2.90	2.88	2.75	2.38	2.22	2.65	2.63
		SD	1.28	1.36	1.52	1.38	1.12	1.36	1.38
	Average	M	2.50	2.96	2.66	3.09	2.13	2.73	2.57
		SD	1.28	1.37	1.42	1.04	.97	.89	

From the result we can conclude on each item and interpret it. We can conclude from table Table 4.3:giving full mandate for teachers to make decisions without intervention (item 2.1) had a standard deviation (SD=1.32) compared to its mean score (M=2. 64); From this result one can see that secondary schools principals in the study area are at moderate level on giving full mandate for teachers to make decisions without intervention because the mean score shows the response is almost at moderate level.

Considering item 2.1, on giving freedom for teachers to do as they think best in the interest of promoting progress in this school the score had standard deviation (SD=1.46) compared to its

mean score (M=2.57); From this result we can see that secondary schools principals in the study area are at moderate level on giving freedom for teachers to do as they think best in the interest of promoting progress in the school because the mean score shows the response is almost at moderate level.

On item 2.3, on interfering teachers when making decisions that promote progress in the school, the score had standard deviation (SD=1.35) compared to its mean score (M=2.44); This result reveals that secondary schools principals in the study area are at lower level on this item. This means that teachers are interfered by principals when making decisions that promote progress in this school .This is confirmed by the mean score that shows lower level.

On item 2.4 concerning about leavening teachers to make decisions pertaining to school performance without any intervention, the score had standard deviation (SD=1.46) compared to its mean score (M=2.80); This result reveals that secondary schools principals in the study area are at moderate level on this item. This means that the head of school leaves teachers to make decisions pertaining to school performance without any intervention .This is confirmed by the mean score that shows that the response is almost at moderate level.

On item 2.5 concerning about the direction of the flow of the decision secondary the score of item 2.5 had standard deviation (SD=1.41) compared to its mean score (M=2.36); This result reveals that Decisions are made from top and they come later to the down. This is confirmed by the mean score that shows the response indicates almost lower level.

On item 2.6 concerning about free delegation of responsibilities and duties for school progress in the school the score had standard deviation (SD=1.40) compared to its mean score (M=2.54); This result reveals that free delegation of responsibilities and duties of teachers by principal is at moderate level in the study area. This is confirmed by the mean score that shows almost moderate level.
Concerning item 2.7 concerning about leaving staff to make decision on school programmers without prior intervention the score had standard deviation (SD=1.35) compared to its mean score (M=2.66);This result shows the school principals are almost at moderate level on item 2.7.

On item 2.8 concerning about both academic and administrative ensues the score had standard deviation (SD=1.38) compared to its mean score (M=2.63); This result reveals that,

on caring about both academic and administrative ensues principal in the study area are at moderate level. This is confirmed by the mean score that shows almost moderate level. The researcher analyzed the result to examine what each sampled school looks like on each item of question on Laissez-faire leadership style. The result is shown as the following.

According to the result of item 2.1 , on giving full mandate for teachers to make decisions without intervention; Henna secondary school is at better level ,means, moderate level(M=3.77,SD= .83).This indicated that Henna secondary school principal give full mandate to teachers without any intervention. On the other hand Nedjo secondary school is at lower level(M=2.10,SD=.95).This means Nedjo secondary school principal don't give full mandate for teacher as Henna secondary school principal.

On item 2.2, the result indicated that, Henna secondary school teachers have more freedom than other secondary schools in the study area(M=3.80,SD=1.55).This result indicated moderate level while Nedjo secondary school have less freedom to do as they think best in the interest of promoting progress in the school than others(M=1.88,SD=1.19).Item 2.3 indicated that in Figa secondary school teachers are not interfered with when making decisions that promote progress than others(M=3.25,SD=1.25).In other way henna secondary school is at lower level(M=1.77,SD=0.83), means at Henna secondary school teachers interfered in decision making.

Result on item 2.4 indicated that, at Nedjo secondary school the head of school leaves teachers to make decisions pertaining to school performance without any intervention(*M=3.31,SD=1.44*) and at Bikilal secondary school, the head of school do not leaves teachers to make decisions pertaining to school performance without any intervention(*M=1.94,SD=1.24*). On item 2.5 in Henna secondary school decisions are made from down and they come later to the top (M=3.62, SD=1.38) and in secondary school decision don't made from down (M=1.78,SD=1.19).

On item 2.6, there is free more delegation of responsibilities and duties for school progress in Bikilal secondary school than others(M=3.76,SD=1.25) but there is no more delegation of responsibilities and duties for school progress in Nedjo secondary school (M=1.80,SD=.93).On item 2.7,bikilal secondary school principal principals leave staff to make decision on school programmers without prior intervention(M=3.76,SD=1.09).On the other hand Nedjo secondary school is at lower level in this item(M=2.03,SD=.80)

The result of item 2.8 indicted that ,Gori, Dongoro,Bikilal secondary school principal don't care about both academic and administrative ensues, but leave every activities for teachers(M=2.90,2,88,2.65, 2.75,SD=1.28,1.36, 1.36,1.52) respectively. This result indicated moderate level. But in Nedjo secondary school principal don't leave every activities for teachers such as academic and administrative activities (M=2.2,SD=1.12) because the result confirms lower level.

In general Henna secondary school practice Laissez-fair leadership activities than other schools (M=3.09,SD=1.04),this means that Henna secondary school principal uses Laissez-fair leadership style.

The researcher tested if there is significant difference between schools on Practicing Laissez-fair leadership style, ANOV test was conducted and the result showed that there is significant difference between Secondary schools on Practicing Laissez-fair style(*F=.3.11,Sig=.010)*.As the result indicated secondary school in West wollega some secondary school principals practice laissez-faire style while others don't. The result is indicated as follows.

Table 4.5:*ANOVA result on laissez-faire leadership style*

ANOVA					
Laissez-faire leadership style					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	21.368	5	4.274	3.114	.010
Within Groups	230.577	168	1.372		
Total	251.945	173			

The mean difference is significant at 0.05 levels

Since there is significant difference between schools on practicing Laissez-fair leadership style, Post Hoc Test is needed to identify how schools differ from each other since the analysis displayed two Homogeneous subset.

