

**PRINCIPALS LEADERSHIP STYLE, TEACHERS JOB SATISFACTION
AND SCHOOL EFFECTIVNESS IN SECONDARY SCHOOLS OF METKEL ZONE**

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DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly Acknowledged.

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**THE THESIS ON THE TITLE PRINCIPALS LEADERSHIP STYLE, TEACHERS
JOB SATISFACTION AND SCHOOL EFFECTIVNESS IN SECONDARY SCHOOLS
OF METKEL ZONE IS DONE BY SEFEW YIRDAW**

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List of Abbreviations

BGRS:	Benishangul Gumuze Regional State
MoE:	Ministry of education
GEQIP:	General Education Quality Improvement Program
EGSECE:	Ethiopian General Secondary Education Certificate Examination
SIP:	School Improvement Program
SPSS:	Statistical Package for Social Sciences
TDP:	Teachers Development Program
TGE:	Transitional Government of Ethiopia
VSO:	Voluntary Service Oversees
TSC:	Teachers Service Commission
HoDS:	Head of Departments

ABSTRACT

The purpose of this study was to assess the practice of principal leadership style (independent variables), and school effectiveness (dependent variable) when, principals leadership style were moderated by teachers' job satisfaction (moderating variable) in secondary schools of Metekel Zone. In order to achieve the objective of this study both quantitative and qualitative research method were employed. In the quantitative phase, the data collection was done by means of self-constructed structured questionnaire and document analysis that focused on dimensions of dominant leadership styles and to determine the level of teachers job satisfaction. In the qualitative, semi structure interviews was employed to principals' leadership style and school effectiveness. A descriptive survey research design model was applied to the study. The data were analysed by using both descriptive and inferential statics. The target population of this study were all the 312 teachers and principals in all the 18 secondary schools in Metekel Zone. The study used the whole 18 principals purposely and 156(50%) teachers using simple random sampling techniques. In the second phase, namely qualitative phase, interviews were conducted with a sample of 4 cluster supervisors 4 teachers and 5 principals, who were randomly selected form the larger sample. Before the actual data collection, piloting of questionnaires was done in two secondary schools of Metekel Zone. The findings indicated that the dominant leadership style currently in practice by Metekel Zone Secondary schools was transactional leadership. Laissez-fair leadership style was emerged as the least preferred leadership style in the area under study. On teachers' job satisfaction the working relationship, administration and supervision are relatively good. However the teachers were not happy with working condition, salary and benefits. Regarding to school effectiveness the majority of secondary schools were ineffective with resources' utilization, community involvement, school safety measures and students' academic performance. Overall, the relationship between principals leadership style, teachers job satisfaction and school effectiveness the results of principals' leadership styles and teachers' job satisfaction play a big role in determining school effectiveness. The results showed that the majority of the secondary schools were adopted the transactional leadership style, and each of its dimensions link with teacher's job satisfaction enhanced school effectiveness in Metekel Zone secondary schools. Finally, it is recommended that principals should adopt a mix of transformational leadership and transactional leadership styles to maximize teachers' job satisfaction and improve school effectiveness in the study area.

CHAPTER ONE

INTRODUCTION

In this chapter background of the study, statement of the problem, research question, objectives of the study, significance of the study, the scope and depth where the study is confined, the delimitation of the study, the limitations of the study, the operational definition of key terms used in the study and brief explanation as to how the study is organized are presented.

1.1 Background of the Study

Leadership is a universal human phenomenon” (Bass, 1981,) and it can easily be observed anywhere in everyday life from ancient to modern time. Burns (1978) also indicated that leadership is hard to comprehend but is considerable in human activities and can be perceived without notice. Leadership may be felt; however, it is difficult to be defined.

Yukl (2001) claimed that the number of definitions of leadership is the same as the number of the people who have ever defined it. Although there are many definitions of leadership made from different aspects, most of them point at leading followers to reach a specific achievement. Smith (2000) conducted a research on perceived principal behaviours by teachers of elementary schools and she defined that “leadership is the process or activity of influencing an individual or group in efforts towards achieving a goal”.

Owens (1991) stated that leadership is interpersonal patterns that a leader tries to find followers’ potential needs and gratifies followers’ needs, so that the goals of the organization can be reached by influencing followers.

Hackman and Johnson (2000) defined leadership from a communication perspective and they explained that “leadership is human communication which modifies the attitudes and behaviours’ of others in order to meet shared group goals and needs”. “According to Sergiovanni, moral authority is a means by which to add value to an administrator’s leadership practice, and added value results in extraordinary commitment and performance in schools” (Lunenburg and Ornstein, 1996,.

Avolio (1999) wanted people to view leadership as a system. This system considered inputs (people, timing, and resources), processes (interaction with people and resources over time), and outcomes (levels of motivation and performance). This broad range of looking at leadership was the basis for the Full Range Leadership Model (Avolio, 1999). The principal's influence comes from his leadership style.

One model, the Full Range of Leadership model developed by Bass and Avolio (1994), has been used to describe leadership styles and places the styles on a continuum from laissez-faire to transformational. The laissez-faire leader does nothing. A transactional leader relied on transactions between him/her and his/her staff. A transformational leader was often seen as a facilitator. He/she transformed the environment to ensure teacher empowerment and improved performance. Burns (2003) believed that empowerment is the process where people transform themselves so that leaders empower followers and followers then empower leaders. Deming's model of TQM closely paralleled transformational leadership (Bass & Avolio, 1994). Transformational leaders change the system to recreate their environment" (Silins, 1992). Palestini (2003) stated, A transformational leader changes an organization by recognizing an opportunity and developing a vision, communicating that vision to organizational members, building trust in the vision, and achieving the vision by motivating organizational members". According to Palestini, Charismatic, or transformational, leaders use charisma to inspire their followers. They talk to them about how essential their performance is, how confident they are in their followers, how exceptional the followers are, and how they expect the group's performance to exceed expectations.

Burns (2003) believed that the interaction between a transformational leader and their followers was a "powerful causal force for change". In the process of motivation, the leader developed followers into leaders (Avolio, 1999). Sosikand Godshalk (2000) agreed by saying, Transformational leadership involves forming a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. Transformational leadership suggested that some leaders, through their personal traits and their relationships with followers, go beyond a simple exchange resources and productivity (Nahavandi, 2000,). Transformational leadership focuses on changing followers and the organization, satisfying followers' higher level needs in term of the Maslow's hierarchy needs theory, and mutual stimulation and elevation between the leader and followers. Therefore, Bass (1985) admitted that transformational leaders are not just executive leaders but real reformers in their organization, and they are expected to motivate followers to "raise

followers' levels of consciousness about the importance and value of specified and idealized goals, get followers to transcend their own self-interest for the sake of the team or organization, and to move followers to address higher-level needs". According to Bass (1985), there are four factors, idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation in transformational leadership. Leaders are identified by their followers as role models and are deeply trusted and respected by the followers. Leaders present visions to their followers. By establishing intense emotional bond with followers, the leader inspires and motivates followers to become committed and willing to share the visions. Since transformational leadership were attempts to motivate followers to be innovative and creative by trying new approaches to deal with problems in the organization.

Bogler (1999) described transactional leadership as, each [person] enters the transaction because of the expectation to fulfil self-interests, and it is the role of the leader to maintain the status quo by satisfying the needs of the followers; brackets inserted by the author. A transactional leader emphasized maintaining the status quo. The transactional leadership style has been further divided into sections. These were: 1. contingent reward; 2. management by exception active; 3. management by exception passive; and 4. laissez-fair.

Sosik and Godshalk (2002) found the most effective form of transactional leadership is contingent reward leadership where one sets goals, clarifies desired outcomes, provides both positive and negative feedback, and exchanges rewards and recognition for accomplishments when they are deserved. Followers received a reward only when they had completed a task. In comparison, management by exception active leaders would actively monitor problems and take actions only when needed. Management by exception active leadership was less effective than contingent reward, but might have been necessary in some instances.

Stiles (1993) stated, "Satisfaction is a personal perception and involves motivation, performance and recognition". This showed the relationship between satisfaction and motivation and that they are not synonymous. Kim (2002) believed that satisfaction was one of the earliest outcomes to be expected from teacher empowerment, while Chung (1970) related that satisfaction with their jobs, as well as commitment to their school, is an important component in teacher motivation.

Job satisfaction is an important element in improving the teaching in school education system; it requires educators who are creative, competent, highly motivated and prudence character. All this can be achieved when teachers are able to work in self-satisfaction and

employment. Teachers' job satisfaction is also associated with leadership that brought by school principals. Critically, when some teachers are no longer able to manage their job dissatisfaction, they act to ignore the responsibilities entrusted to them or resign. If it continues, this case is not just cause damage cost of providing a trained teacher, and even result in loss of the cost of providing a trained teacher of the college.

Recently, the topic about job satisfaction has received considerable attention and is a major issue among teachers. Teachers are part of the supporter who performs tasks to achieve the goal. They are a hope of governments, administrators and educational planners that they can build a society with a highly civilized culture.

To be familiar with the meanings of 'effectiveness' a number of terms and concepts is undergone frequently including "competent, development, quality, improvement, evaluation, monitoring, reviewing, skilled, appropriateness, accountability, and performance". The concept of effectiveness is very broad, like rationale, effort and accomplishment. That is why head of the school may perhaps identify the school's effectiveness as the pupils' performance in the external examinations. The parents can distinguish the school's effectiveness in the way the pupils behave at home, and perform at national examinations. Society possibly will observe the school's effectiveness in terms of the good moral behaviour of the children. The Commonwealth Secretariat (1993) in its report describes internal performance, working, external concerns and staff output as general markers of the school effectiveness.

Halliger and Henk (1998) found that a school leader's leadership style is the main factor that generally influences school effectiveness and should be underscored. Effective principal ship is, in general, a function of adopting appropriate leadership style contingent on the school condition. Failure to engage in appropriate leadership style would lead to subordinate action to be dysfunctional rather than become productive and satisfied (Bogler, 2001).

In relation to this, Spector (1985) found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. School leaders are supposed to possess the ability of influencing their staffs, parents and other stakeholders of education to make sure their schools successfully attain its pre-intended objectives by making sure that teachers perform well in their responsibilities and learners perform well in their academic as anticipated. Therefore, appropriate leadership style that promotes teachers' job satisfaction and productivity should be employed.

In general, theoretical and empirical support for the influence of leadership styles and job satisfaction has been reported in a number of studies undertaken in different countries in a variety of organizational contexts, among both non-educational and educational organizations. However, in spite of the extensive research and accumulated evidence on the effects of leadership style on performance and job satisfaction similar stream of research has been very limited in educational settings (Leithwood et al., 1999). The situation appears to show that a reasonable large corps of evidence by social science standards is available but it is quite uneven in quality and distribution across many different types of outcomes. In this regard, therefore, Edwards and

Gill (2012) have strongly argued that more research is needed to understand the effects of leadership styles on teachers' job satisfaction in school settings. In Ethiopia, poor school leadership is ranked as the most de-motivating issue in the teaching profession (Gedefaw, 2012). Studies verified that principals' leadership style employed by school directors has a profound impact on teachers' job satisfaction and school effectiveness and, therefore, on the quality of education (Bogler, 2001).

Mulugeta et al. (2005) in their study also pointed out that the current situation in Ethiopia indicates that due to shortage of teachers and quality leadership and management, Ethiopian schools are being run by subject specialists selected from subject teachers rather than professionally trained and qualified education managers.

Research in Benishangul Gumuz Regional state on role and practices of principals as leader and related areas has not been done well, but practically as the researcher observed in his experiences the concept findings explained above by Mulugata et al.(2005) are also true in Benishangul Gumuz Regional State.

To reduce the poor achievements of students in secondary school, the regional education office first tried to motivate teachers' to do their best. Towards this, the region employed teachers by using different incentive mechanism for secondary school teachers; such as improving salary by one career structure from other regions and delivering monthly additional incentives based on the standards of the woreda. But these incentive systems are not enough to improve teachers' retention rate as well as to increase students' performance. But most of the teachers need to move to another profession even if this option were available to them and also migrate to nearby regions.

For the past 10 years, the researcher had served in Metekel Zone as a teacher and education officer. In his experience the researcher observed the poor initiations of teachers to stay in their profession, their poor participation in different activities of the school and due to poor students' academic achievement . Thus, as an education expert the researcher needs to assess the factors that have made the teacher passive in their work as well as their strong need to leave the profession based on school principal practices on teachers' motivation and the level of satisfaction in Metekel Zone secondary schools.

1.2 Statement of the Problem

According to Schulz & Teddlie (1989) determining the success of a school is not only depend on the role of principal in controlling all activities administering, guide and supervise the school but the principals should be wise in influencing subordinates to achieve organizational goals. In addition to this a school leader's, leadership style and teacher job satisfaction is another critical factor affecting school effectiveness. Schulz & Teddlie (1989) 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. As to the relationship between a school leader's leadership style and teacher job satisfaction, the two basic factors influencing school effectiveness, Chieffo (1991) recognized that the school leader's leadership style significantly influences teacher job satisfaction. Teachers get satisfaction when their needs are met and the leader gets satisfaction when employees can achieve a high level of productivity (Jaafar, 2007). Several researchers (Olsen & Anderson, 2004; Ingersol, 2003) believe that teacher job satisfaction plays an important role in teachers being highly productive educators. However, many teachers will leave their positions for reasons such as poor salary, poor administrative support, and specifically the ineffective or poor leadership style of their principal. The principal, as the leader of the school, can significantly influence the attitudes of the staff and how the school functions with his or her attitudes and behaviours. Thus, principals play a key role as the primary leader of a school and will greatly influence all aspects of the functions of the school with their behaviours, personal characteristics, and also biases (Loeb, Kalogridges & Horng, 2010). Deterioration of student learning is measured based on performance of school examinations that will be an image of the school. Student performance will be a measure to assess the quality of leadership showed by headmaster and job satisfaction among teacher (Rahim, 1999).

MOE (2008) also explained that the appointment of secondary school leaders in Ethiopia is very much based on experience and only half of them has got professional development courses which shows that the sector is lacking qualified leaders. Mulugeta et al. (2005) in their study also pointed out that the current situation in Ethiopia indicates that due to shortage of teachers and quality leadership and management, Ethiopian schools are being run by subject specialists selected from subject teachers rather than professionally trained and qualified education managers.

Most educational managers, supervisors and school principals who are assigned at the position do not have any training in the area of educational management and leadership (Mulugeta et al., 2005). Similarly, Tekleselassie (2002) reported that principals attended a one - month in service course on school management. Limitations of the training included curriculum unresponsiveness to the training needs of principals, short duration of training, ill - preparedness of trainees and incompetence of trainers, disconnect between the training and the vision of the Ministry of Education and the training did not reach all teachers and principals. As a result, the impacts of the training for quality, through teachers and principals were not given emphasize as much as expected.

Though the importance of leadership role to be played by school principal is unquestionable due to the above factors, it remains a handicapped. For instance, the review of Ethiopian Education and Training Policy and its Implementation (2008) stated that school principals in Ethiopian secondary education are less than the average in the following areas: The ability to perform technical management; building school culture and attractiveness of school compound; ability to create participatory decision making and school management for teachers and students; ability to create orderly school environment by clarifying duties and responsibilities; selection and recruitment skills and ability to communicate with different stakeholders.

Decentralization is one of the Ethiopian Government's key policies for long term success in education, with powers delegated from the Federal Ministry of Education (MoE) down to regional, zonal, woreda and school/community levels. By using this power, Benishangul Gumuz Regional State (BGRS) education bureau proposed and implemented various mechanisms to accelerate quality education. One of the strategies utilized to motivate secondary school teachers' as well as to reduce their turnover was making salary difference from other regional state teachers. But this monetary or salary improvement

alone did not reduce, as expected, the teachers turnover and asking transfer to nearby regions and searching alternatives to leave the teaching profession. The number of teachers who left the teaching profession and joined other sectors in 2006, 2007 and 2008 was as follows.

Likewise, Wudu (2003) also noted that secondary school principals do not create facilitative condition in arranging for staff development. Mulugeta et al., (2005) also explained that due to the existence of unqualified principals; schools instructional process remains ineffective, curriculum implementation become poor, and collaborative working behavior do not get exercised in the school.

The Federal government of Ethiopia has been working g strongly to make school leadership effective so that principals play a pivotal role that will assure school improvement in different schools. This is because; the main target of school improvement is improving students' achievement and student learning (GEQIP, 2010). However, many students were failing in some secondary schools of the region. Although it recognized that the failure rate in secondary schools could be contributed to by many factors (I.e. parental involvement, inadequate resources, not committed teachers, ill - disciplined learners, inadequate advisory services).

Reports indicates that below 50% promoted and more than half of students show poor performance although the students took Ethiopian general secondary education certificate examination (EGSECE) are high in number. Besides, students who pass to preparatory are very few in Benishangul Gumuz Regional state and it needs special leadership and attention. This is due to a number of factors such as teacher related, school related, and learner related factors. Among school related factors, the most important aspect of the school that has great impact on student learning and achievement is school leadership (Berhanu, 2006)

Student's academic achievement is deteriorating from time to time in Metekel Zone due to different factors from which leadership style of principals is one and the most because of differences in leadership styles used by principals have been raised in performance of schools in which some perform better while others perform poorly. When I was working as an expert of Wereda education sector in Metekel Zone, I had recognized that there is high turnover of teachers and high student's repetition rate in secondary schools. Complains on behalf of teachers about their dissatisfaction and high rate of turnover is due to differences in leader the style principals implement in the schools. Thus this research was assessing the leadership

styles principals implement and factors that contributing school effectiveness. When, principals' leadership styles were moderated by teachers' job satisfaction as moderating variable. So, it is such a situation that prompted the researcher to conduct a study on assessing the mechanisms of the best dominant leadership styles, the level of teachers job satisfaction and factors of school effectiveness in Metekel Zone secondary schools. Therefore, the investigator of this study was interested to address the above problem identified in Metekel Zone secondary schools and to cover the research gap indicated.

1.3 Research Questions:

The following questions had been raised to achieve the objectives of the study.

- What is the dominant leadership style exercised by principals and mostly apply in leading schools as perceived by teachers?
- What is the level of job satisfaction among teachers?
- Which are the factors that contribute to the school effectiveness?
- What are the relationships among principals' leadership style, teachers' job satisfaction and school effectiveness?

1.4 Objectives of the Study

1.4.1 General Objectives

The main objective of this study was to assess the practice of principal leadership style, and school effectiveness when, principals leadership style were moderated by teachers' job satisfaction) in secondary schools of Metekel Zone.

1.4.2 Specific Objectives

The specific objectives of the study are:

- 1) To identify the dominant leadership style perceived by teachers in secondary school of Metekel Zone
- 2) To identify the level of teacher's job satisfaction in secondary school
- 3) To identify factors that affect school effectiveness
- 4) To determine the relationship among principals' leadership style, teachers' job satisfaction and school effectiveness

1.5 Significance of the Study

This study has the following significance. These are;

- ❖ This study may help principals and human resource managers of secondary schools of Metekel Zone, revise their leadership style and understand the best situation under which maximum teacher job satisfaction is attained.
- ❖ To create awareness among all principals so they re-examine and re-apprise their leadership styles in relation to students' performance to make them more effective.
- ❖ Help the Parents, teachers Associations and district education boards to discuss and initiate policy on steps to be taken to improve the school effectiveness in various secondary schools
- ❖ The finding also help teacher services commission to improve terms and working conditions of the teachers in order to increase teachers levels of job satisfaction.
- ❖ The information may be helpful for higher officials of the regional, Zonal and district level regarding how the school principals apply their leadership style to achieve educational objectives effectively.

1.6 Delimitation of the Study

According to Best and Kahn (1998), delimitation is the boundaries of the study. The study were delimit to Benishangul Gumuz Regional state, in Metekel Zone specifically in Dangur, Pawi, Mandura and Guba wereda Secondary Schools are selected because of the researcher relevant information. There are varieties of styles among leaders. These consist of autocratic, situational, laissez-faire, democratic, transformational, charismatic, participative, transactional and bureaucratic (Rad, 2006). Hence, among the leadership styles propose by scholars this study was delimit to transformational, transactional and laissez- faire kind of leadership styles. This is for the fact that these leadership styles form a new paradigm for understanding both the lower and higher order efforts of leadership styles. This paradigm builds on earlier sets of autocratic versus democratic or directive versus participative leadership (Avolio& Bass, 2004). This study also focuses on the leadership styles principals implement and factors that contributing school effectiveness when, principals leadership style were moderated by teachers job satisfaction as a moderating variable .in Metekel Zone secondary schools. Participants in the research were principals, teachers and cluster supervisors. One of the reasons why supervisors are included is to ascertain what perceptions they have regarding the leadership styles of principals and teacher performance.

1.7. Limitations of the Study

The limitations were observed in the collection of data. These problems were low level of cooperation on the part of some teachers and leaders to fill the complete part of the questionnaires in accordance with the time and difficulty to access some school principals for interview during the time of appointment. Some of the respondents could not fill the open ended questions. However, the researcher had to go to these subjects repeatedly and made a maximum effort to get relevant data.