Table 4.6: *Post Hoc Test for Laissez-fair Leadership style*

Multiple Comparisons						
Dependent Variable: Laissez-faire leadership style						
Tukey HSD						
(I) School names	(J) School names	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Gori secondary school	Dongoro secondary school	-.22462	.32816	.983	-1.1707	.7214
	Figa secondary	.08023	.30932	1.000	-.8115	.9720
	Henna Secondary school	-.39354	.38836	.913	-1.5131	.7261
	Nejo secondary school	.60913	.27507	.237	-.1839	1.4021
	Bikilal secondary school	.00509	.36541	1.000	-1.0483	1.0585
Dongoro secondary school	Gori secondary school	.22462	.32816	.983	-.7214	1.1707
	Figa secondary	.30484	.31271	.925	-.5967	1.2064
	Henna Secondary school	-.16893	.39107	.998	-1.2963	.9585
	Nejo secondary school	.83375*	.27888	.037	.0298	1.6377
	Bikilal secondary school	.22971	.36828	.989	-.8320	1.2914
Figa secondary	Gori secondary school	-.08023	.30932	1.000	-.9720	.8115
	Dongoro secondary school	-.30484	.31271	.925	-1.2064	.5967
	Henna Secondary school	-.47377	.37540	.805	-1.5560	.6085
	Nejo secondary school	.52891	.25645	.312	-.2104	1.2682
	Bikilal secondary school	-.07514	.35160	1.000	-1.0888	.9385
Henna Secondary school	Gori secondary school	.39354	.38836	.913	-.7261	1.5131
	Dongoro secondary school	.16893	.39107	.998	-.9585	1.2963
	Figa secondary	.47377	.37540	.805	-.6085	1.5560
	Nejo secondary school	1.00268*	.34772	.050	.0002	2.0051
	Bikilal secondary school	.39863	.42281	.935	-.8203	1.6176
Nejo secondary school	Gori secondary school	-.60913	.27507	.237	-1.4021	.1839
	Dongoro secondary school	-.83375*	.27888	.037	-1.6377	-.0298
	Figa secondary	-.52891	.25645	.312	-1.2682	.2104
	Henna Secondary school	-1.00268*	.34772	.050	-2.0051	-.0002
	Bikilal secondary school	-.60404	.32188	.420	-1.5320	.3239
Bikilal secondary school	Gori secondary school	-.00509	.36541	1.000	-1.0585	1.0483
	Dongoro secondary school	-.22971	.36828	.989	-1.2914	.8320
	Figa secondary	.07514	.35160	1.000	-.9385	1.0888
	Henna Secondary school	-.39863	.42281	.935	-1.6176	.8203
	Nejo secondary school	.60404	.32188	.420	-.3239	1.5320

*. The mean difference is significant at the 0.05 level

The test put Nedjo secondary school firs. The mean different is all negative. The upper bound and Lower bound is between .3239 and -2.0051. Means the upper bound is 0 .3239 while the lower bound is 0 .3239Figa Secondary school put the second. The mean difference is all negative and the bound is between 1.2682 and -1.5560. This means upper bound is1.2682 while lower bound is -1.5560.

School names	N	Subset for alpha = 0.05	
		1	2
Nejo secondary school	60	2.1313	
Figa secondary	32	2.6602	2.6602
Bikilal secondary school	17	2.7353	2.7353
Gori secondary school	26	2.7404	2.7404
Dongoro secondary school	25	2.9650	2.9650
Henna Secondary school	14		3.1339
Sig.		.151	.737
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 23.380.			
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.			

The researcher Wanted to analyze the school responses on Autocratic leadership leader ship style. To measure the practice of Leadership style on each selected school, the researcher used descriptive statistics such as mean and standard deviation.

Table 4.7: *Descriptive statistics of response on Autocratic leadership style.*

No,	Items		Gori	Dong oro	Figa	Henna	Nadj o	Bikil al	Total
					Secondary Schools				**Total**
3.1	Decisions regarding school programmers' are solely made by the principals and the governing body only.	M	2.50	3.48	2.97	3.57	3.82	3.94	3.41
		SD	1.53	1.38	1.53	1.28	1.18	.82	1.39
3.2	The system of administration is top-down	M	3.19	3.20	2.72	4.00	2.37	3.35	2.90
		SD	1.52	1.22	1.42	.67	1.42	1.36	1.43
3.3	What is important in school management is accomplishment of the task at hand not addressing staff needs	M	3.35	2.96	3.34	3.21	2.95	2.47	3.06
		SD	1.44	1.51	1.33	1.47	1.57	1.37	1.48
3.4	It is enjoyable principal's count on the principals for ideas and suggestions regarding progress in this school	M	2.46	3.56	3.33	1.64	3.52	3.06	3.14
		SD	1.39	1.35	1.42	.84	1.30	1.51	1.44
3.5	All power is centralized to the principals	M	3.38	2.68	3.13	3.29	2.88	1.47	2.87
		SD	1.20	1.54	1.60	1.20	1.54	.80	1.49
3.6	Different academic committee are dominated by the only will of the school principal	M	3.12	3.32	3.13	3.71	3.47	3.47	3.35
		SD	1.47	1.43	1.33	1.06	1.22	1.17	1.29
3.7	Teachers couldn't perform activities that are planned by them unless principal order them to do so.	M	3.08	3.12	1.84	3.21	2.02	3.00	2.49
		SD	1.57	1.59	1.13	1.31	1.28	1.54	1.47
3.8	principal plans every academic ensues without collaboration it can influence teaching learning and students' academic achievement	M	2.92	2.44	3.59	3.21	3.50	3.24	3.23
		SD	1.57	1.29	1.31	1.62	1.29	1.25	1.40
	Average	M	3.00	3.09	3.00	3.23	3.06	3.00	3.05
		SD	1.37	1.22	1.29	.95	1.20	1.10	1.20

From the result we can conclude on each item and interpret it. We can conclude from table Table 4.7: on Decisions regarding school programmers' made by the principals and the governing body. (item 3.1) had a standard deviation (SD=1.39) compared to its mean score (M=3.41); From this result one can see that secondary schools principals in the study area are at moderate level on item 3.1because the mean score shows the response is almost at moderate level.

Item 3.2 had standard deviation of (SD=1.43,) compared to its mean score (M=2.90) This result indicate moderate level which means we can't say the system of administration is either

top-down or down-top. This seems that the system of administration is sometimes top-down and down-top other time. On item 3,3 accomplishment of the task at hand had a standard deviation (SD=1.48) compared to its mean score (M=3.06); From this result we can conclude that secondary schools principals in the study area are at moderate level on accomplishment of the task at hand because the mean score shows the response is almost at moderate level.

On item 3,4 principal's count on the principals for ideas and suggestions regarding progress in the schoolhad a standard deviation (SD=1.44) compared to its mean score (M=3.14); From this result we can conclude that secondary schools principals in the study area are at moderate level on item 3.4 hand because the mean score shows the response is almost at moderate level.

On item 3,5 centralization of power to the principals had a standard deviation (SD=1.49) compared to its mean score (M=2.87); From this result we can conclude that secondary schools in the study area are at moderate level on centralizing of power to the principals because the mean score shows the response is almost at moderate level.

On item 3,6 dominating different academic committee by the only will of the school principal had a standard deviation (SD=1.29) compared to its mean score (M=3.51); From this result we can conclude that secondary schools principals in the study area are at moderate level on dominating different academic committee by the only will of the school principal because the mean score shows the response is almost at moderate level.

On item 3,7 had a standard deviation (SD=1.47) compared to its mean score (M=2.49); this result indicated that secondary schools in the study area are at lower level on item 3.7 of the above table because the mean score shows the response is almost at lower level. Planning every academic ensues without collaboration (item 3.8) had a standard deviation (SD=1.40) compared to its mean score (M=3.23) this result indicates school principals are at moderate level.

The researcher analyzed the result to examine what each sampled school looks like on each item of question on Laissez-faire leadership style. The result is shown as the following.

From the result we can generalize that on item 3.1, Decisions regarding school programmers' are solely made by the principals and the governing body only in Nedjo secondary school than others (*M=3.82, SD=1.18*) while Gori secondary school at lower level regarding this .This means in Gori secondary school, Decisions regarding school programmers' are not solely made by the principals and the governing body only but there is participation of teachers on this issue.

Item 3.2 indicated that system of administration is from top to down at Hena secondary school (*M=4.00, SD=.67*) while it is not from top to bottom at Nedjo secondary school (M=2.37, SD=1.42). Item 3.3 indicated that accomplishment of the task at hand was not addressing staff needs at Gori secondary school(M=3.35,SD=1.44) and at Bikilal secondary school accomplishment of the task at hand was addressing staff needs(M=2.47,SD=1.37).On item 3.4 principal's count on the principals for ideas and suggestions regarding progress in the school at better level in Dongoro secondary(M=3.56,SD=1.35) and this is at lower level at level in Henna secondary school(M=1.64,SD=.84).

Item 3.5, indicated that all power is centralized to the principals at Henna secondary school (M=3.35,SD=1.20) but at Bikilal Secondary school all power is not centralized to principals(M=1.47,SD=.80).

Different academic committee are dominated by the only will of the school principal at Hena secondary school as we can see from the item 3.6 (M=3.71,SD=1.06) and at Gori secondary school it is not dominated by the will of principal(M=3.12,SD=1.47) . As item 3.7 from the above table indicated that, Henna secondary school teachers couldn't perform activities that are planned by them unless principal order them to do so(M=3.21,SD=1.31). On the other hand Figa secondary school principal plans every academic ensues without collaboration and it can influence teaching learning and students' academic achievement (M=3.59,SD=1.31).This is at lower level in Dogoro secondary school. In general the study reveals that school principals in the study area perform activities of autocratic leadership style. From the result we can see that most secondary school principals are autocratic (M= 3.05,SD=1,20).

The researchers wanted to test if there is significant different between schools on practicing Autocratic leadership style. One –Way ANOV test was conducted and the result showed that

there is no significant difference between Secondary schools on Practicing autocratic style(*F=.09,Sig=.994*).

Table 4.8: *ANOVA Result on autocratic leadership style*

ANOVA					
Autocratic leadership style					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.686	5	.137	.091	.994
Within Groups	252.361	168	1.502		
Total	253.047	173			

Since there is no significant difference between schools on practicing autocratic leadership style, no further Post Hoc Test is needed to identify how schools differ from each other since the analysis displayed one Homogeneous subset.

In general, to answer the first basic research question" *which leadership style is frequentlyused in west Wollega secondary schools*," the researcher used descriptive statistics, and computed Mean and Standard deviations of response on SPSS. The result is indicated as the following.

Table 4.9 :The *leadership style frequently used to practiced*

Statistics				
		Democratic leadership style	Laissez-faire leadership style	Autocratic leadership style
N	Valid	174	174	174
	Missing	0	0	0
Mean		2.5022	2.5790	3.0560
Std. Deviation		1.17633	1.20678	1.20942

From result we can see the Autocratic leader ship is frequently used leadership style in West Wollega secondary school (*M=3.03, SD=1.20*).We can generalize the overall level of leadership style from the result analyzed. The result is indicated as the following table. 4.10.

Table 4.10: *Overall results of leadership styles*

Leadership styles	N	M	SD
Democratic leadership style	174	2.50	1.17
Laissez-faire leadership style	174	2.57	0.89
Autocratic leadership style	174	3.05	1.20

Source: *Survey data 2020*

Concerning leadership style sub factor such as; over all democratic leadership style statement had a standard deviation (SD=1.17) compared to its mean score (M=2.50) and overall laissez-faire leadership style had a standard deviation of (SD=0.89) compared to its mean score (M=2.57); scores out of 5 scale approximately equal value across each schools under study. However, autocratic leadership style, had relatively high mean score and standard deviation (M=3.05,SD=1.20) compared to the two variables standard deviation. This result shows most school principals in the study area are exercising autocratic leadership style.