1.8 Definition of Basic Terms

Job Satisfaction refers to how people feel about their jobs and different aspects of their jobs.

Leadership style refers to the perceived behaviour that a person exhibits when attempting to influence the activity of others.

School effectiveness refers to that promotes the progress of its students in a broad range of intellectual, social and emotional outcomes, taking in to account socio-economic status, family background and prior learning.

Principal refers to the chief executive of schools and may be called the head of teacher

1.9 Organization of the Study

The research has been organized in to five chapters. The first chapter deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, delimitation of the study, limitation of the study, basic assumptions and organization of the study. The second chapter deals with literature review which has concept of leadership, theories of leadership, types of leadership styles, factors of teachers job satisfaction, factors of contributing school effectiveness and the relationship among principals leadership style, teachers job satisfaction and school effectiveness. The third chapter discusses the methodology of the study which covers description of the research site, research design, source of data, methodology of the study, target population, sample and sampling procedure, tools for data collection, validity of instruments, reliability of the instrument and data collection procedure, data analysis techniques, ethical consideration.

Results and discussion of the major findings were presented in the fourth chapter. The fifth chapter included summary, conclusion and recommendations as part of the study. Finally, the reference and appendices were attached at the end.

CHAPTER TWO

REVIEW OF THE RELATED LITRATURE

2.1 INTRODUCTION

In this chapter, the literature related to the concept of leadership, leadership style and the influence of job satisfaction was reviewed to get a better understanding of about principals' leadership styles teachers' job satisfaction. The most important reviews which are relevant for this study, and which was explained in the following sections are, dominant leadership styles (transactional, transformational, and laissez faire), the influence of teachers job satisfaction, factors that contributing school effectiveness and the relationship among principals leadership styles, teachers job satisfaction and school effectiveness.

2.2 Concept of leadership

Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement (Nworgu, 1991).It involves a force that initiates actions in people and the leader. It could also be described as the ability to get things done with the assistance and cooperation of other people within the school system. Mbiti (2007) posits that leadership has to do with the execution of policies and decisions which help to direct the activities of an organization towards the achievement of its specified aims. Leadership is also seen as the process whereby one person influences others to do something of their own volition, neither because it is required nor because of the fear of consequences of non-compliance (Okumbe, 1998).At the core of most definitions of leadership are two functions: providing direction and exercising influence. Each of these functions can be carried out in different ways and such differences distinguish many models of leadership from one another.

According to Yukl, 1994 leadership influences the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activities to accomplish objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork and the enlistment of support and cooperation from people outside the group or organization.

2.3 Leadership Styles

A great deal of scholars believes that leaders differ in their way of interactions with subordinates (e.g. Hersey and Blanchard, 1993; Miller et al., 2002). This statement states that leaders may use a wide range of behaviours or patterns to influence their followers. This is similarly true to school principals in Metekel Zone secondary schools. Based on the methods and techniques used by principals to influence teachers, researchers have discerned a number of school leadership patterns and styles. The most commonly known having been identified by renowned social scientist Kurt Lewin and his colleagues in 1939 are authoritarian or autocratic, democratic or participative and laissez-faire or passive.

According to Kurt Lewin, the authoritarian leader makes all decisions, independent of members' input; the democratic leader welcomes team input and facilitates group discussion and decision making; and the laissez-faire leader allows the group complete freedom for decision-making without participating himself/herself. The statement made by Kurt Lewin demonstrates that the more the principal takes the sphere for decision making, the more autocratic he/she would be and the more the teachers takes the sphere for participation and decision making , the more democratic and laissez the principal would be.

Developing on the points made by Kurt Lewin, Likert (1967) suggested another set of styles: exploitive authoritative, benevolent authoritative, consultative, and participative. In exploitive authoritative style, the leader has low concern for people and uses such methods as threats and punishments to achieve conformance. When an authoritative leader becomes concerned for people, a benevolent authoritative leader emerges. The leader now uses rewards to encourage appropriate performance and listens more to concerns, although what he/she hears is often limited to what subordinates think that the leader wants to hear. In consultative style, the leader is making genuine efforts to listen carefully to ideas; nevertheless, major decisions are still largely centrally made. At the participative level, the leader engages people in decision-making; people across the organization are psychologically closer and work well together at all levels.

Further studies conducted by Burns (1978) brought another set of school leadership styles: transactional leadership and transformational leadership. These two styles have dominated scholarly debate as the major conceptual models of school leadership since the early 1980s (Hallinger, 2003; Marks and Printy, 2003). Along with passive/avoidant leadership, transactional and transformational leadership form a new paradigm for understanding both

the lower and higher order efforts of leadership styles. This paradigm builds on earlier sets of autocratic versus democratic or directive versus participative leadership (Avolio and Bass, 2004). Considering the statement made earlier into account, the following part of the review will take up the major assumptions and descriptions of transactional leadership, transformational leadership and laissez-faire leadership.

2.3.1 Transactional Leadership

Considerable work conducted to understand the assumption of transactional leadership have verified that transactional leaders use rewards, praises, and promises that would satisfy followers immediate needs (Northouse, 2010; Bogler, 2001; Burns, 1978). Such relationship is considered as exchange relationship where each of them (principal, teacher) enters the transaction because of the expectation to fulfil self-interests (Bogler, 2001). In such cases, if a teacher in secondary schools does something good, he/she will be rewarded; if he/she does something wrong, he/she will be punished.

Other groups of literatures describe transactional leader as a leader who focuses on the continuing of the works of the past and transferring them to the future. (E.g. Tengilimoğlu, 2005). This statement emphasizes that the role of the leader in such cases is to maintain the status quo (Bogler, 2001). In accordance with these, Nguni, Slegers, and Denessen (2006) suggest that transactional leaders prefer a policy which is about preserving the current situation. According to the studies state earlier principals working in secondary school will be considered as transactional leaders if they motivate their teachers and making them do the works with the help of external motivators such as organizational rewards (Bass, 2000).

Transactional leadership proposed that transactional leadership consists of three dimensions, namely contingent rewards, management by exception (active) and management by exception (passive) (E.g. Bass and Avolio, 1995). If the leader clarifies the work that must be achieved and use rewards in exchange for good performance, it is said to be contingent reward (Bass and Steidlmeier, 1999). Management by exception (passive) refers to leaders intervening only when a problem arise whereas management by exception (active) refers to leaders actively monitoring the work of followers and make sure that standards are met (Antonakis et al., 2003). Other studies by (Bass, 2000; Karip, 1998) added laissez-faire as fourth dimension of transactional leadership. Laissez-faire is a leadership style in which the leader never intervene the administrative processes and gives

limitless freedom to the followers (Bass & Steidlmeier, 1999; Karip, 1998). Based on the above studies, being a transactional leader is a function of contingent reward, management by exception (active), management by exception (passive) and sometimes laissez faire.

2.3.2 Transformational Leadership

Transformational leaders as leaders that provide a vision and a sense of mission, inspire, pride and gain respect and trust through charisma (e.g. Bass et al., 1990). Unlike transactional leaders, transformational leaders are change agents and visionaries encouraging individuals and having the ability to deal with complexity, ambiguity and uncertainty (Tichy and Devanna, 1996). This is to mean that transformational principals can fit to today's dynamic and complex school environments specially private schools where principals are often seen as ideal agents of change (Bogler, 2001). Furthermore, various publications on transformational leadership verified that leaders provide every possibility to meet the needs of followers to foster followers' commitment to the organizations and inspire them to exceed their expected performance (Bass, Avolio, Jung and Benson, 2003; Currie and Lockett, 2007; Sivanathan and Fekken, 2002; Ali, 2006). Based on the concepts stated earlier principals in secondary schools of Metekel Zone can be considered transformational if they provide inspirational guide to teachers and staff to achieve higher level of morale and motivation at work (Burns, 1978). A great deal of researches on dimensions of transformational leadership have identified four dimensions in transformational leadership styles such as having consideration for the teacher, having inspirational motivation, promoting intellectual stimulation, and making individualization a priority (e.g. Avolio et al., 1999; Bass 1985; Bass and Steidlmeier, 1999). The following paragraphs will discuss the reviews made on the four dimensions of transformational leadership.

Firstly, according to many researches undertaken on idealized influence dimension of transformational leadership: Idealized influence is understood as formulation and articulation of vision and challenging goals and motivating followers to work beyond their self-interest in order to achieve common goals (Karip, 1998; Avolio et al., 1991; Bass and Riggio, 2006). Based on the statements made earlier, private school principals can be considered as having idealized influence when they determine institutions' vision and mission by incorporating the teachers to the process (Karip, 1998).

Secondly, inspirational motivation is described in many literatures as leaders' ability to foster strong team spirit as a means of leading team members towards achieving desired goals (Hall, Johnson, Wysocki and Kepner, 2002; Bass and Riggio, 2006; Antonakis, Avolio and Sivasurbramaniam, 2003). According to these studies private school principals can be considered as inspirational motivators if they expressly and characteristically emphasize to teachers in teams the need to perform well and helps to accomplish the school goals.

Thirdly, according to many literatures intellectual stimulation is leaders' ability to support the followers for being creative and innovative (Bass, 2000, Bass and Riggio, 2006; Nicholason, 2007). In a similar vein, secondary school principals said to have such skills if they stimulate innovation and creativity in their teachers by questioning assumptions and approaching old situations in new ways (Bass and Riggio, 2006). For instance, if a principal allows teachers to develop their own ways of lesson planning for better teaching learning process, he/she is said to have intellectual stimulation skill.

Fourthly, researches devoted on individualized consideration explained the concept as a creation of a suitable and supportive environment in which individual differences and needs are considered (e.g. Bass, 1989) and the thoughts of the followers are valued (Tourish and Pinnington, 2002). According to the studies individual differences are recognized and assignments are delegated to followers to provide learning opportunities (Avolio et al., 1991). Principals in private schools are said to possess such skills if they pay special attention to each teacher's need for achievement and growth by acting as a coach and mentor.

2.3.3 Laissez-faire leadership

Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 1994). Performance could be described in various ways. It could be an act of accomplishing or executing a given task (Okunola, 1990). It could also be described as the ability to combine skilfully the right behaviour towards the achievement of organizational goals and objectives (Olaniyan, 1999).

2.4 The Concept of Job Satisfaction

Luthans (2005:211) cited Locke's definition of job satisfaction "as involving cognitive affective and evaluative reactions or attitudes and states it is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience." This definition tells us that satisfaction to one's job is a good inwardly feeling or emotion generated by how he/ she perceive his/her job. That is, job satisfaction is a result of employees' perception of how well their job provides those things that are viewed as important.

According to Luthans, job satisfaction has three different dimensions which he describes as follows:

First, job satisfaction is an emotional response to a job situation. As such, it cannot be seen; it can only be inferred. Second, job satisfaction is often determined by how well outcomes meet or exceed expectations. For example, if organizational participants feel that they are working much harder than others in the department but are receiving fewer rewards, they will probably have a negative attitude toward their work, boss, and/ or co-workers. They will be dissatisfied. On the other hand, if they feel they are being treated very well and are being paid equitable, they are likely to have appositve attitude toward the job. They will be job satisfied. Third, job satisfaction represents several related attitudes (p.212).

He further identified pay, supervision, promotion opportunities, co-workers and the work itself as dimensions of job to which employees have affective responses. Agarwal also outlined these and other factors as determinants of job satisfaction, some of which are cited as follows:

Supervision:-Employees-oriented or considerate supervisors who take personal interest in their subordinates and display friendship, mutual trust, respect and warmth, have been found to have subordinates who are relatively more satisfied with their job.

The work group: -people seek satisfaction of their social and psychological needs in interaction with others in a group situation. Isolated workers dislike their job.

Job content: - job content factors such as achievement, recognition, advancement, responsibility and the work itself tend to provide satisfaction but their absence does not tend to create dissatisfaction. On the other hand, un favourable job context factors such as poor supervision, working conditions, company policies, salary, etc., tend to produce

dissatisfaction but their presence does not produce satisfaction ... (he cited Herzberg, Mausner and Synderman's view) (1982:307).

2.5 Influences on Job Satisfaction

Different scholars have identified and described several interrelated factors that affect a person's job satisfaction in different ways. That is, they attempted to illustrate more or less similar factors differently, and some of these factors are discussed below.

The Work Itself

Thomson (2002:85) cites the work of Hackman and Oldham, which argues that a well-designed-job should have five dimensions: skill variety, task identity, task significance, autonomy and feedback. According to the argument, a job should have all these ingredients so that an individual would feel the job is meaningful and would have a sense of responsibility for the outcome of the job. The overall result would be high-quality work performance, high internal work motivation and satisfaction for the individual and reduced absenteeism and staff turnover.

Pay

Traditionally, there is a saying: 'if there is money, there can be a way in the sky.' The spirit of this saying is that the impossible would turn to possible with the power of money. Luthans' idea, which states: "Money not only helps people attain their basic needs but is also instrumental in providing upper-level need satisfaction." is in line with this saying (2005:213). To say it in other way, the role that money plays in going up the ladder of hierarchy of need that Maslow (1970) identified (physiological need at the bottommost, then safety needs, social needs, esteem needs and finally self-actualization needs at the top) is very decisive.

Promotions

Promotional opportunities seem to have a vary effect on job satisfaction. This is because promotions take a number of different forms and have a variety of accompanying rewards. For example, individuals who are promoted on the basis of seniority often experience job satisfaction but not as much as those who are promoted on the basis of performance. Additionally, a promotion with a 10 percent salary raise is typically not as satisfying as one with a 20 per cent salary raise. These differences help explain why executive promotion may

be more satisfying than promotion that occur at the lower levels of organizations (Luthans, 2005:213).

Supervision

Agarwal (1982:307) affirms supervision as one of the most important factor in job satisfaction. He claims two forms of proper supervisory style. One is employee-oriented, which gives greater emphasis to employees' feeling and builds mutual trust, respect and warmth, as opposed to production-oriented supervision style_ the one that disregards employees' feeling and usually culminate into high rates of grievance, turnover and absenteeism. The other is participatory style, which allows employees to participate in decision that affect their own job. Employees tend to experience greater job satisfaction when they have an opportunity to participate in making decisions that affect them.

Work Group

The nature of work group team will have as effect on job satisfaction. Friendly cooperative co-workers of team members are a modest source of job satisfaction to individual employees. The work group especially a tight team serves as a source of support comfort, advice and assistance to the individual members that groups requiring as members recent research indicates that group requiring considerable interdependence among the members to get the job done will have higher satisfaction. A good work group or effective team makes the job more enjoyable. However, this factor is not essential to job satisfaction on the other hand, if the reverse conditions exist the people are difficult to get along with this factor may have a negative effect on job satisfaction. Recent cross cultural research finds that if members are resistant to team in general and self-managed team in particular they will be less satisfied than if they welcome being part of team (Luthans, 2005:214).

Working Conditions

Working condition have a modest effect on job satisfaction if the working condition are good (clean attractive surrounding for instance) the personnel will find it easier to carry out their jobs. If the working conditions are poor (hot, noisy surrounding, for example) personnel will find it more difficult to get things done. In other word, the effect of working condition on job satisfaction is similar to that of the work group. If thing are good, there may or may not be a job satisfaction problem; if things are poor, there very likely will be.

Most people do not give working condition a great deal of thought unless they are extremely bad. Additionally, when there are complaints about working conditions, these sometimes are really nothing more than manifestations of other problems. For example, a manager may complain that his office has not been properly cleaned by the night crew but his anger is actually a result of a meeting he had with the boss earlier in the day in which he was given a poor performance evaluation.

There is also evidence of a positive relationship between job satisfaction and life satisfaction and that the direction of causality is that people who are satisfied with their lives tend to find more satisfaction in their work (Luthans, 2005:213)

2.6 Teacher job satisfaction

In many literatures job satisfaction is understood as a positive emotional response from the assessment of a job or specific aspects of a job (e.g. Locke 1976; Smith et al. 1969). Furthermore, much of the literatures on job satisfaction dwell on points like: what influences job satisfaction, what explains job satisfaction and the relationship between job satisfaction and organizational commitment and reviews regarding teachers' job satisfaction.

According to many literatures job satisfaction is influenced by factors such as: the working condition, work itself, supervision, policy and administration, advancement, compensation, interpersonal relationships, recognition and empowerment (e.g. Castillo and Cano, 2004). As suggested by Bolin (2007:49), the factors influencing job satisfaction identified by different studies are not identical, but the contents of the items are basically similar. However, Ellickson (2002) suggests that, irrespective of the approaches used to study job satisfaction, most studies identified at least two general categories of antecedent variables associated with job satisfaction, namely: the work environment and factors related to the work itself, and the personal characteristics of the individual. Though the above stated factors cause job satisfaction, the fact that they cause job dissatisfaction must be kept in mind. Therefore, the issue whether job satisfaction and job dissatisfaction are two opposite and excludable phenomena? There is no consensus regarding the issue among authors. Herzberg two factor theory is probably the most often cited point of view. The main idea is that employees in their work environment are under the influence of factors that cause job satisfaction and factors that cause job dissatisfaction. Therefore, all factors that have derived from a large empirical research are divided in

factors that cause job satisfaction (motivators) and factors that cause job dissatisfaction (Hygiene factors). The hygiene factors include: company policies, supervision, interpersonal relations, work conditions, salary, and status and job security. Motivators include achievement, recognition, work itself, responsibility, advancement and growth (Herzberg, 1976). Further studies have also identified leadership styles as an influencing factor of teachers' job satisfaction (Bogler, 2001).

Regarding what explains employees' job satisfaction; studies take a conflicting view point. For instance, according to Quick (1998), each person has a different set of goals and can be motivated if he/she believes that: there is a positive correlation between efforts and performance; effective performance will result in a pleasing reward; the reward will satisfy an important need; and the desire to satisfy the need is strong enough to make the effort meaningful. In support of this view point, other studies like Vroom (1964) explained that the motivation to work depends on the relationships between expectancy, instrumentality and valence. Expectancy is a person's belief that working hard will result in a satisfying level of job performance. Instrumentality is an employee's belief that successful performance will be followed by rewards. And valence is the value a person holds with respect to outcomes (rewards) (Vroom, 1964).

However, other studies suggest that employees form their attitude towards their jobs taking into account their feelings, beliefs and behaviors (Robbins, 2005; Akehurst, Comeche, and Galindo, 2009). This means that if teachers found their job fulfilling and rewarding, they tend to be more satisfied with their jobs (Spector, 1985). The other conflicting idea about what derives job satisfaction is evident from the theory of Abraham Maslow; according to him employees' needs should take a paramount importance for job satisfaction. He arranged employees' needs in series of levels, in the hierarchy of importance. Based on this hierarchy, Maslow identified five needs. From the lowest level, these are physiological needs, safety and security needs, love needs, esteem needs, and the need for self-fulfillment at highest level (Maslow, 1954). This means that until the needs at each level have been satisfied to some extent and until they are met, teachers working in private Secondary schools of Metekel Zone will find it difficult to respond to the higher order needs (Steyn, 2002). Once the lower order need is satisfied it is no longer a motivator or satisfier (Mullins, 2005)

Considering the relationship between job satisfaction and organizational success, a vast majority of studies believe that successful organizations normally have satisfied employees while poor job satisfaction can cripple an organization (e.g. Galup, Klein and Jiang, 2008). Literatures have also indicated that job satisfaction affects levels of job dissatisfaction, absenteeism, grievance expression, tardiness, low morale, high turnover, quality improvement and participation in decision making (Lee and Ahmed, 2006). These factors according to many studies affect the overall performance of the organization (Klein Hesselink, Kooij-de Bode, and Koppenrade, 2008; Page and Vella-Brodrick, 2008; Pitts, 2009; Riketta, 2008; Scroggins, 2008). While others believe that organizational well-being includes employees' physical and mental health, sense of happiness and social well-being, which are all attributed with the term job satisfaction (Grant, Christianson and Price, 2007).

Teachers are the most important resources in a school. They are the key figures for any changes (e.g., educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers (Jyoti and Sharma, 2009; Perie, Baker and The American Institute for Research, 1997). Since teachers' job satisfaction is the major issue in the present study previous studies is reviewed. The review of the literature form three important point of focuses: the contributing factors of teaches' job satisfaction, the importance of teachers job satisfaction and the status of teachers job satisfaction in Ethiopia.

One of the major factors that influence teachers' job satisfaction is working condition (Gedefaw, 2012). According to him, working condition refers to salary, fringe benefits, administrative support, school management and leadership style as well as work load. Some working conditions will have a positive effect on the teachers' contentment, whereas others will have a negative effect. Some studies, for example one by Chang, et al. (2010:2), revealed that for the past 10 to 20 years working conditions emerged as the major source of teacher job dissatisfaction and attrition. Ladebo (2005:365) also found that, if working conditions are poor, these situations have a negative impact on the job satisfaction of the teachers. Other studies confirmed that favourable teacher perceptions of their working conditions are related to higher job satisfaction (Perie, et al., 1997:IX). Thus, working conditions, such as salary, fringe benefits, school management and leadership, administrative support, and workload could impact on the job satisfaction of teachers in Secondary school of Metekel zone either positively or negatively.