Scientifically, the standard deviation is a measure of how well the mean represents the different respondent's degree of response across different school under study. In addition, the data obtained through the interview also supported that mostly they are exercising autocratic leadership style in order to increase productivity by directing teachers. From the above, it is clear that the autocratic leadership style was used in schools although it was not a common practice.

4.2.2. Teachers job satisfaction

Judge (2004) acknowledged that job satisfaction is a predictor of employee performance and the relationship is stronger for professional jobs. In this sub-section, the researcher wanted in establishing the opinions of the respondents where questionnaires distributed and responses gathered from respondents on each question regarding teachers' job satisfaction. In this regard the Likert scales, 'very poor' and 'poor' were combined to mean 'poor' and this represented the low teachers' job satisfaction in that school. This shows teachers are not satisfied to their job. On the other hand, 'Good and 'very good' combined to mean 'good' and this represent better teachers' job satisfaction. This indicates the teachers in that secondary school are satisfied to their job. On the other hand, 'Fair" indicated Moderate teachers' job satisfaction. The result of the analysis by school is indicated as the following

Table 4.11:*Descriptive Analysis of response on Teachers job satisfaction.*

No,	Items		Secondary Schools						Total
			Gori	Dong oro	Figa	Henna	Nadj o	Bikil al	
4.1	How you rate teachers' job satisfaction in this school?	M	2.04	2.76	3.87	1.57	2.17	2.24	2.51
		SD	.99	.97	.87	.75	1.12	.90	1.21
4.2	I feel good about my contribution to the organization	M	2.08	2.88	3.81	1.57	2.18	2.47	2.55
		SD	.68	1.16	.78	.51	.79	.80	1.06
4.3	My job is important to the success of this school	M	2.04	2.88	4.00	2.36	2.52	2.12	2.72
		SD	.77	1.09	.50	1.00	.96	.69	1.08
4.4	I receive encouragement and affirmation from those above me in the organization.	M	2.38	2.88	3.38	1.71	3.28	2.24	2.88
		SD	.80	1.23	1.28	.61	1.15	1.09	2.21
4.5	I enjoy working in this school.	M	3.88	2.44	3.63	1.93	3.55	1.94	3.17
		SD	1.14	.96	.97	.99	1.04	1.43	1.28
4.6	I am able to use my best gifts and abilities in my job	M	2.00	2.52	2.41	1.36	3.38	1.82	2.56
		SD	.80	.91	.83	.49	1.18	.80	1.16
4.7	I trust the leadership of this school.	M	2.00	2.04	3.41	1.86	3.18	1.82	2.64
		SD	.98	.67	1.21	.77	1.33	.63	1.26
4.8	Our school leader considers teachers as the key persons in this school.	M	1.92	2.72	4.03	2.14	3.43	1.71	2.94
		SD	.93	.98	.69	.77	1.19	.58	1.25
	Average	M	2.29	2.64	3.56	1.81	2.96	2.04	2.74
		SD	.73	.86	.76	.63	.98	.66	.99

For the analyzed 4.1, Figa secondary school rate teachers job satisfaction at better level (M=3.8,SD=.87). In this school teachers satisfied more than other schools. On the other hand at Henna secondary school, teachers satisfaction rated low (M=1.57, SD=.75). This reveals that, when principal uses Democratic leader ship style, Teachers job satisfaction is high. On item 4.2. Figa secondary school teachers feel good about their contribution to the organization (M=3.81, SD=.78) and Henna secondary school teachers don't feel good about their contribution to the school (M=1.57, SD=.51). If one doesn't feel good about his/her contribution to his/her organization, he/she may work carelessly.

On item 4.3, Figa secondary school thinks their job is important to the success of this school (M=4.00, SD=.5). Teachers responded that they are important in the school. On the other hand Gori secondary school teachers don't think as their job is important to the success of organization(M=2.04,SD=.77).On item 4.4, in receiving encouragement and affirmation from those above them in the school ,Figa secondary school is at better level(M=3.38,SD=1.28) while Henna secondary school is at lower level(M=1.71,SD=.68).On

item 4.5,Teachers in Gori secondary school enjoy working better than others(M=3.88,SD=1.14) and Henna secondary school is at lower level(M=1.93,SD=.99)

On item 4.6, Teachers in Nedjo secondary school are able to usetheir best gifts and abilities in their job(M=3.38,SD=1.18). That means Nedjo secondary school teachers use their best gift.Henna secondary school is at lower level(M=3.38,SD=1.18).On item 4.7,Figa secondary school said they trust their school's leader(M=3.41,SD=1.21) and Bikilal secondary school don't trust their leader(M=1.82,SD=.63).On item 4.8,Figa secondary school leader considers teachers as the key persons in the school(M=4.03.SD=.96) while Bikilal secondary school leader don't considers teachers as the key persons in the school. In general, Figa secondary school teachers job satisfaction is at better level than others(M=3.56,SD=.76).That means Fige secondary school teachers are more satisfied than other. On the other hand Hena secondary is at lower level than others (M=1.81,SD=.63).

The researcher wants to examine if there is a significant difference between the schools on teachers job satisfaction. To examine this ANOVA and Pos Hoc Test using Tukey on SPSS. The result showed that there is significant different between schools on Teachers job satisfaction.

Table 4.12*ANOVA Test on teachers' job satisfaction*

ANOVA					
Teachers job satisfaction					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	50.535	5	10.107	14.007	.000
Within Groups	121.226	168	.722		
Total	171.761	173			

From the result of overall ANOVA solution showed that there is statistical mean difference between schools on teachers job satisfaction (*F=14, 007, Sig=.000*). Since there are statistical differences between schools, further analysis needed to identify how schools differ on teachers' job satisfaction. The analysis displayed four homogeneous groups. The test put Henna secondary school, Bikilal secondary schoo and Gori secondary school firs group (*Sig=.385*). Bikilal,Gori and Dongoro secondary school second(*Sig.163*) ,Gori,Dongoro and Nedjo secondary school third(*Sig=0.082*) and Nedjo and Figa secondary school Fourth group (*Sig=.125*).Homogeneity test of the teachers job satisfaction is indicated as follows.

Table 4.13:-*Homogeneity test for teachers job satisfaction*.

Teachers job satisfaction					
Tukey HSD					
School names	N	Subset for alpha = 0.05			
		1	2	3	4
Henna Secondary school	14	1.8125			
Bikilal secondary school	17	2.0441	2.0441		
Gori secondary school	26	2.2933	2.2933	2.2933	
Dongoro secondary school	25		2.6400	2.6400	
Nejo secondary school	60			2.9625	2.9625
Figa secondary	32				3.5664
Sig.		.385	.163	.082	.152
Means for groups in homogeneous subsets are displayed.					
a. Uses Harmonic Mean Sample Size = 23.380.					
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.					

In general, to answer the 2nd basic research question" *what is the statuis of teachers jkob satisfaction in Westwollega secondary schools*," the researcher used descriptive statistics, and computed frequency and percentage of response on SPSS. The result is indicated as the following.

Table4.14:-*The Status of teachers job satisfaction*

Teachers job satisfaction		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very poor	26	14.9	14.9	14.9
	Poor	84	48.3	48.3	63.2
	Faire	29	16.7	16.7	79.9
	Good	29	16.7	16.7	96.6
	Very good	6	3.4	3.4	100.0
	Total	174	100.0	100.0	

From the result on table 4.10, one can conclude that secondary teachers' job satisfaction in West Wollega is poor (*frequency=84, Percent=48.3*). This indicated that, in the study area, there is low teachers job satisfaction. To show the level of teachers' job satisfaction, the researcher also used Bar-graph (chart) as the following.

Graph4.1:-*The level of teachers job satisfaction*
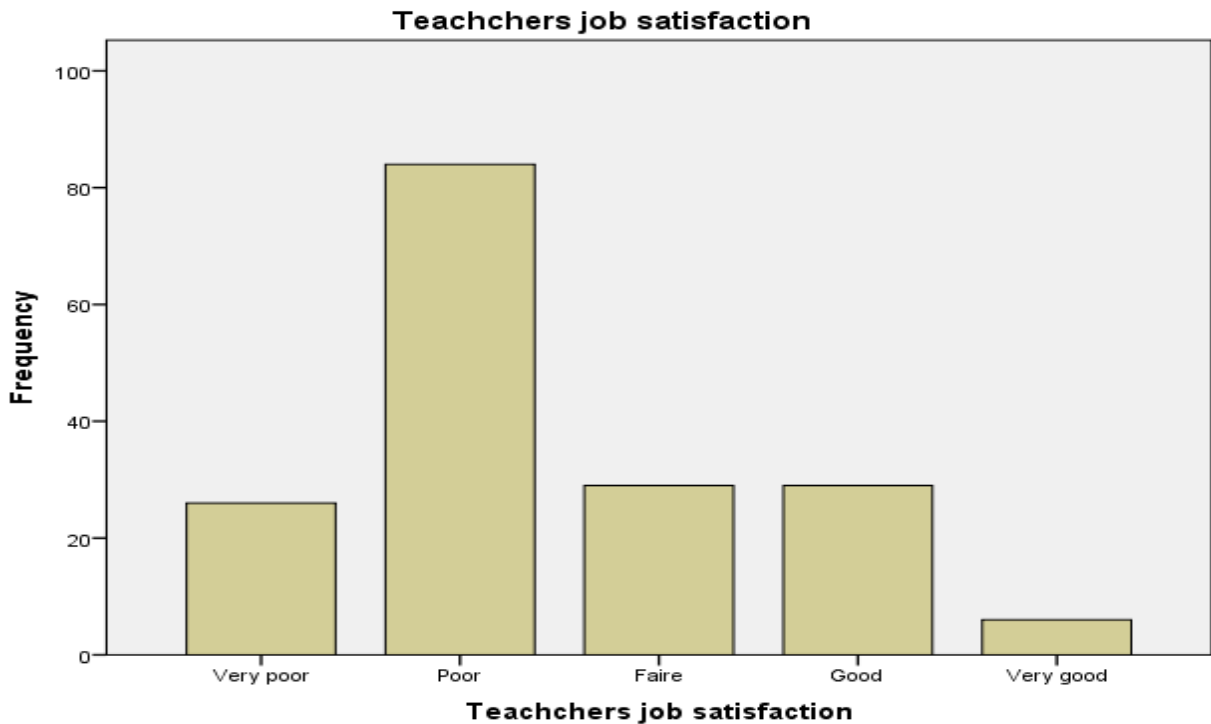
The Bar-graph shows that teachers' job satisfaction in the study area is poor. T his means that Teachers job satisfaction is low.

Interview conducted with Principals, Vice principals and PTA on the level of teachers' job satisfaction who said that "teachers in their school are not satisfied well. There is a different reason for this .one reason is leadership style used by principal; the other is salary and other incentives. Not only this but also the school environment is another factor make teachers not to be satisfied to their work." From this response of interview we can conclude that leadership style is one factor that affects teachers' job satisfaction.

4.2.3. Analysis of the relation between independent and dependent variables.

The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship of independent and dependent variables between -1 and +1. Measuring the strength and the direction of relationship that occurred between

variables is, therefore, important for further statistical significance. To this end the Pearson's product moment correlation coefficient is computed for the purpose of describing the relationships between leadership style and teachers' performance.

A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse means, negative relationship between two variables (Leary, 2004). Therefore, to answer the third basic research questions Pearson correlation is calculated. The result of correlation analysis indicates the degree of relation that occurred between leadership style (independent variables) and secondary teachers' job satisfaction (dependent variables).

The objectives of the study were to examine the relationship of the leadership styles andteachers' job satisfaction in Secondary schools of West Wollega zone. Thus, correlation is a measure of relationship between two variables. Therefore, to test the relationship between independent and dependent variables researcher used ANOVA. To test the difference in a single dependent variable among two or more categories formed by a single independent or classification variable, Ajai S. And et.al, (2009.