Teachers' job satisfaction has important consequences as stated by many literatures. It means that the teachers are happy, dedicated and committed, and it also helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services (Ofoegbu, 2004). As indicated by Jaiyeoba and Jibril (2008), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators. Teachers, specifically, spend a great amount of time with their students in class, and hence they have a significant impact on student achievement (Correnti, Miller and Rowan, 2002; Jyoti and Sharma, 2009).

Seco (2002) also believes that for a number of years, teacher job satisfaction has been accepted as extremely important for the implementation of educational reform, for the sustainment of the teacher in life-long learning, for the quality of the teaching-learning process, and for satisfaction with life in general. Further support for this conclusion is provided by Christodoulidis and Papaioannou (2007), who succinctly stated as follows, "One should wonder whether education could be improved with demoralized and unsatisfied teachers".

According to Mwamwenda (in Badenhorst, George and Louw, 2008), a lack of teacher job satisfaction results in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits from the profession, and psychological withdrawal from the work. All of these negative results lead to poor quality teaching. Other studies showed that a lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment and futility (Pinder, 2008). Thus, a lack of job satisfaction has serious implications for the teacher, as well as for the educational system in which he or she is employed.

A satisfied teaching force leads to higher commitment and productivity because of fewer disruptions, such as absenteeism, the departure of „good“ employees, and incidences of destructive behavior (Robbins, in Green, 2000). The presence of satisfied teachers also translates in to lower medical and life insurance costs. According to Arnold and other researchers (in Perrachione, Petersen and Rosser, 2008), personal satisfaction, along with professional responsibility, is an important indicator of a person's psychological well-being, as well as a predictor of work performance and commitment. In a study by Hongying (2008), teacher job satisfaction was found to affect teaching,

the effectiveness of school administration, and the quality of the school. Thus, job satisfaction affects the teachers' work and psychological health.

Regarding the status of teachers' job satisfaction in Ethiopia, studies have verified that poor teachers' job satisfaction is evident (e.g. [STURE] Report (in Centre for British Teachers, 2008). While many factors have been identified as contributing to the poor teachers' job satisfaction in Ethiopia, the problem has, to a great extent, have been attributed to the low respect for and the low status of teachers' living conditions, inadequate salaries as well as failing school management and leadership (Evans, 2000; Papanastasiou and Zembylas, 2006; VSO, 2008).

Referring to leadership style as one of the factors contributing to teachers' job satisfaction much is known in other parts of the world; however, not much research have been done on the influence of this factor on teachers' job satisfaction. Specially, there exists a need to gain more information on the influence of leadership style on job satisfaction of secondary schools of Metkel Zone.

2.7 The concept of school effectiveness

The term effectiveness is a multi-faceted that no single definition can fully encompass its true meaning. It refers to more than one dimension of a construct: determinants can be manifold and complex. Stakeholders in education, that is, parents, academic staff at a school and the community, might value differing aspects of what constitutes good quality education.

Beare (1989) states that effectiveness refers to the fulfillment of objectives by the school, while Kruger and Van Schalkwyk (1993), Macbeath and Mortimore (2001), and Marishane and Botha (2011), in turn, emphasize the significance of teaching, learning and effective leadership as the core determinants of school effectiveness.

Schaffer, Springfield, Reynolds and Schaffer (2013) define an effective school as one that promotes the progress of its learners within a broad range of intellectual, social, ethical and emotional outcomes, where learners progress further than might be expected from knowledge of their backgrounds. Zulu (2005) argues that an effective school is one that satisfies external criteria: such as the demands of the community, parents or learners and performs well when measured against comparable institutions in areas such as examination results. Similarly, Cuttance (1985) supports the view that an effective school is

one in which learners exceed academic achievement in comparison to what constitutes the average.

One approach in attempting to define and conceptualize school effectiveness is to identify and name the factors that constitute an 'ineffective' school. A review of studies concerning the characteristics of 'ineffective' schools highlights four aspects: lack of vision; unfocussed leadership; dysfunctional staff relations; and ineffective classroom practices (Sammons and Bakkum, 2011).

Ineffective schools are most commonly found in areas of deep poverty. They are, typically, poorly funded, lack technology or qualified leaders (National Education Association, 2001). A study conducted by Mortimore and Sammon (1987) found that much of the variation among effective- and less-effective schools regarding effects on student progress and development is accounted for by identifiable differences in school policies and practices.

2.8 Factors contributing to the effectiveness of a school

Research into school effectiveness has focused more on successful schools than on their less functional counterparts (Teddlie and Reynolds, 2001). The majority of studies into school effectiveness base their research on academic results, while other contributing factors are too often ignored. Some researchers propose that learners' social characteristics, such as personal growth, should be taken into consideration. Other researchers focus too strongly on the learners' backgrounds.

Sammons, Hillman and Mortimore (1995) highlight internal and external factors, such as (1) professional leadership; (2) shared vision and goals; (3) a sound learning environment; (4) concentration on teaching and learning; (5) purposeful teaching; (6) high expectations; (7) positive reinforcement; (8) monitoring progress; (9) pupil rights and responsibilities; (10) home-school partnership; and (11) a learning organization focusing on school-based staff development.

Similarly, Ncerdleaders (2009), a joint project between the Voluntary Service Overseas of the United Kingdom and the National center for Education Resource Development of the Guyana Ministry of Education to support educational leaders, HoDs and teachers, focuses on the school as a whole. They are of the opinion that if one part

does not function well, it affects the whole. Reference is made to the following factors contributing to school effectiveness:

- leadership of the school,
- standards achieved at the school,
- pupils' attitudes and the values they hold,
- the quality of teaching and learning,
- the curriculum,
- relations with stakeholders,
- professionalism and accountability of the school staff, and
- Areas in which the school does well and in which the school needs to improve.

Studies conducted by Heneveld (1994) and Heneveld and Craig (1996) in sub-Saharan African countries propose a conceptual framework of school effectiveness: an interrelated network of 16 factors that affect and effect student outcomes. These factors fall into four categories: participation, academic achievement, social skills and economic success. The findings of this study indicate that key factors in school effectiveness are embedded in a particular context, which includes institutional, cultural, political and economic elements.

A study by Borg, Borg and Stranaham (2012) concludes that family background variables such as household income level and parents' educational attainment play a significant role in determining academic achievement. In one of the studies (Grissmer, Flanagan, Kawata and Williamson, 2000) it was found that income and educational levels of both parents had a direct effect on academic performance in mathematics and reading test scores. In other words, learners with low income and poorly educated parents are likely to be less successful in such tests. This is a particularly useful study for this investigation, which focuses on the influence of the leadership styles of principals on school effectiveness in high-poverty areas in the Western Cape.

Among the key factors that affect academic achievement at schools in deep-poverty areas, according to Tilley (2011), is leadership style. Tilley reviewed the leadership style of principals in high-performing schools in extreme-poverty areas to determine what factors accounted for academic achievement. The study revealed that school leadership that had high expectations for staff members and emphasized small group instruction,

collaboration, and continuous improvement in instructional practices played a significant role in academic achievement.

Research conducted by Mortimore and Sammons (1987) found that, although some schools are more advantaged in terms of their size, status, environment and stability of teaching staff, these favourable characteristics do not, by themselves, ensure effectiveness. Recognizing the complexities of appraising a school's effectiveness leads to the conclusion that no single factor contributes to a school being effective; it is more a combination of variables. In the context of this study, school effectiveness is observed in terms of the following core elements: provision of adequate resources, parental involvement and community support, an environment conducive to learning, student academic performance, and the leadership style prevailing at a particular school.

2.8.1 Provision of adequate resources

Effective schools are dependent on instructional programs where human and physical resources are available, properly managed and cared for. Physical resources such as classrooms, laboratories, libraries, infrastructure, stationery and instructional aides are crucial in achieving instructional objectives (Andrews, Basom&Basom, 1991: 98; Chisholm &Vally, 1999: 13). Blauw (1998: 8-9) and Chisholm and Vally (1996: 5-30) argue that large shortcomings in the provision of resources, facilities and equipment contribute to the breakdown of a culture of learning and teaching. Furthermore, Schiefelbein and Farrell (1973) found that in Chile availability of textbooks was related to higher literacy and numeracy outcomes. Fonseca and Conboy (2006) note that reasonable laboratory conditions, and even class decoration, can be significant elements in improving student interest and achievement in science.

By contrast, Clarke (1994) states that being exposed to resources may not be sufficient in itself to facilitate learning: effective use of such resources is critical to learning. In support of Clarke (1994), Sosniak (2005) argues that better teaching and learning practices are more heavily influenced by national, cultural and contextual circumstances. Such elements determine how resources should be utilized most effectively. Fundamentally, it could be asked: Do human resources, such as qualified teaching staff, achieve maximum output from physical resources, such as classrooms, equipment, laboratories and technology? Do they work effectively to contribute to the learning and teaching experiences? Ngala (1997) and Kizito (1986) add that having adequately

trained teachers is more important than the quantity of resources, confirming that proper utilization of the resources available is more important than mere availability of resources.

Studies conducted in Uganda by Guloba, Wokadala and Bategeka (2010) to investigate whether the availability of teaching resources influences pupils' performance found that inadequacy of teaching resources partly contributes to the low quality of education. The findings of these studies suggest, however, that supplying more teaching resources in the current Ugandan context should not form the leading priority in intervention if the quality of education in public primary schools is to be improved. Paradoxically, supply of teaching resources can have adverse effects on education quality. This suggests that the supply of teaching resources in these schools seems to occur at the expense of providing effective human resources.

In contrast, studies conducted in Kenya by Mudulia (2012) found that schools with adequate resources performed better than those without. Learners at low-performing schools were disadvantaged by their lack of resources. Human resources for teaching and/or learning, teachers and school administrators, need to be encouraged to utilize the material resources provided to maximize performance.

2.8.2 Parental involvement and community support

A school principal needs to possess creative and visionary leadership in building collaboration and commitment between the school and the community. In effective schools, parents understand and support a clearly stated and mutually agreed upon mission at the school (Lezotte, 2001: 31). Whenever parents and the school community are included as valuable colleagues and partners of the school family, this not only strengthens parent-child relations but also encourages learners to value and appreciate the education they are receiving. As indicated above, Adelman and Taylor (2006) found that in situations where principals work in collaboration with the school community there is improved school attendance, fewer behavioral problems, improved interpersonal skills, enhanced academic performance, increased bonding at school and home, higher staff morale, and better use of resources.

Research conducted by Davis (2000) shows that strong parent, family, and community involvement does not happen spontaneously: it is limited to certain types of schools.

Individuals enter the school community with a variety of prior experiences with schools, conflicting pressures and expectations. Some may have underlying issues of suspicion or other conflicts that can affect relations between home, community, and school. Davis (2000) contends that the socio-economic background or status of the community and families of learners has a direct, appreciable influence on the degree of involvement and support given

to the school. Contrary to this perception, Henderson and Berla (2004) argue that the most accurate predictor of a student's achievement in school is neither income nor social status, but the extent to which that student's family is able to create a home environment that encourages learning, expresses high, but not unrealistic expectations for their children's achievement and future careers, and becomes involved in education at school and in the community in general. It is nevertheless widely accepted that it is critical for schools to initiate programs that actively engage learners, family and community networks as partners in creating supportive, inclusive learning environments.

2.8.3 An environment conducive to learning

In a safe and supportive school, the risk from all types of harm is minimized and diversity is valued. All members of the school community feel respected, included and can be confident that they will receive support in the face of any threats to their safety or well-being (Australian Department of Education, 2010). In addition, an environment conducive to learning is not limited to the physical domain, but enhances the holistic development of learners. This means no violence, physical threats, sexual harassment, verbal abuse or racial vilification.

Research and evaluation studies indicate that a safe, civil, and orderly school environment benefits the academic achievement of its learners. Pro-active support by families for the creation and maintenance of this environment is critical to the school's success (Alonso, 2007). Alonso identifies seven priority areas that create environments conducive to teaching and learning. These priority areas are linked to supportive environment components: parent/family engagement; curriculum; instruction; youth development and leadership; intervention services and supports; policies and procedures; community involvement; school police; safe facilities; professional development; and data-based decision-making.

2.8.4 Student academic performance

The preponderance of research shows that the best method of measuring school effectiveness is to examine its influence on student academic growth, independent of other influences. The technical term for this is value-added. The central notion inferred here is that schools should be judged on their direct contribution to student academic progress. This necessarily takes into consideration the learners' starting scores in standardized tests as well as student characteristics that might influence academic performance (Center for Research on Education Outcomes, 2013). Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld and Dare (1979), however, argue that the background of learners more than anything else determines their overall school achievement, both academic and socio-effective. Hart (2014) adds that learners at the lower end of the socio-economic spectrum are forced to take lower level courses due to their lack of language skills or ability to perform mathematical tasks. Such lower courses do not prepare them well for higher education. Lower socio-economic status ultimately causes lower academic performance and slower rates of academic progress. In this way a discernible cycle of deprivation is perpetuated. If there is a particular style of leadership which could help to break this cycle of injustice, it is the purpose of, and justification for, this study to identify it or its application in schools from a lower income area.

2.9 Direct relationship between research variables

2.9.1 The Relationship between principal leadership styles and school effectiveness

Studies conducted by Bulach, Lunenburg and McCollum (1995) to investigate the impact of various leadership styles on school culture and achievement revealed that leadership style did not make a significant difference in culture or achievement at the particular educational institution. A study conducted in twenty-four secondary schools in three regions in Uganda found that the extent to which leadership style contributes to student academic performance was limited; denoting a coefficient determination of 0.328 or 32.8%. Leadership style may be a strong factor in accounting for the academic performance of learners in a school, but its degree of influence may be limited if the school lacks reliable teachers, funds, an experienced principal and a strong culture of academic excellence. The remaining 67.2% is the measure of the extent to which extraneous variables such as the quality of teachers, availability of school facilities, instructional materials and the

experience of head teachers, school culture and nature of learners contribute to school performance (Nsubuga, 2003).

Hallinger and Heck (1996) reviewed the literature of over 40 empirical studies into the effect of school leadership styles on student learning conducted in New Zealand between 1980 and 1995. In contrast to Bulach, Lunenburg and McCollum, they concluded that principals exercised a measurable and statistically significant, though small, indirect impact on school effectiveness and student achievement. The study established that effective school performance requires visionary leadership and that there is a strong correlation between such inspiring leadership and transformational leadership which is recommended for education leaders.

School leaders have a measurable, if largely indirect, influence on learning outcomes and school success according to Hallinger & Heck (1998). The effects of a principal's leadership style on school effectiveness occurs largely through the principals' action and practices (Hallinger and Heck, 1996). Principals as leaders are in a position to influence others: they must have the skills to enable them to take advantage of that position (Schlechty, 1990). It can be safely concluded, after a balanced assessment of scholarly debate, that school effectiveness does depend on the competence of a principal. Townsend (1997) concludes that an effective school is primarily characterized by good leadership that ensures a safe environment in which staff, parents and learners are encouraged to work together as a team towards common goals. In addition, Purkey and Smith (1983) have identified school leadership as one of the major factors in improving academic performance. To be competent as school leaders, principals need the requisite leadership skills and knowledge.

2.9.2 The relationship between Principal Leadership Styles and Teachers

Job Satisfaction

Leadership style is an important determinant of employee job satisfaction. The reactions of employees to their leaders will usually depend on the characteristics of the employees as well as on the characteristics of the leaders (Wexley and Yukl 1984). Employee job satisfaction is influenced by the internal organization environment, which includes organizational climate, leadership types and personnel relationships (Seashore and Taber 1975). The quality of the leader-employee relationship – or the lack thereof - has a great influence on the employee's self-esteem and job satisfaction (Chen and Spector 1991;

Brockner 1988; DeCremer 2003). Furthermore, as indicated by Lashbrook (1997) leadership style plays a vital role in influencing employees' job satisfaction. Some researchers discovered that different leadership styles will engender different working environment and directly affect the job satisfaction of the employees (Bogler, 2001, 2002; Heller, 1993; McKee, 1991; Timothy and Ronald, 2004).

According to (Yukl 1971), employees are more satisfied with leaders who are considerate or supportive than with those who are either indifferent or critical towards subordinates. In support of this idea, Wilkinson & Wagner (1993) argued that, it is stressful for employees to work with a leader who has a hostile behavior and is unsupportive. If subordinates are not capable of figuring out how to perform the work by themselves they will prefer a leader who will provide adequate guidance and instructions (Wexley and Yukl, 1984). Negative leader-employee relations reduce productivity and increase absenteeism and the turnover to the organization can be quite high (Keashly, Trott, & MacLean 1994; Ribelin, 2003).

Similarly, the leadership style of school principals also significantly influences the job satisfaction of the teachers (Bogler, 2001). A leadership style that involves the teachers in the decision-making processes will give the teachers a higher level of job satisfaction than if they were not involved (Bogler, 2001). The teachers report greater satisfaction in their work when they perceive their principal as someone who shares information with them, who delegates authority, and who keeps open channels of communication with them (Bogler, 2001). The influence of leadership style on the teachers' job satisfaction was confirmed by Sancar (2009). He indicated that school principals who are considerate, have a significant and positive effect on the teachers' job satisfaction. School leaders, who exhibit concern for the welfare of the teachers and other members of the school community, have satisfied teachers.

The above shows that the school principal, specifically, is very important. The teachers' dissatisfaction with the school head has been found as one of the frequently cited reasons by teachers to be indifferent to their core business of teaching, and of leaving the profession. According to Ahuja (in Jyoti & Sharma, 2006), teachers who work under incapable, inefficient, and indifferent principals reported an increase in their job dissatisfaction. On the other hand, principals who are democratic, generate an open,

friendly and cooperative atmosphere that enables teachers to be satisfied and happy (Jyoti and Sharma, 2006).

In accordance with the above, poor leadership decreases job satisfaction. In a survey done with 230 secondary school teachers, Weiqi (2007) investigated the relationship between job satisfaction and its influence on teachers' attrition and work enthusiasm. The results of the overall job satisfaction of secondary school teachers showed that the teachers were generally dissatisfied with school leadership and administration, among others, and this caused them to leave the teaching profession.

The quality of school leadership serves as an important indicator of the teachers' intent to leave their profession (Ladebo, 2005). It was found that the probability of the teachers leaving their profession negatively correlated with their perceived quality of leadership: if the teachers had a high regard for their leadership, they were less likely to leave the profession (Ladd, 2009). In a study of Hong Kong teachers' commitment trends, Choi and Tang (2009) found that teachers in late-careers left their profession due to poor leadership qualities, or to increased administrative work. Poor leadership quality resulted in the teachers' perceptions of a lack of school support, which again resulted in a decreased commitment to the teaching profession. Thus, the quality of school leadership significantly determines the teachers' satisfaction and commitment, or their intention to leave the profession.

The quality of school leadership also emerged as indicative of student achievement (Ladd, 2009). Principals with admirable leadership qualities tend to increase the teachers' job satisfaction, and thus their commitment and motivation (Choi and Tang, 2009; Fresco, Kfir, and Nasser, 1997). Moreover, satisfied teachers tend to be more committed to their careers; and committed teachers influence student achievement.

A good number of research works has been devoted regarding the influence of transactional, transformational and laissez faire leadership styles on teachers' job satisfaction. Much of the studies indicated that school principals exhibiting transformational leadership style cultivate high teachers' job satisfaction than transactional and laissez faire styles (Bass, 1998). In some cases transactional leaders were found to be effective than the other two (Bass and Avolio, 1997). These studies verified their investigations in terms of different thematic focuses. The following will take up these issues along with empirical reviews.

Some studies focus on the fact that the more teachers perceive their school principal to be transformational leaders and participative, and the less the principal exhibited transactional leadership styles, the greater were teachers' job satisfaction (Bogler, 2001). This study focus on general dimension of transformational leadership while others like Bass (1998) indicated that transformational leaders intrinsically foster more job satisfaction, given their ability to impart sense of mission and intellectual stimulation. Other studies (e.g. Emery and Baker, 2007), indicated a different dimension of transformational leadership to explain job satisfaction. According to them, transformational leaders cultivate high teachers' job satisfaction by motivating their followers to take on more responsibility and autonomy. Others take employees' performance appraisal as a point of focus and verified that employees who worked for transformational leaders were more satisfied than those whose leaders exhibit transactional leadership (Waldman, Bass, and Einstein, 1987). Still more other researches done by Butler, and Flick (1999) found a positive relationship between transformational leadership and satisfaction taking supervision and trust as a primary point of focus.