To test this, the scores obtained from respondents on leadership styles (Democrati, Laissez-fair and Autocratic) were interred to SPSS. All the relation of these research questionnaires were compared using Analysis of variance (ANOVA). In order to use ANOVA, the questions related to; Democratic leadership style; (Dem 1.1 – Dem 1.8), Laissez-faire leadership style; (Lai2.1 – Lai2.4) and Autocratic leadership style; (Au3.1– Au3.8) were combined to form total average indices of; leadership style.

Questions related to teacher job satisfaction (JS1.1 – JS 1.8) were combined to form one continuous average index of teacher job satisfaction. Principals' leadership styles were crosstabs with teacher job satisfaction and then compared using ANOVA and Post Hoc Tests.

Accordingly, the degree of relationships that was appeared between variables, correlation ranging from 0.20 to 0.35, 0.35 to 0.65, 0.65 to 0.85 and over 0.85 found to have **very slight**, *statistically significant*, more considerable and high relationships between dependent and correlated independent variable respectively. With regard to the effect level of independent variable, the value of Pearson's correlation(r) less than 0.1, 0.1 to 0.3, 0.3 to 0.5, 0.5 to 0.8and greater than 0.8 determine the existence of weak, modest**,** moderate, strong and very

strong effect of independent variable on the dependent variable consecutively (Cohen & Morrison, 2007).

Finally, to determine the proportion of variance in one of correlated variable to explain variation of the other variable coefficient of determination(r^2) was used while interpreting the result (Gupta, 1999).

From the objective of the study the research question "*Is there any significant relationship between leadership styles and teachers' job satisfaction in Secondary Schools of West Wollega Zone?*"the study answered the question as the following.

Table 4.15:-*The correlation of dependent and independent variables.*

Correlations		Democratic leadership style	Laissez-faire leadership style	Autocratic leadership style	Teach hers job satisfaction
Democratic leadership style	Pearson Correlation	1	.891[**]	.920[**]	.644[**]
	Sig. (2-tailed)		.000	.000	.000
	N	174	174	174	174
Laissez-faire leadership style	Pearson Correlation	.891[**]	1	.895[**]	.552[**]
	Sig. (2-tailed)	.000		.000	.000
	N	174	174	174	174
Autocratic leadership style	Pearson Correlation	.920[**]	.895[**]	1	.516[**]
	Sig. (2-tailed)	.000	.000		.000
	N	174	174	174	174
Teach hers job satisfaction	Pearson Correlation	.644[**]	.552[**]	.516[**]	1
	Sig. (2-tailed)	.000	.000	.000	
	N	174	174	174	174
**. Correlation is significant at the 0.01 level (2-tailed).					

As indicated on the analysis of the correlation between dependent and independent variable, there is the positive relationship between Democratic leadership style and Teach hers job satisfaction in the study area(r=.644[**]Sig.=000).The correlation is significant at the 0.01 level. There is statistically significant correlation between Democratic leadership style and Teachers job satisfaction in the study area. The relation between Laissez-faire leadership style and teachers job satisfaction is also positive relation(r=.552[**],Sig=.000).There is

statistically significant correlation between Laissez-faire leadership style and teachers job satisfaction since the value of r is between 0,35 to 0.65. The relation between Autocratic leadership style and teachers job satisfaction is also positive relation(r=.516[**],.000).There is statistically significant correlation between Autocratic leadership style and teachers job satisfaction. In general, the relation between teachers leadership style and job satisfaction is Positive relation.

To analyze the relative effect of each of the leadership styles on teachers' job satisfaction the researcher used Regression analysis because the nature of the variable is numeric. The result is indicated as the following.

Table 4.16:-*The relative effect of leadership on teachers job satisfaction*

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.674[a]	.454	.445	.779	.454	47.163	3	170	.000

a. Predictors: (Constant), Democratic leadership style, Laissez-faire leadership style, Autocratic leadership style

b. Dependent Variable: Teach hers job satisfaction

From the result we can see that leadership style affect teachers job satisfaction positively by 45 percent (*R Square =.454, Sig=.000*).The effect level of independent variable (leadership style) on dependent variable (teachers' job satisfaction)is moderate since the value of r is between 0.3 to 0.5.This indicated leadership style has relative effect on secondary school teachers' job satisfaction.

"..This was supported by the interviews conducted with principals, Vice principals and PTA who said that the way principal leads the staff have great effect on satisfaction of the staff. In the school where principals' use Democratic leadership, teachers get chance to make decision; in such schools' teachers are more satisfied. The school where principal is autocratic, teachers are not committed to perform activities. Only principal enforce them to do things; this make them unsatisfied.

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

These parts of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the level of secondary schools teachers' job in West wollega zone are forwarded for all concerned academic staffs.

5.1 Summary of the findings

Leadership style seems to be one of the most important factors affecting teachers' job satisfaction. Therefore, where teachers are highly satisfied at their work, this can improve the quality of education delivered to students and translated into good performance of the school. To this end, the key to create effective and efficient leadership style is an answer to the question what really enhance secondary school teachers' job satisfaction. Thus, this research seeks to provide suggestion to the current teachers' job satisfaction in secondary school of west Wollega. Therefore, the study is aimed on assessing the relationship between leadership style and teachers' job satisfaction in West wollega Zone. In order to meet this purpose, the following basic research questions were designed.

> ➢ What are leadership styles frequently used to practice in Secondary Schools of Western Wollega zone?
> ➢ What is the status of teachers' job satisfaction in Secondary Schools of West Wollega zone?
> ➢ Is there any significant relationship between leadership styles and teachers' job satisfaction in Secondary Schools of West Wollega Zone?
> ➢ What is the relative effect of each of the leadership styles on teachers' job satisfaction?

To answer these research questions, Quantitative research method, co relational design is employed. To this effect, the study is conducted in 6 purposively selected secondary schools of west wollega zone. A total of 174 teachers for questionnaires; 6 principals, 10 vice principals for interview weres elected through available sampling technique, to participate in the study.