Like the differences in the point of focus for analysis, empirical investigations done on transformational leadership differ in contexts and findings. In the study conducted in Israel, principals' transformational leadership found to affect teachers' satisfaction both directly and indirectly through their occupation perceptions (Bogler, 2001). In accordance with this, Bogler(2005), in a study on the satisfaction of Jewish and Arab teachers in Israel, investigated the teachers' perceptions of their occupations and of their principals' leadership styles. Bogler's findings showed that the teachers' perceptions of their occupations and of their principals' leadership styles significantly and positively correlated with their job satisfaction: their satisfaction significantly and positively correlated with the principals' transformational leadership style (leaders and followers who inspire for a common objective), and negatively with the principals' transactional leadership style (leaders and followers have different objectives). He also found (2005:28) that the principals' transformational leadership styles were significant predictors of the teachers' job satisfaction, in addition to the teachers' perceptions of their occupations.

In a very few literatures and empirical investigations transactional leadership is found to be effective considering some of its dimensions. For instance, Shieh et al. (2001) noted that leaders must understand the social environment of the school and must realize the

needs of their employees. To meet these needs, the transactional leadership style is able to set rewards for good performance that in turn provides constructive feedback to the employee (Bass, 1999). This is to say the exchange relationship formed between the teacher and the principals develop more satisfaction to the teachers. Moreover, using transactional leadership, the leader can motivate followers with higher goals instead of immediate self-interest, for achievement and self-actualization rather than safety and security (Murray and Feitler, 1989). Leaders give followers the capacity to develop higher levels of commitment as they relate to the organizational goals of the school (Leithwood and Jantzi, 2000). Some others like Bass and Avolio (1997) support the idea that transactional leadership is effective and proposed a combination both transactional and transformational leadership. This combination according to the studies yield greater amount of effort from followers and in turn results in higher workplace effectiveness and higher teacher job satisfaction. However there is no or little empirical investigation conducted to verify the above fact.

Researchers have consistently reported that laissez-faire leadership styles (neither transformational nor transactional) are the least satisfying and least effective styles of leadership (Bass, 1990b). That is because these leadership behaviors are accompanied by little sense of accomplishment, little clarity, and little sense of group unity (Bass, 1990b).

Evidence from VSO (2008:35) and interviews with Ethiopian teachers indicates that the authoritarian leadership style employed by school directors who have not received any leadership training has a profound impact on teachers' satisfaction and school effectiveness and, therefore, on the quality of education.

The review of the above literatures shows that there is a growing concern on the influence of transformational, transactional and laissez faire on teachers' job satisfaction. However, schools, especially private primary schools in developing countries are less explored in the literature. For instance, in Ethiopia there little or no investigation is conducted to examine the influence of these leadership styles on teachers' job satisfaction in secondary school. In this study; therefore, the influence of the above leadership styles on the job satisfaction of private primary school teachers in Addis Ababa City Administration will be investigated to fill the gap.

2.9.3 The Relationship between teacher's job satisfaction and school effectiveness

Researchers have drawn considerable attention to the correlation of job satisfaction and job performance, their studies have reported inconsistent findings. Nevertheless, the job satisfaction of employees is generally associated with the indicators of safety conditions, students' engagement, and turnover rate (Huang et al.,2016).

Furthermore, although some researchers have discovered a significant relationship between job satisfaction and job performance (Keaveney& Nelson, 1993), others found only a moderate positive link between them (Brown & Peterson, 1993), and Iaffaldano and Muchinsky (1985) even revealed a weak correlation. Yet, more recent findings show stronger relationships between job satisfaction and individual performance (Chen & Silverthorne, 2008; Zimmerman & Todd, 2009). In those and other studies, employees who are satisfied show a stronger obligation to their organizations, a more positive motivation for work, and ultimately better performance (Judge, 2001; Lee, 2010; &Rigopoulou, 2011).

Many studies have addressed the impact of teachers' experiences on the academic achievement scores of students. Among them, a range of researchers (Freiberger, Steinmayr, &Spinath, 2012; Marsh &Koller, 2004; Marsh & O'Mara, 2008) used the grades of students as the outcomes of results. From a different angle, Buddin and Zamarro (2009) revealed an increase in students' achievement scores due to teacher experience, despite the weak correlation between them and that they were correlated only in first years of their educational career. Positive teacher–student affiliation relates to a higher sense of school belongingness (Furrer& Skinner, 2003), low internal behavior (Hughes, Cavell, & Jackson, 1999; Meehan, Hughes, & Cavell, 2003; Eurasian Journal of Educational Research 337Silver, Measelle, Armstrong, & Essex, 2005), good relationships among colleagues (Hughes, Cavell, &Willson, 2001; Hughes & Kwok, 2006), and greater achievement scores among students (Crosnoe, Johnson, & Elder, 2004; Hamre&Pianta, 2001;Ladd, Birch, &Buhs, 1999; Skinner, Zimmer–Gembeck, & Connell, 1998). Many studies have furthermore highlighted the effect of a sympathetic teacher–student association on students' achievement scores due to the direct effect of the quality of teacher–student relationship on students' engagement in the classroom (Hughes, Luo, Kwok, &Loyd, 2008; O'Connor & McCartney, 2007).

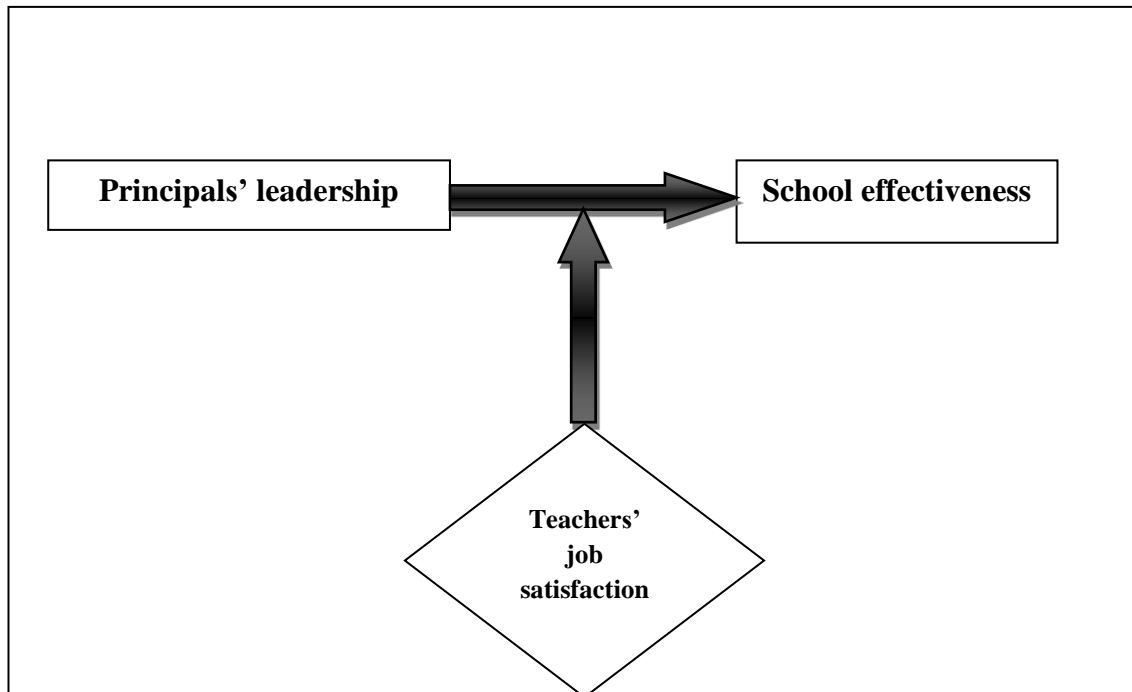
Teacher characteristics also vary considerably in terms of average school test scores, which reflects some degree of sorting of teachers into schools. Low-scoring schools have more new teachers and a less experienced teacher workforce than high scoring schools. Meanwhile, fewer teachers in low-scoring schools have advanced degrees, which perhaps reflect the low experience mix in those schools. Lastly, teacher licensure scores are consistently lower in the lowest-quartile schools relative to the highest-quartile ones (Buddin&Zamarro, 2009).

Job performance is deeply affected by the intrinsic motivational factors of the job (Mundhra, 2010; Oluseyi& Ayo, 2009). Teachers who show more satisfaction with their jobs also show greater performance while working. In various studies, job satisfaction and job performance had a significant positive relationship (Ahmad et al., 2010; Hayati&Caniago, 2012; Shokrkon&Naami, 2009). However, organizational commitment, intrinsic motivation, and job performance did not show any significant relationship (Karatepe&Tekinkus, 2006; Oluseyi& Ayo, 2009; Mundhra, 2010; Mohsan et al., 2011; Hayati&Caniago, 2012).

Performance is a multifaceted feature that depends on many aspects, including work values and organizational commitment (Gutierrez, Candela, & Carver, 2012). As an indicator of productivity, performance has been highly demanded throughout the history of education, either from teachers or from students. Since the job satisfaction of teachers and their achievement scores are interlinked, they represent a vital potential source for improving the educational process. However, the goal of achieving academic goals remains unfulfilled if teachers cannot demonstrate quality performance in the form of students' achievement score. Above all, the most important indicator is academic achievement in the teacher learning process. That aspect is also the most important area of research and at the heart of educational psychology in academic assessment (Rahmani, 2011).

Ayral, Ozdemir, Fındık, Ozarslan, and Unlu (2014) have shown that examinations and tests are widely used tools for evaluating students' performance regardless of academic level or discipline. Often by using tests, the skills, abilities, and academic achievement of students are analyzed through evaluation (Zollar& Ben-Chain, 1990) to explore students' learning outcomes and monitor their success, all in order to improve the quality of education (Kellaghan, Greaney, & Murray, 2009). In that sense, performance is linked with effectiveness, knowledge management, and quality (Platisa, Reklitisb, & Zimeras, 2015).

Fig.1: Conceptual Frame work



The figure shows the relationship among three variables: principals' leadership style, Teachers job satisfaction and school effectiveness. A prevalent theory is that the principals' leadership style (transactional leadership style, transformational leadership style and Laissez-faire leadership style) contributes more to school effectiveness because each group brings its own special expertise and skills to the leadership style. In the above scenario school effectiveness is the dependent variable which is positively influenced by principal's leadership style- the independent variable. However to harness the potential teachers job satisfaction plays a great role the performance of both in leadership style and school effectiveness to perform things work, because without teachers there is no leadership style (principals),students and school effectiveness . In other words the resources, parental and community involvement, school safety, and academic performance are directly related with teachers' job satisfactions in acting as catalysts. This teacher's job satisfaction then becomes the moderating variable. So the presence of a third variable (moderating variable) modifies the original relationship between the independent and the dependent variable and a variable that influences, or moderates, the relation between two other variables and thus produces an interaction effect.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This section was covered description of the research site, research design, methodology of the study, source of data, target population, sample size, tools for data collection, validity of the research instrument, reliability of the research instrument, data collection procedures, data analysis techniques and ethical considerations.

3.2 Description of the Research Site

My research site was, in Benishangul Gumuze Regional State, Metekel Zone administrative, which was divided in to 7 woredas. Gelgelbeles is the main town of the zone, which is located in the North West direction of Ethiopia, which is 545km away from the capital city.

3.3 Research Design

In order to get relevant and sufficient information on research problem, descriptive survey design was employed. The designs were selected to investigate adequately the current practices of principals leadership style, teachers job satisfaction and school effectiveness in government secondary schools of Metekel Zone. So, that the intended purpose was achieved.

A descriptive survey research design was helped picturing the existing situation. Additionally they were allowed to gather the necessary information by using data collecting instruments and document analysis. Best and Kahn (2003:114) have suggested that a descriptive study concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing.

3.4The Research Method

The purpose of this study was to asses' the principals' leadership styles implement and factors that contributing school effectiveness when, principals' leadership styles were moderated by teachers' job satisfaction as a moderating variable in selected secondary schools of Metekel Zone. Both quantitative and qualitative research methods were employed in order to achieve this purpose. This model was chosen for it helps to refine and explain the general pictures of the research problem obtain by the quantitative data and results through

qualitative data (Subedi, 2016). Hence, the study focuses on and gave more emphasis on the quantitative approach. Document analysis and interviews were used to collect data. Quantitative data was collect using principals' leadership style inventory and the teacher job satisfaction questionnaire. Moreover, document analysis was conduct to gather quantitative data. Qualitative data was collected by using interviews from selective principals, teachers and supervisors in the sample schools.

3.5. Sources of Data

The researcher was collected the data by using both primary and secondary sources of data.

3.5.1. Primary sources

The Primary data was gathered from directors, vice-directors, teachers, and school supervisors. The information was required for the study of which leadership style principals apply in leading school, what is the level of teachers' job satisfaction and which factors are contributing school effectiveness in secondary schools of Metekel Zone. The existing situations were explored by using the primary data collection methods. The major sources of data for this study were from selected secondary schools of Metekel zone.

3.5.2. Secondary sources

The secondary sources of data were school records, documents and plan documents which were used as indicating information in the director and Vice-director under consideration.

3.6 Population sample size and sampling techniques

3.6.1 Population

Metekel Zone in Benishangul Gumz Regional State had 7 woredas. My target was four woredas, those are, Dangur, Mandura, Pawi, and Guba or 4 (57.14%) of them, which was selected as a sample for the study using the simple random sampling techniques of lottery method. This was because of the simple random sampling; every member of a population had an equal and independent chance of being selected as sample. Hence the selection of one woredas would not affect the selection of the other during application of simple random sampling techniques in order to give equal chance to be represented. From each selected Weredas Dangur has 3 secondary schools, Mandura has 3 secondary schools, Pawi has 5 secondary schools and Guba has 2 secondary schools. All my targeted woredas has 13

secondary schools. The researcher was selected all 13 (100%) secondary schools, since it was easy to manageable and the selected woredas were including in the study. The subject of the study was comprised two groups in each sampled schools: school leaders (principal's vice-principals & school supervisors) and teachers in the study.

All the school leaders 22 (100%) namely: 18 (100%) principals, vice-principals and 4(100%) school a supervisor was include in the study in order to obtain available information. On the other hand out of 312(100%) home room teachers 156 (50%) teachers was selected for the study by using simple random sampling techniques from each selected schools. The total target population of the study was 178.

3.6.2 Sample Size and Sampling techniques

Wiersma (1995) describes a sample as a small population of the target population selected systematically from the study. Sampling is a research procedure that is used to select a given member of subjects from a target population.

Table1. Sample Size and Sampling procedure

woredas	Name of schools	Teachers		principals		supervisors	
		No	Sample (50%)	No	Sample (100%)	No	Sample (100%)
Dangur	Manbuk secondary school	50	25	2	2	1	1
	Belaya secondary school	10	5	1	1		
	Gublack secondary school	10	5	1	1		
Pawi	Pawi secondary school	48	24	2	2	1	1
	V-2 secondary school	18	9	1	1		
	V-7 secondary school	50	25	2	2		
	Hedase secondary school	10	5	1	1		
	V-49 secondary school	10	5	1	1		
Mandura	Mandura secondary	28	14	2	2	1	1
	Gelgel/B secondary school	30	15	2	2		
	Beruhe/T secondary school	10	5	1	1		
Guba	Almehale secondary school	10	5	1	1		
	Mankushe secondary school	28	14	1	1	1	1
Total	13	312	156	18	18	4	4

The researcher selected 50% of teachers from each school proportionally using simple random sampling technique due to the number of teachers across schools were significantly varied. To support this, simple random sampling technique involved in selecting randomly from a population such that each subset has an equal chance being selected as a sample (Evans, 2007).

First, the researcher took a total of 50% teachers from 13 secondary schools. Then, each participant of the study was selected using simple random sampling technique, mainly by lottery method. In the lottery method, the researcher also took the names of the teachers from each school and wrote their name on a piece of paper having equal size and then folding the papers, putting them on a carton. Then, the researcher put back in each of the drawn participants before the next draw until the required number of samples obtained to ensure that each participant had equal chance to be selected.

3.7 Data collection

The researcher was use questionnaire for teachers, principals, vice-principals and interview for some teachers, school supervisor respondents and document analysis was used to collect data related to factors that contributing school effectiveness.

3.7.1 Questionnaire

A self-structured, self-administered questionnaire was used to collect the data from principals and teachers. That questionnaire were used to make items convenient for the secondary school teachers and at the end of the questionnaire there was prepared open ended questions for principals and teachers that give a chance for the respondents to give their suggestions, opinions or comments and alternatives. The research instrument was entitled: Questionnaire on principal leadership style and teachers' job satisfaction. The research instrument was: the close-ended questions were developing using five points Likert scale. The scaling procedure for principals adopted ranging from strongly agree to strongly disagree SA-Strongly Agree, A- Agree, UR-Uncertain, DA-Disagree and SDA- Strongly Disagree and for teacher job satisfaction very satisfied, Somewhat satisfied, Undecided, Dissatisfied and Very dissatisfied scaling was used .

3.7.2 Interview

To make the study more comprehensive and reliable semi-structured interview was for principals, teachers and cluster supervisor respondents. In order to get information on the influence of principal leadership style, with school effectives and to were cross check principal leadership style and job

satisfaction response towards their contribution in school effectiveness. To ensure effective communication between the interview and the respondent, the interview was conducted in English, for analysis.

3.7.3 Document Analysis

This method implies the collection of information by way of analysing school documents that was relevant to the study. These include exam analysis files, progress records, lesson plans, and schemes of work, registers, records of work cover and attendance records. This was done with a view of obtaining the principal supervisory role in curriculum implementation in select schools. A document analysis preform was use for this purpose.

3.8 Validity and Reliability of the Instruments

According to Gay (1981), validity was the degree to which test measure what is supposed to measure. Through piloting, the instruments were pre-taste in order to allow the researcher to improve their validity as well as familiarize with data collection process. To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out in Debate and Berber Secondary School which was not included in the sample of the study. It was administered to selected respondents of four school leaders (two vice principal and one supervisor) and 15 teachers. The pilot test provides an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problems of wording or sequence (Adams et al., 2007). Before conducting the pilot-test, respondents were oriented about the objectives of the pilot-study, how to fill out the items, evaluate and give feedback regarding the relevant items. To this end, draft questionnaires were distributed and filled out by the population selected for the pilot study. After the dispatched questionnaires were returned, necessary modifications on four items and the complete removal and replacement of 5 unclear questions were made.

According to Mugenda (1999), reliability is a measure of the degree to which a research instrument is consistent in giving same results after repeat trials. The questionnaires were administered for pilot purposes to the same respondents twice within a two week period and analysis done. It is the extent to which the measuring instrument yields consistent and accurate results when the characteristic being measured remains constant (Leedy & Ormrod, 2001:99).

In order to check the reliability and validity of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted. All items were carefully input in to SPSS version 24 and the average result found from both teachers and leaders respondents were (0.811).

Table 2: Reliability test results with Cronbach’s alpha

No	Variables	No of items	Cronbach’s Alpha
1	Principals leadership style	24	0.82
	Transactional leadership style	9	0.829
	Transformational leadership style	12	0.953
	Laissez-fair leadership style	3	0.7
2	Teachers job satisfaction	39	0.83
	Working condition	7	0.7
	Pay and promotion	5	0.811
	Work relationship	11	0.816
	recognition	9	0.876
	Administration and supervision	7	0.881
3	School effectiveness	24	0.784
	Document availability	6	0.725
	Records of work cover and attendance records	6	0.823
	Physical facilities availability	5	0.7
	Student Grade 10 national exam score	7	0.863
Average Reliability result		87	0.811

Cronbach’s alpha coefficient normally ranges between 0 and 1. George and Mallery (2003) provide the following rules of thumb: “_ > 0.9 – Excellent, _ > 0.8 – Good, _ > 0.7 – Acceptable, _ > 0.6 – Questionable, _ > 0.5 – Poor and _ < 0.5 – Unacceptable”. It is noted that an alpha of (0.811) is reasonable good to use the question for the research.

3.9 Procedures of data collection

Pilot was done in 2 secondary schools before the actual data collection process. Then, the develop research instrument was modified on the basis of the results of the pilot study. Orientation was given up on the distribution and collection of questionnaire to the assistance data collectors. Questionnaires were administered to the respondents in the sample schools and collect back after one week. The respondents were assured of strict confidentiality of their identities.

An interview with school principals, supervisors and teachers was conducted in such a manner that

the interview was visited and briefed on the objectives of the study. The document analyses were carrying out, the data collections through all the instruments was done by the researcher.

3.10 Method of data analysis

Data was analysed both quantitatively and qualitatively. The quantitative data which were drawn from close ended questions was analysed using descriptive, one sample t-taste, correlation, and multiple liner regressions. Researchers were believed that questionnaire is more reliable through one sample t-taste, multiple liner regression and correlation approach in order to gather information. The statistical tools were employed included one sample t-taste, correlation as well as multiple regressions. While the qualitative data was analysed through narration.

The qualitative data were drawn from interview and open-ended questions were first transcribed to a separate topic. After this the raw data carefully study for each item, each expiration and view obtain from the respondents were categorize. Then the category was combining to describe the item both as express by the respondents and as understood by the researcher. In other words, the qualitative data was quoted, and narrative analysis was employ to describe the data.

3.11 Ethical considerations

The researchers inform and explain to the respondents the purpose of the study in which they will ask to participate and benefit expect from the study. The researcher requests the respondents to answer the questionnaires' on their own free will. The respondents will also ask not to write their names or that of the school on the questionnaires.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1. INTRODUCTION

The objective of these study was to assess the practice of principal leadership style, and school effectiveness when, principals leadership style were moderated by teachers' job satisfaction as a moderating variable in Metekel Zone secondary schools in Benishangul Gumuze region. This chapter therefore, will present the results and discussion of the results in order to answer the above-mentioned questions. The results were based on the data that were collected using quantitative and qualitative measures (questionnaires, interviews and document analysis). In the first section of this chapter the biographical data of the sampled teachers and principals will be provided. The next section presents the results from the quantitative and qualitative data.

4.2. Analysis of the General Information

Table 3, 4, 5, and 6 illustrates the respondents' biographical information as determined by questions in part I of the questionnaire. The total number of teachers and principals respondents is 156 and 18 respectively.

Table3. Background information of the respondents.

Items	Teachers			Principals	
	Description	Frequency	Percentage	Frequency	Percentage
Gender	Male	122	78.2	15	83.3
	Female	34	21.79	3	16.7
Age	Below 25 year	11	7.0	2	11.1
	26-36 year	102	65.38	13	72.2
	36-45 year	31	19.8	2	11.11
	Over 45 year	12	7.69	1	5.5
Qualification	Certificate	-	-	-	-
	Diploma	9	5.7	1	5.6
	Degree	131	83.97	13	72.2
	Masters	16	10.25	4	22.2
	PhD	-	-	-	-
Working experience	3-5 years	34	21.7	2	11.1
	6-10 years	41	26.28	10	55.5
	> 10 years	63	40.38	4	22.2
	< 2 years	18	11.53	2	11.1

Table 3 illustrates the following: of the total of 156 teachers and 18 principals, the males were the majority (N=122, 78.2%) and respectively. It is evident that the population is mainly composed of male respondents. The frequency distribution of teacher respondents by age showed that most of them (N=102, 65.38%) were in the age category 26 to 36 years. And the majority (N=13, 72.2%) of principal respondents were also in the age group 26-36. In addition the respondents who belonged to the age group 36-45 and over 45 years constituted the second largest group of respondents equally (N=2, 11.1%).

The above table shows that the highest academic qualification of teachers respondents was a bachelor's degree (N=131, 83.97 %). Masters holders constitute the second larger group of respondents (N=16, 10.25%). Only 9(5.7%) of the respondents hold diplomas. This result shows that, on average, the teachers in the selected secondary schools have a first degree and master's degree. This is beyond the expectation of the Ethiopian secondary education training system that requires teachers who teach in secondary schools to have a minimum qualification of at least degree and above. Similarly majority (13, 72.2%) of the principals' respondents were degree holders followed by master's degree holders (4, 22.2%). Diploma holders constitute only 1(5.6%) of the population.

The table also indicates that the largest group (N=63, 40.38 %) of teachers respondents had above 10 years of experience and (N=41, 26.28%) constituted the second largest group of respondents had 6-10 years of experience as a teacher. The rest 34(21.7%) of teachers respondent population experienced teaching for 3-5 years and (N=18, 11.53) of teachers respondent population experienced teaching for below 2 years.

4.3. Results of the Qualitative and Quantitative phase

To facilitate clarity of interpretation, the aggregate mean of one sample t-taste value for each of the three principals' leadership styles and teachers' job satisfaction was used. With regard to identify the strong relationship among principals leadership style, teachers' job satisfaction and school effectiveness the correlation and multiple regression were calculated. Moreover, the data from interviews were triangulated to validate the finding.

4.3.1. Leadership Style

It was indicated that transactional leadership has three sub variables namely contingent reward, management by exception (active), management by exception (passive). Similarly transformational leadership constituted four sub variables namely idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Therefore, to obtain a great understanding of the influence of each of variables each were identified and discussed.

Analysis of each of transactional leadership sub variables, transformational leadership sub variables and laissez faire leadership styles follows:

Table4. Mean ratings on contingent reward

Transactional leadership	Respondents	No	Mean	S.D	Over all mean	p-value
Contingent reward						
To clarify the work that must be achieved if they want to be rewarded	Principals	18	4.11	0.90	3.80	.000
	Teachers	156	3.50	1.50		
To provide recognition/ rewards when teachers do the activities expected of them	Principals	18	4.22	0.87	3.90	.000
	Teachers	156	3.59	1.40		
To tell teachers what they will get for what they accomplish	Principals	18	4.28	0.89	3.91	.000
	Teachers	156	3.55	1.40		
Overall score	Principals	18	4.20	0.71	3.89	.000
	Teachers	156	3.59	1.262		

Key: Mean Value ≥ 4.5 = very high, (3.51-4.51) = high, (2.51-3.5) = moderate, (1.51-2.5) = low and <1.5 =very low

As it is indicated on, table 4 a contingent reward behavior clarifies the work that must be achieved with (mean=4.11, SD=0.90) and (mean=3.50, SD=1.50) respondents respectively agreed. The overall mean= 3.80 indicated the agreement on the point. This implies that the majority respondents agreed with the issue. The significance level (p=0.00) is less than 0.05, this indicates that there is a significance difference between the opinions of principals and teachers. To provide recognition/ rewards when teachers do the activities expected of them with (mean=4.22, SD=0.87) and (mean=3.59, SD=1.40) respondents respectively agreed. The significance level (p=0.00) is less than 0.05, this indicates that there is a significance difference between the options of principals and teachers. In addition to tell what they will get for what they accomplish with (mean=4.28, SD=0.89) and (mean=3.55, SD=1.40) respondents respectively agreed. The overall mean= 3.91 indicated the agreement on the point. This implies that the majority respondents agreed with the issue. The significance level (p=0.00) is less than 0.05, this indicates that there is a significance difference between the options of principals and teachers.

This result showed that school principals did play significant roles in providing a reward in exchange for a work well done; improve the teaching learning process as they were expected.

Furthermore, interviews were made with some teachers and principals concerning contingent reward issues. Accordingly, majority of the teachers in the study area replied that their principal usually provides them with a reward when they met standards. According to the teachers, rewards are given in the form of certificates or praises. For instance, a teacher from school A replied that:

The principal and the school management usually provides us with a certificate, whenever we properly set out our lesson plan, perform in department and club activities and perform all the school activities according to the standard set.

In general, contingent reward transactional leadership dimension is the act of providing a reward in exchange for a work well done; therefore, as indicated in table 7 and the responses of the interviews made, one can infer that principals in the study area exhibit high contingent reward behaviours following the best achievement of school activities. So depend on the responses of the questionnaires and interviews the mean rate of the contingent reward is high

Table5. Mean ratings on Management by exception (Active)

Transactional leadership	Respondent	No	Mean	S.D	Over all mean	p-value
Management by exception (Active)	s					
Actively monitor the work of teachers to check whether standards are met or not	Principals	18	4.22	1.00	3.90	.000
	Teachers	156	3.59	1.38		
principals satisfied when teachers meet agreed upon standards	Principals	18	4.28	1.01	3.93	.000
	Teachers	156	3.58	1.49		
to tell teachers the activities they need to achieve	Principals	18	4.00	0.90	3.77	.000
	Teachers	156	3.54	1.46		
Overall score	principals	18	4.17	0.83	3.87	.000
	teachers	156	3.57	1.36		

Key: Mean Value ≥ 4.5 = very high, (3.51-4.51) = high, (2.51-3.5) = moderate, (1.51-2.5) = low and <1.5 =very low

Transactional leadership can also be expressed in terms of management by exception (active) dimension. Management by exception (active) is a key transactional leadership dimension that dwells on the activity of a principal to actively monitor the work of teachers to check whether standards are met or not with (mean=4.22, SD=1.00) and (mean=3.59, SD=1.38)

were agreed about to monitor the work of teachers. The overall mean 3.90 shows that majority of respondents agree with the issue. The significance value (p-value) is .000 is less than 0.05 shows there is a significance difference between the opinions of the two groups. Principals satisfied when teachers meet agreed upon standards with (mean=4.28, SD=1.01) and (mean=3.58, SD=1.49) respectively were sure about the issue that principals to check teachers meet agreed upon standards. The overall mean was 3.93 shows the certainly the majority of respondents with the issue. The significance value (p-value) is 0.00 is less than 0.05 shows there is a significance difference between the opinions of the two groups. And to tell teachers the activities they need to achieve with (mean=4.00, SD=0.90) and (mean=3.54, SD=1.46) were sure about the issue that on the principals to tell teachers the activities they need to achieve. The overall mean 3.77 shows the certainty of the majority of respondents with the issue. The significance value (p-value) is 0.00 is less than 0.05 shows there is a significance difference between the opinions of the two groups.

Furthermore interviews conducted to assess respondents' evaluation on management by exception (active) dimension indicated that principals actively monitor the work of teachers. For instance a teacher from school B said that:

We are always in a continuous follow up by the principal. He usually walks by our class. He concentrates on dos and don'ts. He checks our notebooks, lesson plans and overall day to day activities. He usually tells us the record of our day to day activity leads us to promotions and salary increment. The feedbacks we get from the monitoring and evaluation help us to immediately fill our gaps.

The responses of the interviews show that principals are in a continuous process of monitoring teachers. With regard to the above idea, Table 5 presents respondents view on management by exception (active) dimension. In general, the overall analyses of the responses of the respondents show that the status of transactional leadership in relation to management by exception (active) dimension is relatively high.

Table6. Mean ratings on Management by exception (passive)

Transactional leadership	Respondents	No	Mean	S.D	Over all mean	p-value
Management by exception (passive)						
principals intervene in the teaching learning process or in other works of teachers when a problem arise	Principals	18	3.78	1.21	3.52	0.516
	Teachers	156	3.26	1.42		
As long as things are working right in the school, they do not try to change anything	Principals	18	3.94	1.34	3.7	0.068
	Teachers	156	3.46	1.45		
Problems become worse before they know it and take action	Principals	18	3.06	0.87	3.25	0.936
	Teachers	156	3.44	1.41		
Overall score	Principals	18	3.59	0.75	3.48	0.228
	teachers	156	3.38	1.34		

Key: Mean Value ≥ 4.5 = very high, (3.51-4.51) = high, (2.51-3.5) = moderate, (1.51-2.5) = low and <1.5 =very low

Management by exception (passive) is a dimension of transactional leadership. Management by exception (passive) refers to principals who intervene in the teaching learning process only when a problem arises with the (mean=3.78, SD=1.21) and (mean=3.26, SD=1.42) respectively. The overall mean= 3.52 shows the agreement of the total respondents with the point. Therefore, based on the overall score value, school principals were intervene in the teaching learning process or in other works of teachers. The significance level (p=0.516) is greater than 0.05, this indicates that there is no significance difference between the opinions of principals and teachers. As long as things are working right in the school, they do not try to change anything with the mean (mean=3.94, SD=1.34) and (mean=3.46, SD=1.45) respectively. The overall mean= 3.7 shows the agreement of the total respondents with the point. Therefore, based on the overall score value, school principals were As long as things are working right in the school, they do not try to change anything. The significance level (p=0.068) is greater than 0.05, this indicates that there is no significance difference between the opinions of principals and teachers. And Problems become worse before I know it and take action with the mean (mean=3.06,

SD=0.87) and (mean=3.44, SD=1.41) respectively. The overall mean= 3.25 shows the agreement of the total respondents with the point. Therefore, based on the overall score value, school principals were take action Problems become worse before they know it. The significance level ($p=0.936$) is greater than 0.05, this indicates that there is no significance difference between the opinions of principals and teachers. Therefore, some questions were raised to understand respondents view on this dimension of transactional leadership. In light of this, table 6 presents respondents view on management by exception (passive) dimension in Metekel Zone secondary schools. In general, from the mean scores and the responses of the respondent's one can deduce that management by expectation (passive) is moderate.

Table7. Mean ratings on respondents' regarding principals idealized influence

Transformational leadership	Respondents	No	Mean	S.D	Over all mean	p-value
Idealized influence						
To make teachers feel good and proud while working with me	Principals	18	2.61	1.42	2.80	.000
	Teachers	156	3.00	1.42		
Inspire and motivate teachers so that they can achieve goals	Principals	18	2.44	1.14	2.86	.000
	Teachers	156	3.28	1.42		
To clearly articulate our schools strategic vision, objectives and future directions to teachers and other stakeholders	Principals	18	2.78	1.11	3.31	.000
	Teachers	156	3.84	1.16		
Overall score	Principals	18	2.61	1.09	2.99	.000
	Teachers	156	3.37	1.07		

Key: Mean Value ≥ 4.5 = very high, (3.51-4.51) = high, (2.51-3.5) = moderate, (1.51-2.5) =low and <1.5 =very low

Idealized influence is a leader who is trusted and respected. A leader who maintains high moral standards and teachers seek to emulate him/her. In relation to this, questions regarding to make teachers feel good and proud while working with principals respectively. The

overall mean= 3.57 Shows the agreement of the total respondents with the idea. The significance level ($p=0.00$) is less than 0.05, this indicates that there is a significance difference between the opinions of principals and teachers. Regarding with Inspire and motivate teachers (mean=2.44, SD=1.14) and (mean=3.28, SD= 1.42) respectively. The overall mean= 2.86 Shows the agreement of the total respondents with the point. The significance level ($p=0.00$) is less than 0.05, this indicates that there is a significance difference between the opinions of principals and teachers. And they can achieve goals articulations of the schools strategic vision to stake holders were raised with (mean=2.61, SD=1.42) and (mean=3.00, SD= 1.42) respectively agreed. The overall mean= 3.3 Shows the agreement of the total respondents with the point. The significance level ($p=0.00$) is less than 0.05, this indicates that there is a significance difference between the opinions of principals and teachers.

In this regard, respondents' views with the mean scores are presented in Table 7. Accordingly, the results in table 11 illustrates that the mean scores of idealized influence for principals are (2.99) and the standard deviation is 1.22. The Majority of principal respondents consider themselves as someone moderately trusted and respected. In addition to these, the interview of a teacher from school c said that:

I have been working in this school for the last four years. The principal is not someone easy going. He doesn't feel good while working with teachers. He usually concentrates on the task to be performed. During my stay in the school, I haven't seen the principal creating a vision and mission. He always dwells on the activities on his table. On the school meetings, the schools future direction, objectives and vision are not communicated.

Depend on the questionnaires and interviews of the respondents consider themselves as someone not highly trusted and respected.

Table8. Mean ratings on respondents' regarding principals inspirational motivation

Transformational leadership	Responde nts	No	Mean	S.D	Over all mean	p- value
Inspirational motivation						
Principals express what we could and should do in few words	Principals	18	2.72	1.40	3.31	0.13
	Teachers	156	3.91	1.20		
Provide an appealing image to teachers about what we can do	Principals	18	2.83	1.29	3.35	0.31
	Teachers	156	3.87	1.17		
To help teachers find a meaning in the work of teaching	Principals	18	2.78	1.26	3.38	.003
	Teachers	156	3.99	1.08		
Overall score	Principals	18	2.78	1.09	3.35	.004
	Teachers	156	3.92	1.07		

Key: Mean Value ≥ 4.5 = very high, (3.51-4.51) = high, (2.51-3.5) = moderate, (1.51-2.5)

=low and <1.5 =very low

Inspirational motivation is principals' ability to emphasize teachers the need to perform well and helps to accomplish the organizational goals. Based on the above idea, three questions were raised regarding issues like expression of what should be done in few words (mean=2.72, SD=1.40) and (mean=3.91, SD= 1.42) respectively. The overall X= 3.31. Shows the agreement of the total respondents with the idea. The significance level (p=0.00) is less than 0.05, this indicates that there is a significance difference between the opinions of principals and teachers. Creating an appealing image about the activities to be done a (mean=2.83, SD=1.29) and (mean=3.87, SD= 1.17) respectively agreed that principals Provide an appealing image to teachers. The overall mean= 3.35 shows that, the agreement of respondents with this point. The p-value also indicates that there is no significance difference between principals and teachers (0.13 greater than 0.05) and developing a meaning in the profession of teaching a mean=2.78, SD=1.26) and (mean=3.99, SD= 1.08) respectively agreed that Supervisors discussed with the supervisee teacher on the collected data during the class observation. The overall mean= 3.88 shows that, the agreement of respondents with this point. The p-value also indicates that there is no significance difference between Supervisors and teachers (0.003 less than 0.05). The

mean results of the responses of the above issues of inspirational motivation (Table 12) conducted will be presented above.

The majority of teacher interview respondents expressed principals ability to inspire is poor. The following is a typical comment form a teacher in school D:

As to me, to inspire means to create a sense great motivation about the activities we perform in the school compound. An inspired teacher is energetic, work with determination and commitment to attain school goals and objectives. An inspired teacher is one who loves teaching profession. However teachers in our school including me are not inspired. We usually work in this school to make a living out of it. I believe the principal should be the real actor to inspire us towards the success of the school objectives and goals. Moreover, he should be the one who initiates us to make a meaning in the profession of teaching. However, he lacks motivation skills.

In light of this, all the results of the mean scores in Table 8 the grand mean scores of respondents (3.35) was indicate that principals“ inspirational motivation skill is relatively low.

Table9. Mean ratings on respondents’ regarding principals intellectual stimulation

Transformational leadership	Respondent	No	Mean	S.D	Over all mean	p-value
Intellectual stimulation	s					
To encourage teachers to see changing environments as situations full of opportunities	Principals	18	2.67	1.23	3.39	.001
	Teachers	156	4.11	1.05		
To give room for teachers so that they change old situations in new ways	Principals	18	2.33	1.13	3.22	.049
	Teachers	156	4.12	1.06		
To get teachers to re think ideas that they had never questioned before	Principals	18	2.39	1.09	3.28	.041
	Teachers	156	4.17	1.06		
Overall score	principals	18	2.46	1.05	3.27	0.011
	teachers	156	4.09	0.98		

Key: Mean Value ≥ 4.5 = very high, (3.51-4.51) = high, (2.51-3.5) = moderate, (1.51-2.5) = low and <1.5 =very low

Principals' transformational leadership style can also be measured in terms of intellectual stimulation. A principal with this skill stimulates teachers' understanding of the problems and an identification of their own beliefs and standards. To assess this skill, some questions in form of questionnaires were raised. The questions focus on weather changing environments are seen as opportunities with the mean principals and teachers with (mean=2.67, SD=1.23) and (mean=4.11, SD=1.05) respectively agreed. The overall mean= 3.39 Shows that, the agreement of respondents with this point. The significance level ($p=0.01$) is greater than 0.05, this indicates that there is a significance difference between the opinions of principals and teachers. The availability of a room to change old situations with new ones was with the mean (mean=2.33, SD=1.13) and (mean=4.12, SD=1.06) the overall mean= 3.22 shows that, the agreement of respondents with this point. The significance level ($p=0.049$) is less than 0.05, this indicates that there is a significance difference between the opinions of principals and teachers. And on encouragement to rethink ideas that one have never questioned before with (mean=2.39, SD=1.09) and (mean=4.17, SD=1.06) respectively. The overall mean= 3.28 shows the agreement of the total respondents with the point. Therefore, based on the overall score value, school principals were encouragement to rethink ideas of teachers. The significance level ($p=0.41$) is less than 0.05, this indicates that there is a significance difference between the opinions of principals and teachers.

As indicated in Table 9 the result of principals about the role of principals in intellectual stimulation showed that the grand mean score of respondents (3.27). This shows that the intellectual stimulation skill is moderate in the study area.

Table10. Mean ratings on respondents' regarding principals individualize consideration

Transformational leadership	Responde nts	No	Mean	S.D	Over all mean	p-value
Individualize consideration						
To help teachers to develop themselves	Principals	18	2.78	1.30	3.29	.001
	Teachers	156	3.81	0.87		
To value the thought of each teacher in the school compound	Principals	18	2.78	1.47	3.06	.001
	Teachers	156	3.34	0.86		
to understand individual differences existent in each teacher and create a supportive environment where each of them can be considered	Principals	18	2.83	1.20	3.25	0.10
	Teachers	156	3.67	0.596		
Overall score	principals	18	2.80	1.21	3.20	.001
	teachers	156	3.61	0.540		

Key: Mean Value ≥ 4.5 = very high, (3.51-4.51) = high, (2.51-3.5) = moderate, (1.51-2.5) =low and <1.5 =very low

Individualized consideration is principal's ability to pay special attention to teachers. Individual needs are recognized and assignments are delegated to teachers to provide learning opportunities. Principals to help teachers to develop themselves with a (mean=2.78, SD=1.30) and (mean=3.81, SD=0.87) respectively. The overall mean= 3.29. Shows the agreement of the total respondents with the point. Based on the overall score value Principals to help teachers to develop themselves with this skill treat teachers as individuals. The significance level (p=0.01) is less than 0.05, this indicates that there is a significance difference between the opinions of principals and teachers. Principals thought of each teacher in the school compound with (mean=2.78, SD=1.47) and (mean=3.34, SD=0.86) respectively. The overall mean=3.06. Shows the agreement of the total respondents with the point. The significance level (p=0.001) is less than 0.05, this indicates that there is a significance difference between the opinions of principals and teachers. The overall mean= 3.01 indicated the agreement on the point. This implies that the majority of respondents agreed with the issue. The significance level (p=0.01) is greater than 0.05, this indicates that there is a significance difference between the opinions of principals and teachers. And principals understand individual differences existent in each teacher and create a supportive environment where each of them can be considered with (mean=2.83, SD=1.20)

and (mean=3.67, SD=0.59) respectively. The overall mean= 3.25 indicated the agreement on the point. This implies that the majority of respondents agreed with the issue. The significance level ($p=0.10$) is greater than 0.05, this indicates that there is no significance difference between the opinions of principals and teachers. In relation to this, three questions particularly on the help to develop oneself, the value given for the thought of each teacher and understanding of individual differences existent in each teacher were raised in order to assess the status of each in the area under the study. As a result, Table 14 above indicates respondents view on the status of individualized consideration.