To gather necessary information on the issue 39 questionnaires were distributed to teachers and, unfortunately, all are properly filled and returned. The data collected from teachers through closed ended items of the questionnaire is analyzed and interpreted by using different descriptive and inferential statistics like, percentage, means, frequencies tables, correlation analysis(crosstabs), one-way ANOVA and Post Hoc Test and Regression analysis (linear regression. The analysis of the quantitative data is performed in the help of SPSS version 20 and 24 computer program. The data gathered through open ended items (semi-structured interview) were analyzed qualitatively using narrations to support the result obtained from quantitative analysis. Finally, the research came up with the following major findings. In the analysis it was found that leadership styles frequently used to practice in Secondary Schools of Western Wollega zone was Autocratic leadership style (*M=3.03, SD=1.20*). Regarding the difference between secondary schools on leadership styles the researcher tested if there is significant different between schools on practicing Democratic, Laissez-fair and Autocratic leadership style.

On practicing Democratic leadership style, the finding showed that there is no significant difference between schools in the study area (*F=.662, Sig=.653*).The significance is at 0,05 level. The analysis showed one homogenous subset. The finding showed that there is significant difference between Secondary schools on practicing Laissez-fair style (*F=.3.11, Sig=.010*)The significance is at 0.05 level. The analysis displayed two homogeneous subset with the upper bound and Lower bound between 0.3239 and -2.0051 respectively. On practicing Autocratic leadership style the result showed that there is no significant difference between Secondary schools in the study area   (*F=.09,Sig=.994*).The significance is at 0.05 alpha level. The test showed homogenous subsets.

To find the level of teachers' job satisfaction the researcher used frequency and percentage of the response. The fining of the study indicated that the status of teachers' job satisfaction in Secondary Schools of West Wollega zone is poor(*frequency=84, Percent=48.3*). This showed that teachers' job satisfaction in the study area is at low level. The researcher tested if there is significant difference between secondary schools on teachers' job satisfaction, the result of overall ANOVA solution showed that there is statistical mean difference between schools on teachers job satisfaction (*F=14.007, Sig=.000*).The significance is at 0.05 alpha level. The test identified four homogenous subset.

By finding the relationship between leadership style and teachers job satisfaction, the finding showed that there is the positive relation between Democratic leadership style and Teach hers job satisfaction in the study area(r=.644[**,Sig.] =000).The correlation is significant at the 0.01 level. The relation between Laissez-faire leadership style and teachers job satisfaction is also positive relation(r=.552[**],Sig=.000) and the relation between Autocratic leadership style and teachers job satisfaction is also positive relation(r=.516[**],.000).In general, the relation between teachers leadership style and job satisfaction is Positive relation.

The study found the relative effect of leadership style on teachers' job satisfaction, the finding of the study showed that leadership style has relative effect on teachers job satisfaction(*R Square =.454, Sig=.000*). The findings indicating a poor teachers' job satisfaction in the schools shows that teachers have not been satisfied to their job in secondary schools of west wollega zone.

When interviewed were conducted to principals, Vice principals and PTA members on which leadership style is being practiced in the study area, all responded by saying that "most of the time school leaders used autocratic leadership style in this area because teachers don't perform an activities as needed per time unless they are enforced by leaders. Teachers in most school expect all activities to be performed by school leaders except teaching".

Principal leadership style is one of the main factors determining teachers' job satisfaction in secondary schools and leadership style plays significant role on teachers' job satisfaction, when principals' leadership style fits the needs of teachers satisfied more. Means, when principals leadership style is democratic, there will be teachers involvement in decision making as the result teachers are more satisfied. In generally speaking democratic leadership style is likely yield more teachers job satisfaction than other leadership styles.

5.2 Conclusions

Based on the findings of the study the following conclusions were drawn: The results indicated that the independent variables (principals' leader ship style) of secondary schools in West Wollega Zone were found to be Autocratic. These would have significant effect on teachers' job satisfaction, school goals and objectives finally, secondary schools performance. However, leadership styles in most secondary schools of west Wollega were not in better tracks to involve teachers in school issues.

Furthermore, the study showed that the poor/low/teacher job satisfaction in secondary schools might be because of leadership style used by principals. The finding concluded that principals' leadership styles have a significant difference in west Wollega zone. This shows that some principals use Democratic leadership style. Such principals communicate with teachers through different method such as meetings before making decision about a school. This enhanced better teachers' job satisfaction. Some principals use laizess-fair leadership style. Such principal leave every work and decision making to teachers without any intervention. In such schools even if there is teachers' job satisfaction, school performance may not be better. On another hand, some principals use autocratic style. Such principal decided everything by themselves without teachers' participation. Teachers are not been satisfied in such schools.

The study showed that principal leadership style in secondary school has relative effect on teachers' job satisfaction. This is confirmed by regression analysis(*R Square =.454, Sig=.000*) which showed that leadership style can affect teachers job satisfaction by 45 percent. This shows that, depending on the situation of the schools, changing leadership style can change teachers' job satisfaction by 45percent.

5.3 Recommendations

Based on the above conclusions, the following recommendations were forwarded to be the remedy of the effect by concerned bodies to alleviate and to improve the principal leadership styles which are associated with teachers' job satisfaction in secondary schools of west Wollega Zone.

1. The basic influence on teachers' job satisfaction not to be as teachers' needs were found to be Principals leadership style used in west Wollega zone. Therefore secondary school principals are advised to use proper leadership style which enhances teachers' job satisfaction. Teachers need to participate in decision making about on different issues. Unless principals communicate with them and involve teachers in activities, teachers could be unwilling to perform ordered activities.

2. Therefore, Regional Education Bureau, Zonal Education Office and Woreda Education Office are advised to ensure whether principals use the right leadership

style which increase teachers' job satisfaction. Trains principals on how to increases teachers job satisfaction

3. Regional Education Bureau, Zonal Education Office and Woreda Education Office should also provide skill trainings for school principals on effects of leadership styles on teachers' job satisfaction and how to communicate with teaching staffs to enhance their job satisfaction.