This shows that the majority of the principal respondents revealed that they are given due attention to each teachers need and principals who does care about teachers“ development and individual need.

Interviews were also made with teachers in the study area. A conflicting point of view is observed from the interviews made. According to the principals, their understanding of individual differences creates a conducive environment for teachers“ development. However, majority of the teachers“ respondents consider principals as someone who does not care about teachers“ development and individual need. They repeatedly mentioned that principals don’t understand the skill difference among each teacher. The following is a typical comment form a teacher in school C:

The Teachers in our school are different in their willingness as well their skills. Some of them are so willing that they involve in every activity. They are also eager to learn. Some of them are so talented where little help is required to develop them. Some of our staff members hate feedbacks. The principal does not understand these differences. He usually does things by the book is view is reflected by the following response.

With regard to this, principal mean scores and responses from principal indicated that principals individualized consideration skill is high in the study area of Metekel Zone.

Table11. Mean ratings on respondents’ regarding principals laissez fair leadership style

Laissez fair leadership	Respondent s	No	Mean	S.D	Over all mean	p-value
content to let teachers continue working in the same way	Principals	18	2.11	1.02	2.29	.048
	Teachers	156	2.47	1.48		
Do not set rules and regulations to teachers whatever they want to do is ok with me	Principals	18	1.67	0.59	1.905	0.913
	Teachers	156	2.14	1.34		
Don’t involve on teachers’ work and decision except it is absolutely essential	Principals	18	2.17	0.78	2.25	0.602
	Teachers	156	2.33	1.31		
Overall score	principals	18	1.98	1.146	2.14	0.269
	Teachers	156	2.31	0.588		

Key: Mean Value ≥ 4.5 = very high, (3.51-4.51) = high, (2.51-3.5) = moderate, (1.51-2.5) =low and <1.5 =very low

Laissez-faire leadership is a passive kind of leadership style. There is no relationship between the leader and the followers. It represents a non-transactional kind of leadership style in which necessary decisions are not made. Principals content to let teachers continue working in the same way with a mean of (mean=2.11, SD=1.02) and (mean=2.47, SD=1.48) were not sure about the issue that on the let teachers continue working. The overall mean 2.29 shows the uncertainty of the majority of respondents with the issue. The significance level (p=0.48) is greater than 0.05, this indicates that there is no significance difference between the opinions of principals and teachers. Principals do not set rules and regulations to teachers whatever they want to do is ok (mean=1.67, SD=0.59) and (mean=2.14, SD=1.34) were not sure about the issue about do not set rules and regulations to teachers.

The overall mean 0.913 shows the uncertainty of the majority of respondents with the issue. The significance value (p-value) is 0.91 is greater than 0.05 shows there is no significance difference between the opinions of the two groups regarding with a set of rule and regulation to teachers. And principals Don’t involve on teachers’ work and decision except it is absolutely essential (mean=1.98, SD=1.14) and (mean=2.31, SD=0.58) disagreed on the point. Overall mean= 2.25 shows that, the disagreement of the total respondents with the

point. The significance level ($p=0.602$) is greater than 0.05, this indicates that there is no significance difference between the opinions of principals and teachers. From this it is possible to deduce that laissez-faire leadership style is the least or low preferred and practiced leadership style in the area under study.

4.3.2 Teachers Job Satisfaction Survey

The second purpose of the study was identifying to what is the level of job satisfaction among teachers. To do so, the seven job satisfaction domains like working condition, pay, promotion, working relationships, recognition, administration and supervision (Locke 1976; Smith et al) states about teacher's job satisfaction. The mean value of one sample t-taste was displayed. The job satisfaction items which have five Likert scales such as 1-Very dissatisfied, 2- Dissatisfied, 3-neutral, 4 somewhat satisfied, 5- satisfied were distributed to teachers in the tables given below.

Table12. The mean ratings of respondents' teachers working conditions

Teachers Working Conditions	N	Mean	S.D
Amount of teaching load allocated to you per week	156	3.18	1.16
Availability of staff houses provided to you by the school	156	2.10	1.23
Special services provided to you such as free lunch and tea provided to you by the school	156	1.63	1.11
Extent to which you are provided with materials and equipment	156	2.16	1.08
The pupil teacher ratio in classrooms in the school	156	2.17	1.18
Availability of transport facilities provided to you by the school	156	2.25	0.99
The spelling out of your job description by the principals	156	2.50	1.09
Overall score	156	2.28	1.12

Key: Mean Value ≥ 4.5 = very high, (3.51-4.51) = high, (2.51-3.5) = moderate, (1.51-2.5) = low and <1.5 =very low

As shown in table 12 above, the majority of teachers were not satisfied with working condition. Such as with availability of staff houses provided by the school with (mean=2.10, SD=1.23); special services provided by the school such as free lunch and tea provided by the

school with (mean=1.63 SD=1.11) teachers are provided with materials and equipment with a (mean 2.16, SD=1.08); the pupil teacher ratio in classrooms in the school with (a mean 2.17, SD= 1.18); availability of transport facilities provided by the school with (a mean of 2.25, SD=0.99) and the spelling out of your job description by the principals with (a mean 2.50, SD=1.09); Others are responses satisfied; with the amount of teaching load allocated to them per week, teachers reported with (a mean of 3.18, SD=1.16). As shown in table 17 above, the mean score of teachers' job satisfaction on working condition is (M=2.28 and SD=1.12), which indicates that the teachers' level of satisfaction towards their job was low. It signifies that those teachers were dissatisfied on the raised issues this is in line with findings by Karugu (1980), Hall (1999), Ngalyuka (1985), Okemwa (2004); and Ngumi (2003), who concurred that teachers stay on the job if physical, social and a security dimensions associated with conditions of work were satisfactory.

Table13. The mean ratings of respondents' teachers pay and promotion

Teachers Pay and Promotion	N	Mean	S.D
Salary	156	1.92	0.96
Opportunities for promotion	156	2.53	1.23
Benefits (health insurance, Life insurance etc.)	156	1.85	1.06
Job security	156	1.92	1.15
Recognition for work accomplished	156	2.48	1.26
Overall score	156	2.14	0.861

Key: Mean Value ≥ 4.5 = very high, (3.51-4.51) = high, (2.51-3.5) = moderate, (1.51-2.5) =low and <1.5 =very low

Table 13, above indicated that teachers were not satisfied with the activities which are undergoing to pay and promotion their achievement in the school. The teachers not satisfied with salary (a mean of 1.92, SD=0.96); Benefits (health insurance, Life insurance etc.) with a (mean of 1.85, SD=1.06); job security with (a mean of 1.92, SD=1.15); Opportunities for promotion with (a mean of 2.53, SD=1.23) and recognition for work accomplished with (a mean of 2.48, SD=1.26). The overall mean score of teachers about pay and promotion was assessed for their significance by using overall mean score (M=2.14) with a (SD=1.13). This indicates that teachers were not happy with salary, Opportunities for

promotion, benefits, Job security and recognition and opportunities for promotion. In general, the overall analysis of the responses of the respondents shows that the level of job satisfaction in relation to the exchange of pay and benefits for the job well done is low.

Table14. The mean ratings of respondents’ teachers working relationships

Teachers Working Relationships	Respondents		
	Teachers		
	N	Mean	S. Deviation
Relationship with other teachers	156	3.47	1.22
Relationship with the principals	156	3.47	1.30
Relationships with other subordinates	156	3.42	1.29
Use of skills and abilities	156	2.41	1.09
Opportunities to improve your skills and talents	156	3.38	1.16
Opportunity to learn new skills	156	3.96	1.09
Support for additional training and education	156	4.22	1.00
The extent to which teachers in your school are recommended for further education and training	156	4.15	1.01
The information availed to you by the principals on available training opportunities	156	4.05	1.07
The encouragement and assistance you receive from your principals to participate in-service course and seminars related to your job	156	4.01	1.07
The willingness of the principals to assist you acquire study leave	156	3.78	1.22
Total of Teachers Working Relationships	156	3.67	0.569

Key: Mean Value ≥ 4.5 = very high, (3.51-4.51) = high, (2.51-3.5) = moderate, (1.51-2.5) =low and <1.5 =very low

As it can be show Table 14 the study found that the majority teachers were satisfied on the information availed to them by the principals on available training opportunities with (a mean of 4.05, SD=1.05); opportunities to improve their skills and talents with (a mean of 3.38, SD =1.16); opportunity to learn new skills with (a mean of 3.96, SD=1.09) ; support for

additional training and education with (a mean of 4.22, SD=1.00); accommodate of further education and training with (a mean of 4.15, SD=1.01); the information availed to teachers by the principals on available training opportunities with (a mean of 4.05, SD=1.05); to participate in-service course and seminars related to teachers job with (a mean of 4.01, SD=1.07); the willingness of the principals to assist teachers acquire study leave with (a mean of 3.78, SD=1.22); Support for additional training and education with (a mean of 4.22, SD=1.00) the extent to which teachers are recommended for further education and training with (a mean of 4.22, SD=1.00); the willingness of the principals to assist them acquire study leave with (a mean of 3.78, SD=1.22); relationship with other teachers with (a mean of 3.47, SD=1.22); relationship with the principals with (a mean of 3.42, SD=1.29) and Relationships with other subordinates had (a mean of 3.42, SD=1.29). Teachers are not satisfied relate with the use of skills and abilities had (a mean of 2.41, SD=1.09).

The overall mean score of teachers were (a mean of 3.67, SD= 0.56) as indicated that the above table 14, it can be generalized that the teachers' level of satisfaction with their relationship was high.

Table15. The mean ratings of respondents' regarding teachers recognition

Teachers Recognition	Respondents		
	Teachers		
	N	Mean	S. Deviation
The way your job performance is acknowledged in the school	156	3.66	1.20
The way your views are taken by the principals	156	2.92	1.27
Your involvement in decision making on matters pertaining the school and teachers	156	3.18	1.19
Your involvement in choosing the kind of incentives to be given in the school	156	3.60	1.16
The personal satisfaction that you derive from your teaching job	156	3.39	1.40
The extent to which you are allowed to make job-related decisions	156	3.32	1.13
The authority to you to carry out the job specified to you	156	3.22	1.25
The level of challenge you attach to your job	156	3.65	1.07
Variety of job responsibilities give to you by school	156	3.13	1.30
Total of Teachers Recognition	156	3.34	0.869

Key: Mean Value ≥ 4.5 = very high, (3.51-4.51) = high, (2.51-3.5) = moderate, (1.51-2.5) =low and <1.5 =very low

Recognizing the good performance of teachers has strong effect on their productivity as well as organizations effectiveness. As presented the table 15 above the majority of teachers were satisfied with the way teachers views are taken by the principals with (a mean of 3.66, SD= 1.20); teachers involvement in decision making on matters pertaining the school with (a mean of 3.18, SD=1.19); teachers involvement in choosing the kind of incentives to be given in the school with (a mean of 3.60, SD=1.16); the personal satisfaction that teachers derive from your teaching job with (a mean of 3.39, SD=1.40); teachers are allowed to make job-related decisions with (a mean of 3.32, SD=1.13); the authority to teachers to carry out the job specified with (a mean of 3.22, SD=1.25); the level of challenge teachers attach to their job with (a mean of 3.65, SD=1.07) and variety of job responsibilities give to teachers by school

with (a mean of 3.13, SD=1.30). Other teachers are not satisfied related with the way teachers' views are taken by the principals with (a mean of 2.92, SD=1.25).

Table15, above indicated that teachers were satisfied with the activities which are undergoing to recognize their achievement in the school. The overall mean score of teachers is (mean 3.34, SD=0.86). This shows that, the level of teachers' job satisfaction on recognition was relatively moderate and there was insufficient recognition of teachers in government secondary schools of current job in the study area. It was hindered them from using their full efforts in realizing the expected school goals as well as quality education. Thus, it can be inferred that the lack of respect and recognition for teachers by students, parents, colleagues, principals, and significant others cause disappointment, and a subsequent lack of job satisfaction.

Table16. Teachers Satisfaction on Administration and Supervision

Teachers Satisfaction on Administration and Supervision	Respondents		
	Teachers		
	N	Mean	S. Deviation
The type of feedback you receive from principals	156	3.06	1.14
The supervisory procedures used by the principals to evaluate your work	156	3.34	1.20
The extent to which the principals allows you to make independent decisions related to your work	156	3.43	1.17
Job performance appraisal practices employed to principals	156	3.49	1.31
Degree of independence associated with your work roles	156	3.25	1.24
Adequate opportunity for periodic changes in duties	156	3.29	1.17
Provision of chance to lead	156	3.53	1.14
Total of Teachers Satisfaction on Administration and Supervision	156	3.34	0.917

Key: Mean Value ≥ 4.5 = very high, (3.51-4.51) = high, (2.51-3.5) = moderate, (1.51-2.5) = low and <1.5 =very low

Supervision is one of the aspects of job satisfaction. Though the continuous process of supervision teachers can be supported and developed. As indicated in the above table 21 the majority of teachers indicated that they are satisfied with the extent to which the principals allows you to make independent decisions related to teachers work with (a mean of 3.43, SD=1.17), the supervisory procedures used by the principals to evaluate your work with (a mean of 3.34, SD=1.20) ; adequate opportunity for periodic changes in duties with (a mean of 3.29, SD=1.17); Provision of chance to lead with (a mean of 3.53, S.D=1.14); job performance appraisal practices employed to principals with (a mean of 3.49, S.D=1.31); the type of feedback teachers receive from principals with (a mean of 3.06, S.D=1.14) and degree of independence associated with principals work roles with (a mean of 3.25, SD=1.24).

As shown in table 16 above the average mean score of about the teacher's satisfaction on the administration and supervision were (mean 3.34, S.D=0.91). This shows that, the level of teachers' job satisfaction on administration and supervision was relatively high. According to this analysis, the supervisory support did align with the basic technical skills. This sufficient administration and supervision was strengthen effectiveness of performance of teachers and influenced teachers' job satisfaction level on the job. Research indicated that the quality of the administrative and supervisor-subordinate relationship will have a significant, positive influence on the employee's overall level of job satisfaction (Luthans, 1992).

4.3.3 School effectiveness

The data in the findings indicated that the 13 schools. This is done by focusing on the data in the findings that indicate the situation at each school with regard to resources, parental and community involvement, school safety, and academic performance. In order to achieve this, the study used document analysis and interviews. The main statistics derived were percentage.

4.3.3.1 Availability and utilization of resources

4.3.3.1.1 Document availability

Table 17: Availability of documents

No	Documents	Enough		Not enough		Not available		Total	
		N	%	N	%	N	%	N	%
1	Register for Teachers	7	53.8	6	46.2	-	0	13	100
2	Students Adm. register	12	92.3	1	7.7	-	0	13	100
3	Teachers Schemes of Work	3	23.1	7	53.8	3	23.1	13	100
4	Discipline Record Book	2	15.4	8	61.5	3	23.1	13	100
5	School Timetable	11	84.6	2	15.4	-	0	13	100
6	Any Other useful Document	4	30.8	5	38.5	4	30.8	13	100

Based on document analysis the table 17 shows that the majority of the schools had available documents such as teachers Schemes of Work 7(53.1%), Discipline Record Book 8(61.5%) and Any Other useful Document such as community contribution documents and minutes 6(46.2%) respectively, Students Adm. Register 12(92.3), School Timetable 11(84.6%) and Register for Teachers 7(53.8%). These show that most of the schools have an ability to organize their documents and a number of activities are performed by the schools.

4.3.3.1.2 Availability of school work cover and attendance records

Table 18: School of work cover and attendance records

No	Work cover and attendance records	Enough		Not enough		Not available		Total	
		N	%	N	%	N	%	N	%
1	School time table	7	53.8	5	38.5	1	7.7	13	100
2	Class registers	5	38.5	6	46.2	2	15.4	13	100
3	Teachers lesson notes / plans	5	38.5	8	61.5	-	0	13	100
4	Record of workbooks	3	23.1	8	61.5	2	15.4	13	100
5	Exam analysis files	4	30.8	9	69.2	-	0	13	100
6	Mark book / progress records	4	30.8	7	53.8	2	15.4	13	100

The document analysis results shows that above Table 18 the majority of the schools have not available permanent records such as Record of workbooks 8(61.5%), Exam analysis files 9 (69.2%), Teachers lesson notes / plans 8 (61.5%) and Mark book / progress records 7 (53.8%) and others have school time table 7 (53.8%) and Class registers 6 (46.2%). In addition to document analysis the interview was conducted. A supervisor at school c stated that;

A number of activities are performed by teachers, principals, students and communities in the school level but those activities are not collected and organized properly. As a supervisor I gave a feedback many time to principals related with about poor managements of the records and documents. So the problem is not now improved.

The data of the document analysis and interviews shows that most of the school leaders had not ability to collect the available records, to organize the collected documents and managed it. In addition to this it can be say that, the performance of the schools related with activities on the teaching and learning process was poor in Metekel Zone Secondary schools.

4.3.3.1.3 Physical and human availability

Table 19: Availability of Physical Resources

No	Physical resources	Enough		Not enough		Not available		Total	
		N	%	N	%	N	%	N	%
1	Classrooms, desks, chairs	4	30.8	9	69.2	-	0	13	100
2	Library	3	23.1	6	46.2	4	30.8	13	100
3	Textbooks	4	30.8	9	69.2	-	0	13	100
4	Laboratory	3	23.1	7	53.8	3	23.1	13	100
5	Workshops	1	7.7	5	38.5	3	23.1	13	100
6	Play fields	5	38.5	5	38.5	3	23.1	13	100
	Reference materials	4	30.8	7	53.8	2	15.4	13	100

As shown in the table 19 the majority of the schools could be considered as not enough and unavailable physical resources to supply a teaching learning process of learners such as, Classrooms, desks, chairs 9(69.2%), library 6(6.2%), textbooks 9(69.2%), laboratory 7(53.8%), workshops 5(38.5%) and reference material results 7(53.8%). This show the schools have not successful methods for acquiring and allocating physical and material resources.

In addition to document analysis the interview responses of the principals at school C stated:

We have a lack of resources, with textbooks being an issue. We do not have extra classes. That definitely has an effect on the learning and teaching of our students.

The principal identified there role in this regard to ensuring ‘optimal use of existing resource through prioritizing and acquiring the resources. This is due to having limited financial resources.’ However, they added that the learners came from ‘a very poor community’, with a lot of unemployed people.

Therefore the majority of the schools are lacks of physical and human resources. This has numerous implications for the teaching and learning process, and the school being effective.’

The principals at the school agreed, and added that: We have a lot of issues regarding school resources. You might say a severe lack of it. Textbooks are an issue, and we do not offer extra classes for the intake and amount of students. The majority of the school suffers from a lack of both physical and human resources. The principals pointed out that there were inadequate teachers because of limited funding, and the school lacks one of the most basic of resources, textbooks, which indicates severe resource limitations.

In addition to this the supervisor at school D added that:

Most of our financial resources come from the Education office. Parents and non-government organizations are not contributed either inputs or financial supports. We recover about 30% of school finance. This is a problem in terms of buying resources for the school.

The supervisors on their own cluster of the school added that the schools will never be adequately resourced. The school has overcrowded classrooms although it does receive support from organizations, including non-governmental organizations. This is not sufficient support, however, according to the supervisors. The school lacks necessary physical resources such as computers, sufficient classrooms or teachers, laboratory and other equipment for extra-mural activities.

4.3.3.2 School Safety

Depend on the interviews the majority of the principal reported that they place emphasis on internal threats to school safety, i.e. threats arising from the behaviour of the learners. The situation in the community from which the learners come, according to the principal, suggests the need for extreme measures. They maintained that factors such as gangsters, poverty, high unemployment and single parent families have an impact on the learners. They at the school added that it was a ‘matter of discipline because parents don’t play their role these days’. According to the principals and supervisors response, the majority of schools have an unguarded fence on a rather large property, and the learners were unsupervised during intervals. According to the principal of school c:

For us it’s a matter of self-discipline. Other than that we have an effective security system which limits access to unwanted elements wanting to enter the school grounds.

The supervisors at the school added that: ‘Discipline plays a big role. In the past we had major problems with regards to safety. The supervisors stated that the school has not ‘a good relationship with the police. They are not just around the corner from us.’ The supervisors at the school confirmed this situation as follows: ‘We have not the police that are assigned to the school. People wanted to enter the school premises, and internal threats, i.e. Behaviour of the learners inside the school. According to the supervisor at their own cluster of B response that:

Our school is not safe. Our teacher responsible for discipline has very ineffective methods in terms of discipline. The system of prefects is also very ineffective in highlighting safety issues. They are also very inactive in ensuring the safety of our learners.

4.3.3.3 Parent involvement and community support

According to the qualitative data the majority of the schools are appeared to be minimal parental and community involvement. At a School the perception of the principal was that: ‘Parents show very little interest in their children. It seems everything is left to the school. We need more parent involvement.’ The suggestion might be that parents played a very limited role in providing academic support to the learners. The majority of the principal indicated that: ‘Every day we have parents in our office to discuss issues around their children’s behaviour. It is a difficult task to get them involved in their children’s academic life. They show very little interest.’ However, the principal added that parents and members of the community do attend school events, during which the school is able to raise funds. The response of the principal at school D stated that:

We call the parents in to discuss matters, such as discipline problems. But they have no real interest. There is not much we can do about this. Other than that they are welcome to discuss any problems with the principal, by appointment. We do have volunteer, where parents can discuss their concerns with the principals and teachers.

The supervisors added that: there appeared to be minimal parental and community involvement in the majority of the School, and other schools have maximum parental and community involvement. As noted by the supervisors at their cluster centre ‘We have noticed some parents getting involved in school activities. But overall we would say they leave everything to the teachers and the school’. The supervisors considered that, although the

principal promotes parental and community involvement by inviting parents to provide their input in activities at the school, this commitment is limited largely to the discipline issues of the learners at the school. According to the supervisors of school c added that:

Our parents are very much more involved than in the past. This is because of the type of learners we have now. A lot of learners come from well -resourced backgrounds so the parents will sponsor different things. Some parents sponsor a number of school activities. They have become very supportive. The school has evolved in terms of parental involvement.

Generally, the interviews and the document analysis results show that, the participation and the contribution of the communities in the school level activities was low on the study area of Metekel Zone secondary schools.

4.3.3.4 Academic performance/achievement

Table20. Students grade 10 national examination score

No	2011 E.C students grade 10 national examination score		
	Items of student academic	Number of students	Percentage (%)
1	enrolment	5913	100%
2	Dropout	1622	27.4
3	Set for examination	4291	72.6
4	Joined 11 th grade	1705	39.7
5	Receive 2 point and over	1103	25.7
6	Receive below 2 point	1483	34.5

The above Table20 indicates that the majority of Schools are ineffective school with regard to students national examination score. The school were ineffective in terms of national examination score: from 2011 academic year there are 5913 students were enrol, among these students 1622(74.4%) students were drop out students, the high dropout rate shows that, the students are not attended consistently in the class. Also the majority of the students which had joined in grade 11 are not pass mark. According to the table only 1705 (39.7%) students are enter to the next preparatory school. In terms of receive 2 point and over 1103 (25.7%) of students are scored and 1483 (34.5%) receive below 2 point results obtained on the national examinations by the students. This indicates that students are not scoring good result in

performing on their education. Generally, students' academic achievement rated is low. In addition to document analysis, the supervisors at School A responded as follows to the question about whether or not academic performance demonstrates that a school is effective:

I can say yes and no. You must look at other influences. I just feel it is based on subjects. We had a drop in our national exam results due to maths and physics not being introduced in Grade 11. And that has an impact on the matric results.

In addition, the interviewed principals also confirmed that the students' academic achievement as a very low. When asked the question of whether or not academic performance demonstrates that a school is effective, the principal of School A stated that: 'Academic results are a good indicator of a school being effective'. He added:

As much as we [teachers] can, we are exerting all our efforts and energy to help our students. Most teachers in my school are competent and energetic to contribute to the improvement of students' achievement. As a result, improvements in students' achievement are registered from year to year, although it is minimal. I think the problem is with the students themselves.... They give less attention to their education.

In addition to this the documents observed shows that academic achievement of students is found to be below the bench mark set by the schools. The document analysed in the sample schools show the result of students on the national examinations is very low especially promotion of students from grade 10 to grade 11 is poor. From the 2011, only 39.7% of students scored a promotion result for preparatory and 25.7% scored 2:00 and above while the remaining 34.5% of the students scored below 2:00 (average) in the sampled secondary schools of the study area. This implies that the students' achievement was rated as a poor performance.

4.3.4 The relationship among principals leadership style, teachers job satisfaction and school effectiveness

Another research question dealt with is there any statistically significant relationships among principals' leadership style, teachers' job satisfaction and school effectiveness. The correlational analysis and multiple regression analysis were run to assess the relationships among principal's leadership style, teacher's job satisfaction and school effectiveness.

4.3.4.1 Correlations and Statistics

The study used person product moment correlation to investigate the relationship between independent variables (principal's leadership style) on the dependents variable (school

effectiveness), the relationship between independent variable (principals' leadership style) on the teachers' job satisfaction and the relationship between teachers' job satisfaction on the school effectiveness. The strength of the relationship is indicated by the correlation coefficient: r is measured by the coefficient of determination: the significance of the relationship is expressed in probability levels: p (e.g., significant at $p = .05$) and $p = .01$). This tells how unlikely a given correlation coefficient, r , will occur given that no relationship exist in the population. Note that the smaller the p -level, the more significant the relationship but the larger the correlation, the stronger the relationship.

Table 21: Correlation of principals Leadership style with school effectiveness

		Correlations			
		Transacti onal leadership	Transfor mational leadership	Laissez- fair leadership	school effectiven ess
Transactional leadership	Pearson Correlation	1	.138	.059	.423
	Sig. (2-tailed)		.086	.466	.150
	N	156	156	156	13
Transformationa l leadership	Pearson Correlation	.138	1	-.057	.573*
	Sig. (2-tailed)	.086		.478	.041
	N	156	156	156	13
Laissez- fair leadership	Pearson Correlation	.059	-.057	1	.463
	Sig. (2-tailed)	.466	.478		.111
	N	156	156	156	13
total school effectiveness	Pearson Correlation	.423	.573*	.463	1
	Sig. (2-tailed)	.150	.041	.111	
	N	13	13	13	13

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

The above table shows the result of correlation analysis of school effectiveness with all the three leadership styles. Results indicate that every variable is perfectly related with itself that is why $r=1$ diagonally along with the table.

Transformational leadership style is positively and significantly influence (.573) school effectiveness ($P<0.05$). The results suggest that if principals do practice transformational leadership style in school then the academic performance of teachers increase also. So it is cleared that Transformational leadership style is most effective because it has strong and positive influence with school effectiveness.

Transactional leadership is also positively and significantly influence (.423) with school effectiveness but the p value (.150) was greater than 0.05 ($p>0.05$). Laissez-faire leadership style is also significantly correlated (.463) with school effectiveness ($P>0.05$).

Table 22: Correlation of principals Leadership style with teachers job satisfaction

Correlations					
		Transactional leadership	Transformational leadership	Laissez-fair leadership	total job satisfaction
Transactional leadership	Pearson Correlation	1	.138	.059	.070
	Sig. (2-tailed)		.086	.466	.386
	N	156	156	156	156
Transformational leadership	Pearson Correlation	.138	1	-.057	.782**
	Sig. (2-tailed)	.086		.478	.000
	N	156	156	156	156
Laissez-fair leadership	Pearson Correlation	.059	-.057	1	-.091
	Sig. (2-tailed)	.466	.478		.258
	N	156	156	156	156
total job satisfaction	Pearson Correlation	.070	.782**	-.091	1
	Sig. (2-tailed)	.386	.000	.258	
	N	156	156	156	156

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

Table 22 illustrates Pearson product moment correlation coefficient results for the relationship between principals leadership style and teachers job satisfaction. From the table above the transformational leadership style strongly or positively influence (.782) teachers job satisfaction($p < 0.01$). This is because of transformational leadership style highly involves teachers in decision making hence positively influence their job satisfaction.

The correlation coefficient results for the influence of principal’s transactional leadership style and teacher’s job satisfaction. From the above table the transactional leadership style was minimal influence to teachers job satisfaction (0.70) but the p value (.386) was greater than (0.05). This is because transactional leadership encourages involvement and creativity.

Correlation coefficient results for the influence of principal’s laissez faire leadership style and teacher’s job satisfaction. From the table above the laissez leadership style negatively influence teachers job satisfaction (-.091) but the p value (.258) is greater than 0.05 (P>0.05).

4.3.4.2 Regression analysis

Regression was calculated by SPSS version.24. Teacher’s job satisfaction is a moderating variable between principal’s leadership style and school effectiveness. The independent variable (1) (principals leadership style) is significantly related to the school effectiveness dependent variable; (2) the independent variable (principals leadership style) is significantly related with the teachers’ job satisfaction (moderating variable) ; and (3)the independent variable (principals leadership style) relationship to school effectiveness when, principals leadership style were moderated by teacher’s job satisfaction.

Table23: model summary of regression analysis between leadership style and school effectiveness’.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.488a	.238	.169	.845

a. Predictors: (Constant), Laissez- fair leadership , Transformational leadership , Transactional leadership

A summary of regression analysis for principals’ leadership style, towards dependent variable (school effectiveness) is displayed in Table 29. To strengthen the evidences, the researcher analyzed the value of R, R-square and it indicates the relationship between independent variables towards dependent variable. The R-value for the variables is 0.488. It also demonstrated that the value R-square is 0.238. The results reveal that principals leadership style factors explained by, 23.8% of the variance in school effectiveness.

Table 24: Relationship between principals leadership style and school effectiveness

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.721	1.364		-.529	.608
	Transactional leadership	.272	.175	.423	1.549	.150
	Transformational leadership	1.150	.496	.573	2.319	.041
	Laissez- fair leadership	.880	.508	.463	1.734	.111

a. Dependent Variable: total school effectiveness

As indicated in the above table 25, the r-square is 0.568, this implies that there is strong relationship between independent and dependant variable and all the P values are below 0.05. This appeared that all independent variables are significantly positive related to school effectiveness in a linear form. The Beta value is the portion of the variable within the overall relationship. As we can see, Transformational leadership style has the most noteworthy portion that the Beta value is .573 and the p value is .041 which validates that $p < 0.05$. On the other hand; laissez- fair leadership style is the next independent Variable since the portion of this variable the Beta value is 4.63 and the p value is .111. Finally, Transactional leadership style is the least independent variable that the Beta value is .423 and the p values were .150.

Table25: Model summary of regression analysis between principals’ leadership style and teachers’ job satisfaction.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.342 ^a	.117	.112	.896

a. Predictors: (Constant), Laissez- fair leadership , Transformational leadership , Transactional leadership

The table31: Indicates that the relationship between independent variables towards dependent variable. The R-value for the variables is 0.342 It also demonstrated that the value R-square is 0.117 and the results reveal that principals leadership style factors explained by, 11.7% of the variance in teachers job satisfaction.

Table: 26 Relationship between principals leadership style and teacher’s job satisfaction

coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.785	.397		4.494	.000
	Transactional leadership	.062	.071	.070	.869	.386
	Transformational leadership	.966	.062	.782	15.573	.000
	Laissez- fair leadership	-.079	.069	-.091	-1.135	.258

a. Dependent Variable: teachers job satisfaction

According to the data of transformational, transactional, and laissez-faire leadership styles account for 11.7% of the variance in overall job satisfaction (adjusted R square 0.117). The regression analysis yields R, the coefficient of multiple correlations, which indicates the relationship between the predictor variables in combination and the criterion (Ary et al.,

2014). In this study, the predictor or independent variables are the three different leadership styles and the criterion or dependent variable is the job satisfaction.

When R is squared to get the coefficient of determination, we know the amount of variability in the criterion that is due to differences in scores on the predictor variables (Ary et al., 2014). Because the p value is less than 0.05 it is, therefore, a significant relationship. A statistically significant relationship exists between the transformational, transactional, and laissez-faire leadership styles and overall job satisfaction at the 95% confidence level.

The data indicates that the transformational leadership style has the strongest positive effect on overall job satisfaction ($\beta = 0.782$), and this is statistically significant because the t test statistics for the Beta is 15.573 and the associated p-value is 0.00, which validates that $p < 0.05$. This was calculated relative to each of the leadership styles rather than independent of the other leadership styles, which means that transformational leadership style, is preferred over transactional and laissez-faire leadership styles. Transactional leadership style has also a positive effect on overall job satisfaction ($\beta = .070$); however, this is statistically insignificant because the t test statistics is .869 and the p-value (0.386) which validates that $p > 0.05$.

Finally, the data shows that laissez-faire leadership style has a negative effect on the overall job satisfaction of teachers ($\beta = -.091$); this is not statistically significant because the t test statistics is -1.135 and the accompanying p value is .258 which is greater than the 0.05 confidence level.

Table 27: Model summary of the regression among leadership style, job satisfaction and school effectiveness.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.488 ^a	.238	.169	.845
2	.871 ^b	.758	.638	.558

a. Predictors: (Constant), Laissez-fair leadership, Transactional leadership, Transformational leadership

b. Predictors: (Constant), Laissez-fair leadership, Transactional leadership, Transformational leadership, total job satisfaction

The table 27: shows that R-value is the absolute value of correlation coefficient is 0.488. It also demonstrated that the value R-square is the portion of the variation that is explained by

this model is 0.238 and the adjusted R square value is showed that a number of variables in the regression model. The results reveal that when, principals’ leadership style were moderated by teachers’ job satisfaction factors explained by, 23.8% of the variance in school

Table: 28 Relationship between principals leadership style, teachers’ job satisfaction and school effectiveness

coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.721	1.364		-.529	.608
	Transactional leadership	.272	.175	.423	1.549	.150
	Transformational leadership	1.150	.496	.573	2.319	.041
	Laissez- fair leadership	.880	.508	.463	1.734	.111
2	(Constant)	-6.271	1.698		-3.693	.006
	Transactional leadership	.449	.171	.700	2.625	.030
	Transformational leadership	1.617	.399	.805	4.056	.004
	Laissez- fair leadership	-.456	.543	-.240	-.839	.426
	total job satisfaction	.625	.249	.586	2.508	.036

a. Dependent Variable: total school effectiveness

Model 1 of the hierarchical analysis did not include the moderating variable teachers job Satisfaction in the regression. In Model 1, transactional Leadership Style, transformational leadership Style and laissez- fair leadership style contributed to 23.8% of the variance in school effectiveness with statistical significance (R 0.488, p= .000, p<.05). Additionally, as evidenced by R = 0.488, there was a strong correlation between the three leadership styles (transactional transformational, and laissez- fair leadership style) and the school effectiveness.

In order to determine the unique contribution of each of the variables to variances in the school effectiveness, an examination of the Standardized Coefficients/ Beta column in the Coefficients output (Table 33) revealed that transformational leadership Style made a unique and statistically significant contribution ($\beta = .573$ p< .05) in predicting or explaining the

school effectiveness, in addition to this the contribution made by laissez- fair leadership style was positive effect overall school effectiveness (Beta = .463), but this is not statistically significant ($p = .111$, $p > .05$) and transactional leadership were the least relationship with overall school effectiveness (Beta = .423), but this is not statistically significant ($p = .150$, $p > .05$). Results agreed with evidence in the extant literature, which has shown that, overall, principals leadership styles are related to school effectiveness.

Model 2. The second model included the moderating variable (teachers job Satisfaction) in the regression equation and showed the change between the two models. When the new predictor variable teachers job Satisfaction was entered into the regression equation in the second step (Block 2) of the hierarchical analysis and interacted with transactional, transformational and laissez- fair leadership style, teachers job satisfaction contributed to a statistically significant change in the model and increased the ability of transactional, transformational and laissez- fair leadership style to predict school effectiveness 19% ($R^2 = 0.586$, R^2 change = 19, $p = .036$, $p < 0.05$).

When moderated by teachers job satisfaction, the correlation between the leadership styles (Transactional, transformational and laissez- fair leadership style) and the school effectiveness, increased from $R = 0.754$ in Model 1 to $R = 0.871$ in Model 2, indicating that the interaction effect of teachers job satisfaction and the three leadership styles increased school effectiveness. Once again, results confirmed evidence in the literature, which has shown that teachers' job satisfaction and leadership styles predict school effectiveness the R statistic ($R = .754$), there was a strong positive correlation between of transactional, transformational and laissez- fair leadership style and school effectiveness, and the strength of that relationship increased ($R = .871$) when teachers job satisfaction was entered into the equation (Model 2). Moreover, the unique contribution of teachers job satisfaction to predicting or explaining the school effectiveness was high ($\beta = 0.586$), $p < 0.05$.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The objective of the study was to assess the practice of principal leadership style (independent variables), and school effectiveness (dependent variable) when, principals leadership style were moderated by teachers' job satisfaction (moderating variable) in secondary schools of Metekel Zone. In the empirical investigation, descriptive survey research design and explanatory research design was used. Data was collected from a total of 330 respondents constituting 156 teachers and 18 principals drawn from 13 sample schools in 4 randomly selected Woredas. The Data was collected by a means of questionnaire, interviews and document analysis. The data from the quantitative method was analysed using SPSS version 24 and the data from the qualitative method was analysed using narratively. In this chapter therefore, summary of the major findings along with objectives of the study, conclusions drawn from analysis and interpretation of data and recommendations for enhancement of secondary schools of Metekele zone in Benishangul Gumuze region were made.

5.2. Summary of the Major Findings

5.2.1. The Dominant Leadership Style

The leadership styles under study were transactional, transformational and laissez-fair. Transactional leadership style has three sub variables namely contingent reward, management by exception (active) and management by exception (passive). Principals and teachers responses the three sub variables of transactional leadership, three dimensions namely contingent reward (the overall mean=3.89) and management by exception (active) (the overall mean=3.87) and management by exception (passive) (the overall mean mean=3.48) had the highest dominance mean rating. In the same way, the qualitative result obtained from interview and open ended questions proved that the implement ion of transactional leadership style was high.

The other major finding reported mainly by principals is the existent of transformational leadership style in Metekele Zone secondary schools. Transformational leadership style has

four sub-variables namely idealized influence (the overall mean=2.99), inspirational motivation (mean=3.35), intellectual stimulation (mean=3.27) and individualized consideration (mean=3.25). This finding was seen from the high mean obtained from all of the dimensions of transformational leadership . Furthermore, the qualitative data obtained indicated that the practice of transformational leadership and its dimensions were high secondly to transactional leadership style in the area under study.

The third major finding with regard to leadership style was seen from laissez-fair leadership style. Thus, the overall mean score of principals and teachers respondents were (2.14). The results from quantitative data indicated that laissez-fair leadership style was the least preferred and practiced leadership style in Metekel Zone secondary schools (Table 11).

5.2.2. Teachers' Job satisfaction

On the job satisfaction the study established that with regard to working conditions, majority of the teachers reported that they were not satisfied with variables like availability of transport facilities provided to them by the school with a mean of 2.10; extent to which teachers are provided with materials and equipment with a mean 2.16; the pupil teacher ratio in classrooms in the school with a mean 2.17; there was disparity in their responses and significant discontent on special services provided such as free lunch and tea provided by the school with a mean of 1.63; and the spelling out of their job description by the principals with a mean 2.50 caused dissatisfied to the teachers. However there was disparity in their responses and significant discontent on the amount of teaching load allocated to them per week with a mean of 3.18. Therefore, the mean score of teacher's working condition is 2.28. Thus, the grand mean score of respondents were (2.28). The data indicates that teacher's working condition by concerning body in Metekel zone secondary schools are in low level.

On pay and promotion majority of teachers were not satisfied with salary with a mean of 1.92; benefits (health insurance, Life insurance etc.) with a mean of 1.8 and teachers job security with a mean of 1.92 was scores low. There was relatively somewhat satisfied on recognition for work accomplished with a mean of 2.48, and opportunities for promotion with a mean of 2.53. So the mean score of teachers pay and promotion were 2.14. The result of grand mean score of respondents was (2.14). This shows that teachers pay and promotion given by principals in the study area were low level.

On working relationships majority teachers were satisfied. As indicated in Table 14, the result of teachers satisfaction about work relationship revealed that the grand mean scores respondents were (3.67). According to the data shows that teacher's satisfactions related to working relationship on the study area were relatively high.