4. Principal should organize regular meetings like one times a week before ordering teachers to do something.

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APPENDIXES

APPENDIX: A

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRISE FOR TEACHERS

Dear Respondent

This questionnaire is designed to collect data from teachers that will help in a research about, principals' leadership styles and teachers' job satisfaction in secondary schools of 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.

SECTION A: DEMOCRATIC LEADERSHIP STYLE AND TEACHERS JOB SATISFACTION ACHIVEMENT

I.   Your background information
   ➢ **Please circle the number describing your back ground information below.**

1. Sex

      1. Male   2. Female

2. Age   1. <25 Years old

            2. 26-35 Years old

            3.36-45 Years old

            4. 46-55 Years old

            5. >55 Years old

3.Highest education level

      1. Masters

      2. Bachelors

      3.Diploma

      4. Certificate

      5. Other

4. Teaching experiences.

1. 2 -5 years

2.6 - 10 years

3.11 - 15 years

4.16 - 20 years

 5.21 - 25 years

5. Areas of specialization

      1. Language   4. Social science

      2. Natural science   5. Others

3.Maths

1.DEMOCRATIC LEADERSHIP STYLE

II.The following items indicate if your school principal leadership style is democratic and each activity in the items shows a democratic leader activity. Each activity may have relation with teachers' Commitment. Please rate your level of agreement by putting an "x" mark in the box corresponding to each item to indicate your response among the following rates

1. Strongly Disagree 2. Disagree   3. Un-decided 4. Agree   5.Stronlgy Agree.

S/N	Items	Scales				
		1	2	3	4	5
1.1	Teachers participate freely(democratically) in decision making about students' learning					
1.2	Teachers consult fellow teachers before making decisions pertaining to academic progress					
1.3	Often teachers engage in addressing administrative problems					
1.4	Solving administrative problems with fellow staff improves student academic progress.					
1.5	Teachers are involved without any influence and satisfied in designing academic programmers in this School.					
1.6	Academic leadership roles are shared by teaching staff in this school					
1.7	Delegation of powers to subordinates (especially teachers) in this school strongly exists.					

| 1.8 | In this school there is respect for fellow teachers' opinions so that teachers satisfy to make decision | | | | | |

SECTIONB:LAISSEZ-FAIRE LEADERSHIPSTYLEAND TEACHERS JOB SATISFACTION

The following items indicate if the school principal leadership style is laissez-faire and each activity in the items shows a laissez-faireleader activity.Each activity in the items may have relation with teachers' job satisfaction.

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

S/N	Items	Scales				
		1	2	3	4	5
2.1	As a teacher, you are given full mandate to make decisions without intervention					
2.2	Teachers have freedom to do as they think best in the interest of promoting progress in this school and these make teachers more satisfied in their work.					
2.3	Teachers are not interfered with when making decisions that promote progress in this school.					
2.4	It would be accurate to say that the head of school leaves teachers to make decisions pertaining to school performance without any intervention					
2.5	Decisions are made from down and they come later to the top					
2.6	There is free delegation of responsibilities and duties for school progress in this school. Teachers are more satisfied in this free delegation.					
2.7	The school principals leave staff to make decision on school programmers without prior intervention.					
2.8	Principal don't care about both academic and administrative ensues, but leave every activities for teachers.					

SECTION C: AUTHORITARIAN LEADERSHIP STYLE AND TEACHERS JOB SATISFACTION.

The following items indicate if the school principal leadership style is Autocratic and each activity in the items shows an Autocratic leader activity. Eachactivity in the items may have relation with teachers' job satisfaction.

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

S/N	Items	Scales				
		1	2	3	4	5
3.1	Decisions regarding school programmers' are solely made by the principals and the governing body only this make teachers un satisfied in their work.					
3.2	The system of administration is top-down					
3.3	What is important in school management is accomplishment of the task at hand not addressing staff needs.					
3.4	It is enjoyable principal's count on the principals for ideas and suggestions regarding progress in this school					
3.5	All power is centralized to the principals					
3.6	Different academic committee are dominated by the only will of the school principal					
3.7	Teachers couldn't perform activities that are planned by them unless principal order them to do so.					
3.8	When principal plans every academic ensues without collaboration it can influence teaching learning and students' academic achievement.					

SECTION D: TEACHERS JOB SATISFACTION RATING

The following questions are designed to collect data in a research about teachers' job satisfaction that will help to know the current status of teachers' job satisfaction in secondary schools ofWest 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 "x" mark in the box corresponding to each item to indicate your response among the following rates

. 1. Very Poor   2. Poor   3. Fair   4.Good   5.Very good

S/N	Items	Scales				
		1	2	3	4	5
1	How do you rate teachers' job satisfaction in this school?					
2	I feel good about my contribution to the organization.					
3	My job is important to the success of this school.					
4	I receive encouragement and affirmation from those above me in the organization.					
5	I enjoy working in this school.					
6	I am able to use my best gifts and abilities in my job.					
7	I trust the leadership of this school.					
8	Our school leader considers teachers as the key persons in this school.					

APPENDIX: B

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEAVIOURAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guide for principals, vice principals and PTA members.

The main purpose of this interview is to gather information on the principals' leadership style and teachers' job satisfaction in West Wollega zone. You are, therefore kindly requested to give necessary information on the issue related to the study. The information that will be obtained from response to this interview will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only.

Thank you in advance for your cooperation\

I.   Your personal back ground

1. Name of the school: _____

2. Sex of the respondent_____

3. Your highest education level _____

4. Your experience as principal _____

II, Discuss briefly your own opinion for the following questions as you asked.

1. What leadership style is being used at your school, (Democratic, laissez-faire or Autocratic)? Justify your reason?

2. What are the factors determining teachers' job satisfaction?

3. Do think that principal leadership style plays significant role on teachers' job satisfaction? How?

4. Could you explain how the management/leadership approach that you have adopted in your school leads to teachers' job satisfaction?

5. What leadership style is likely to yield the best teachers job satisfaction?