On recognition majority of teachers were satisfied on the way teachers job performance is acknowledged in the school; variety of job responsibilities, teachers involvement in choosing the kind of incentives to be given in the school , the level of challenge you attach to teachers job , the personal satisfaction that teachers derive from their teaching , the extent to which teachers are allowed to make job-related decisions with a mean of , the authority to teachers to carry out the job specified to their , teachers involvement in decision making on matters pertaining the school and teachers , Others are not satisfied related with the way teachers views are taken by the principals. As indicated in Table 15, the result of teacher's satisfaction about recognition indicated that the grand mean scores of respondents were (3.34). Regarding to this, the result of recognition from teachers response overall mean indicted high status of empowering teachers recognition and the mean score shows that relatively high.

On administration and supervision majority of teachers indicated that they are satisfied with degree of independence associated with their work roles, the supervisory procedures used by the principals to evaluate their work , the type of feedback teachers receive from principals ,degree of independence associated with your work roles , adequate opportunity for periodic changes in duties , Provision of chance to lead , job performance appraisal practices employed to principals , The result of teachers satisfaction about administration and supervision showed that the grand mean score of respondents were (3.34). Therefore the result of teacher's job satisfaction on administration and supervision on the study area was relatively high.

5.2.3 School effectiveness

This is done by focusing on the data in the findings that indicate the situation at each school with regard to resources, parental and community involvement, school safety, and academic performance measures.

The majority of secondary schools on the study area was enough material resources such as such as teachers Schemes of Work 7(53.1%), Discipline Record Book 8(61.5%) and Any Other useful Document such as community contribution documents and minutes 6(46.2%)

respectively, Students Adm. Register 12(92.3), School Timetable 11(84.6%) and Register for Teachers 7(53.8%). Unlike too material resources the majority of the schools were not enough physical resources such as Record of workbooks 8(61.5%), Exam analysis files 9 (69.2%), Teachers lesson notes / plans 8 (61.5%) and Mark book / progress records 7 (53.8%) and others have school time table 7 (53.8%) and Class registers 6 (46.2%). It can be generalized they were insufficient resources to support the teaching and learning processes. They receive no assistance from private organizations. The school is funded mainly by the Education office, and this poses challenges in terms of physical and material resources.

According to the qualitative data, there is no parental involvement unless there is a financial initiative and the majority of parents have no real interest in supporting the school. Because of this there was minimal parental and community involvement in the school. Schools noticed some parents getting involved in school activities. But overall we would say they leave everything to the teachers and the school'. Although the principal promotes parental and community involvement by inviting parents to provide their input in activities at the school, this commitment is limited largely to the discipline issues of the learners at the school. Generally the results show that the participation of community involvement in the study area was very low.

The school safety measures of learners at the school are not a contributing factor since the schools does not have several safety systems in place. They at the school added that it was a 'matter of discipline because parents don't play their role these days'. According to the principals and supervisors response, the majority of schools have an unguarded fence on a rather large property, and the learners were unsupervised during intervals. Discipline plays a big role. According to the schools in the past it had a major problem with regards to safety. The schools stated that it has not a good relationship with the police. The schools confirmed this situation as follows: the majority of schools have not the police that are assigned to the school.

Regarding with students' academic achievement the result from the study discussed in table 22 shows that the students' academic achievement on the national examinations scoring the average result as well as promoting to preparatory school in sampled school is rated as very poor achievement. The data in the findings indicated that on 2011, 5913 students were enrolled, among these students only 1705 (39.7%) students was joined 11 grade and other students was receive over 2 point 1103(25.7) and below 2 point 1483(34.5) .

Therefore, academic achievement of students and contribution of schools leaders and teachers to students' performance is insufficient. It can summarize factors that contributing school effectiveness in Metekel Zone secondary schools were applied poorly and the students' academic achievement was low.

5.2.4 The relationship between principals leadership style, teachers job satisfaction and school effectiveness

In regard to the third objective on the influence of principals leadership style on job satisfaction and school effectiveness in Metekel Zone secondary schools, depend on correlational analysis the study revealed that transformational leadership style had an effect on an school effectiveness (0.573, $p=0.041$), ($P<0.05$). The results suggest that if principals do practice transformational leadership style in school then the school effectiveness increase also. Transactional leadership were also have appositve relationship with school effectiveness (0.423) but there is statistically insignificance $p= (.150)$ so ($p>0.05$). Laissez-faire leadership style is also significantly correlated with school effectiveness (.463) and the data was statistically insignificance $p= (.111)$ and ($P>0.05$).

The finding also shows that the transformational leadership styles had a positive and a significance relationship with teachers' job satisfaction. (0.782, $p= 0.00$) with ($p<0.01$). This is because of transformational leadership style highly involves teachers in decision making hence positively influence their job satisfaction. Transactional leadership style was secondly positively influence teachers job satisfaction (.070, $p= .386$) but the p value was statistically insignificance ($p>0.05$) with teachers job satisfaction and laissez fair leadership style had a negative relationship with on teachers job satisfaction (-.091, $p=.258$) but the data is statistically insignificance ($P>0.05$).

The other objective of the finding was the relationship between principals leadership style on school effectiveness moderating by teachers job satisfaction the regression analysis of the quantitative data gathered from the questionnaire instruments shows that, transactional relative to transformational and laissez-faire leadership style has a strong relationship on school effectiveness the $R^2=0.238$ this implies that there is strong relationship between independent and dependant variable. Transformational leadership style the most noteworthy portion that the Beta value is ($\beta=.573$ and $p= 0.041$), which validates that $p < 0.05$ and the Beta is statically significance. Laissez-fair leadership style is the next independent variable that the Beta value is .463 and the p value is .111. Transactional style were the least

independent Variable since the portion of this variable the Beta value is positive relationship with school effectiveness, the contribution made by transactional leadership style was not statistically significant (Beta= .423 p =.150 p> .05) . This means that the transformational, transactional and laissez fair leadership style of the principal were relation to the availability of physical and material resources, documents, staffrooms, Physical facilities ,levels of parental and community involvement, school safety, and academic performance at each school. The findings were synthesized by examining the relationship between principals' leadership styles and the four factors – availability or lack of resources, parental and community involvement, school safety measures, and academic performance – at each of the sample schools.

Principals' leadership style does have a positive effect on reported job satisfaction levels for teachers the R square 0.117. If a teacher is in favour of the leadership style the principal chooses to use, his or her overall job satisfaction will be higher. Therefore, principal leadership style is yet another variable for consideration when looking at total factors that contribute to teacher job satisfaction or dissatisfaction. The data indicates that the transformational leadership style has the strongest positive effect on overall job satisfaction ($\beta = 0.782$), and this is statistics for the Beta is 15.73 and the associated p-value is 0.00, which validates that $p > 0.05$ and the Beta value is statistically significance. This was calculated relative to each of the leadership styles rather than independent of the other leadership styles, which means that transformational leadership style, is preferred over transactional and laissez -faire leadership styles. Transactional leadership style has a negative effect on overall job satisfaction ($\beta = .070$); however, this is statistically insignificant because the t test statistics is $-.702$ and the p-value (.869) is greater than 0.05. Finally, the data shows that laissez-faire leadership style has also a negative effect on the overall job satisfaction of teachers ($\beta = -.091$); this is not statistically significant because the t test statistics is -1.135 and the accompanying p value is .258 which is greater than the 0.05 confidence level. The finding indicates that principal leadership style was a negative relationship with teacher's job satisfaction except transformational leadership style.

The major finding was indicates that a significant relationship between principals leadership style and school effectiveness moderated by teachers job satisfaction. Based on statistical test results it was obtained Adjusted R^2 value of 0.758. This means that 75.8% change in the school effectiveness in samples can be explained by the principals' leadership style and

integrated with teachers' job satisfaction disclosure variables. The remaining 24.4% were influenced by other variables which are not tested in this study.

The moderating variable (teachers job Satisfaction) in the regression equation and showed the change between the two models. Teachers job satisfaction interacted with transactional, transformational and laissez- fair leadership style, contributed to a statistically significant change in the model and increased the ability of transactional, transformational and laissez-fair leadership style to predict school effectiveness was $75.8-23.8= 52\%$ Moreover, the unique contribution of teachers job satisfaction to predicting or explaining the school effectiveness was high ($\beta= 0.586$, $p= 0.036$ and $p<.05$).

Generally teachers' job satisfaction was moderating or partial interaction between principal's leadership styles and school effectiveness, this moderating change is positive 19%. For the most part, principal's leadership style was influenced directly on school effectiveness.

5.3 Conclusions

Based on the findings of this study, the following conclusions were drawn:

5.3.1. Leadership Style

Leadership is a process that influences others. Leader communicates a vision with staff that builds their self-interest into job commitment. The leader leads group of people and provide them the clear ideas and objectives to achieving the organizational goals. Effective leaders inspire and influence to others through motivation. Principal used three basic leadership styles. These are transactional leadership style, transformational leadership Style and laissez-fair leadership style. Basically principal is a leader of teachers and his major task is to lead them. Principal and teachers are two most important elements in educational system.

Based on the findings of this study, principals are practicing more of transactional leadership styles was the most dominant and frequently leadership styles, transformational leadership style was the less frequently used leadership styles and laissez-fair leadership style was the least dominant and practiced leadership style in Metekel Zone secondary schools.

The practice of transactional leadership style in Metekel Zone secondary schools was used to lead employees working under them is more of showing motivates their teachers and making them do the works with the established goal of the school and help of external motivators such as school rewards. By doing so, they are some positive contributing for teachers' job

satisfaction because transactional leadership style positively affects school effectiveness. However, principals are not significantly exercising Laissez-faire and transformational leadership styles. The implication is that leaders do not make employees to be free to do things in their absence and leaders are not directing their employees by using what is appropriate to motivate employees.

5.3.2. Teachers job satisfaction

On job satisfactions, the working conditions are not good even though there was no consensus on the level of satisfaction and with significant numbers admitting that they are dissatisfied with variables like availability of transport facilities provided to them by the school, teachers are provided with materials and equipment, the pupil teacher ratio in classrooms in the school, there was disparity in their responses and significant discontent on special services provided such as free lunch and tea provided by the school with and the spelling out of their job description by the principals caused dissatisfied to the teachers. The teachers were not happy with pay and benefits such as salary, teachers' job security and health insurances. Teachers were relatively happy with working relationship, recognition, administration and supervision. In addition with regard to recognition the way teachers views are taken by the principals' teachers were dissatisfied.

5.3.3 School effectiveness

The purpose of this study was to identify which factors that contributing school effectiveness in Metekel Zone secondary schools. This investigation identified the factors that contribute to a school being effective. Principals' leadership styles were investigated in relation to factors such as availability or lack of resources, level of parental and community involvement, an environment conducive to learning, and learners' academic performance.

It can be conclude as ineffective in terms of most of the school effectiveness factors reviewed the finding. The schools was highly need of learning material, such as textbooks and other resources such as interactive whiteboards, printers and computers. This had a negative influence on the school effectiveness.

The parental and community involvement of the Schools was minimal. So the principals play an active role in connecting with the community and the parents of the school. Parents would be highly focused on their children and Parents should be playing very great role in providing academic support to the learners. The schools might be that parents playing a great role in

providing academic support to the learners. With regard to school safety measure the schools have an unguarded fence on a rather large property, and the learners were unsupervised during intervals. In order to solve these problems the principals ensures adequate safety measures and create conducive environment.

Students' academic achievement on the national examinations scoring the average result as well as promoting to preparatory school in sampled school is rated as very poor achievement such as high rate of dropout students , students was joined 11 grade was very low and students was receive over 2 point were below the bench mark of the schools.

5.3.4 The relationship between principals Leadership Style, Teachers' Job Satisfaction and school effectiveness

The study concluded that the principals exercised a high level of transactional leadership style which enhances school effectiveness and principal leadership style exercised a high level of transformational leadership style encourages teachers' job satisfaction. The principals were good listeners to the group, shows understanding of teachers viewpoints, are patient and encourages staff to be frank and express their view points, they also encourages staff members to openly express their feelings leads to school effectiveness. Some principals rarely practice laissez faire leadership style as they are concerned about group performance, govern the group through intervention and supervise teachers in their teaching/learning assignment even though occasionally avoid at all costs interfering with groups work. This leads to negatively influences on teachers' job satisfaction and school effectiveness.

The results suggest that leaders can increase school effectiveness by ensuring that teachers are satisfied with their jobs. The data provided evidence that supported the regression analysis that employee job satisfaction strengthened the relationship between principals' leadership styles and school effectiveness. The results could contribute to the field of study in government offices that focuses on human resource management as one of the contingencies that may moderate the performance effects of transformational leadership style.

The results of the research confirmed that, just as in the Metekele Zone secondary schools, principals leadership styles and teachers job satisfaction contribute to school effectiveness, and transformational leadership styles contribute more to school effectiveness than laissez-fair and transactional leadership style.

5.4 Recommendations

Based on the conclusions, the following recommendations were made:

- The dominant leadership style practiced in the area under study was transactional leadership style. Findings of the study revealed that the success of transactional leadership style was seen from management by exception (active) and contingent reward dimensions. Therefore, principals need to predominantly design and adopt an active monitoring and evaluation technique followed by a system of reward mechanism.
- For Metekel Zone secondary schools succeed in today's fast changing educational environment, it is recommended that they adopt a mix of transformational leadership and transactional leadership styles to maximize teachers' job satisfaction in the area under study. Therefore, continuous trainings and awareness creating mechanisms were required to acquaint principals and school owners on the area of transformational and transactional leaderships.
- To realize teachers job satisfaction; it is recommended that Zone education department and woreda education offices should make special attention to motivate teachers on their job by technically supporting teachers, providing in service job training, giving professional support by means of supervision, recognize and reward the best work of teachers, develop experience sharing in the school, supporting in leadership skills of the school principals, create conducive working condition , provide rewards, and make teachers career structure on time.
- Regional Education Bureau and Zone Education Office should facilitate and solve the educational resource constraints found in the schools and provide regular support for the schools. In order to increase their school effectiveness, it is recommended that the school leaders are advised to give due attention to parental and community involvement, conducive environment to learning and defend things that come other than this responsibilities through continuous discussion with concerned bodies based on data and concrete evidence on the benefits and disadvantages of unwise interference.
- There was poor academic achievement of students in the schools and insufficient contributions of stakeholders to students' academic achievement and success. The researcher recommended that educational leaders, whether they are occupying formal administrative roles such as the principal ship or not, they need to

devote their time and effort to think about school effectiveness and take necessary actions by discussing the problem with the concerned stakeholders to manifest students' academic success.

- Transformational leadership promotes high teachers job satisfaction when school benefits, pay, promotions and recognitions were exchanged with teachers' performance in the area under study. Therefore, principals, school owners and strategic planners involved in Metekele Zone secondary schools were recommended to design performance related motivation schemes.

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APPENDIX I

QUESTIONNAIRE FOR PRINCIPALS

The purpose of this study will be to investigate principal's leadership styles, teacher's job satisfaction and school effectiveness in Secondary School of Metekel zone in Benishangul Gumuz regional state. You are requested to participate in this study by filling in this questionnaire. Your identity will be kept confidential. Kindly give as honest answers as possible.

Instruction: please write X mark in the box whenever applicable.

Part A: Demographic Information

Zone-----Woreda-----Name of school-----

1. What is your sex:- Male Female
2. What is your Age? Below 25 years 26-36 years 36-45 years
Over 45 years
3. What is your qualification? certificate Diploma
Degree Masters PhD
4. What is your work experience? Less than 2 year 3-5years
6-10years above 10 years

Part A: Dominant leadership style

To what extent do you agree or disagree with the following statements that reflect the extent you exercise your leadership style. Indicate your answer by indicating an X for the response of your choice on the number in the box on the right. The numbers have the following meaning:

1= strongly disagree, 2 = Disagree, 3= neutral 4 = Agree, 5 = strongly agree

R.No	Descriptions/item	1	2	3	4	5
1.	Transactional leadership					
1.1.	Contingent reward					
1.1.1	I clarify the work that must be achieved to teachers if they want to be rewarded					
1.1.2.	I provide recognition/ rewards when teachers do the activities expected of them					
1.1.3	I tell teachers what they will get for what they accomplish					
1.2.	Management by exception(Active)					
1.2.1	I actively monitor the work of teachers to check whether standards are met or not					
1.2.2.	I am satisfied when teachers meet agreed upon standards					
1.2.3.	I tell teachers the activities they need to achieve					
1.3.	Management by exception(passive)					
1.3.1	I intervene in the teaching learning process or in other works of teachers when a problem arise					
1.3.2	As long as things are working right in the school, I do not try to change anything					
1.3.3.	Problems become worse before I know it and take action					
2.	Transformational leadership					
2.1.	Idealized Influence					
2.1.1	I make teachers feel good and proud while working with me					
2.2.2	I inspire and motivate teachers so that they can achieve goals					

2.2.3	I clearly articulate our schools strategic vision, objectives and future directions to teachers and other stakeholders					
2.2.	Inspirational Motivation					
2.2.1.	I express what we could and should do in few words					
2.2.2	I provide an appealing image to teachers about what we can do					
2.2.3.	I help teachers find a meaning in the work of teaching					
2.3	Intellectual stimulation					
2.3.1	I encourage teachers to see changing environments as situations full of opportunities					
2.3.2	I give room for teachers so that they change old situations in new ways					
2.3.3	I get teachers to rethink ideas that they had never questioned before					
2.4.	Individualized consideration					
2.4.1.	I help teachers to develop themselves					
2.4.2.	I value the thought of each teacher in the school compound					
2.4.3.	I understand individual differences existent in each teacher and create a supportive environment where each of them can be considered					
3.	Laissez- fair leadership					
3.1.	I am content to let teachers continue working in the same way					
3.2.	I do not set rules and regulations to teachers whatever they want to do is ok with me					
3.3	I don't involve on teachers' work and decision except it is absolutely essential					

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

You are kindly requested to fill this questionnaire. Your participation will help gather information on the principal's leadership styles, teacher's job satisfaction and school effectiveness in the case of Metekel zone secondary schools in Benishangul Gumuze regional state. Kindly answer all questions as honestly as possible. Your name and that of institution is not required. This will help to ensure maximum confidentiality. Put a tick (X) in the spaces provided

1) What is your sex? Male Female

2) What is your Age? Below 25 years 26-36 years

36-45 years over 45 years

3) What is your qualification?

Diploma teachers B. Ed.M. Masters

Any other

4) What is your work experience?? Less than 2 years

3-5years 6-10years above 10 years

Part A: Teachers Job Satisfaction Survey

Using the scale shown above, rate your level of satisfaction with the following aspects of your job.

Key 1) very satisfied 2) Somewhat satisfied 3) Undecided 4) Dissatisfied 5) Very dissatisfied

no	Statement Working Conditions	1	2	3	4	5
1	Amount of teaching load allocated to you per week					
2	Availability of staff houses provided to you by the school					
3	Special services provided to you such as free lunch and tea provided to you by the school					
4	Extent to which you are provided with materials and equipment					
5	The pupil teacher ratio in classrooms in the school Availability of other facilities provided to you by the school					
6	Availability of transport facilities provided to you by the school					
7	The spelling out of your job description by the principals					
no	Pay and Promotion	1	2	3	4	5
8	Salary					
9	Opportunities for promotion					
10	Benefits (health insurance)					
11	Job security					
12	Recognition for work accomplished					
no	Work relationship	1	2	3	4	5
13	Relationship with other teachers					
14	Relationship with the principals					
15	Relationships with other subordinates					

16	Use of skills and abilities					
17	Opportunities to improve your skills and talents					
18	Opportunity to learn new skills					
19	Support for additional training and education					
20	The extent to which teachers in your school are recommended for further education and training					
21	The information availed to you by the principals on available training opportunities					
22	The encouragement and assistance you receive from your principals to participate in-service course and seminars related to your job					
23	The willingness of the principals to assist you acquire study leave					
no	Recognition	1	2	3	4	5
24	The way your job performance is acknowledged in the school					
25	The way your views are taken by the principals					
26	Your involvement in decision making on matters pertaining the school and teachers					
27	Your involvement in choosing the kind of incentives to be given in the school					
28	The personal satisfaction that you derive from your teaching job					
29	The extent to which you are allowed to make job-related decisions					
30	The authority to you to carry out the job specified to you					
31	The level of challenge you attach to your job					
32	Variety of job responsibilities give to you by school					
no	Administration and supervision	1	2	3	4	5
33	The type of feedback you receive from principals					

34	The supervisory procedures used by the principals to evaluate your work					
35	The extent to which the principals allows you to make independent decisions related to your work					
36	Job performance appraisal practices employed to principals					
37	Degree of independence associated with your work roles					
38	Adequate opportunity for periodic changes in duties					
39	Provision of chance to lead					

Thank you for your participation

APPENDIX III

DOCUMENT ANALYSIS FORM

(a) Documents	Enough (1)	Not Enough(2)	Not available(3)
Register for Teachers			
Students Adm. register			
Teachers Schemes of Work			
Discipline Record Book			
School Timetable			
Any Other useful Document			

(b) Staffroom	Enough (1)	Not Enough(2)	Not available(3)
School timetable			
Class registers			
Teachers lesson notes / plans			
Record of workbooks			
Exam analysis files			
Mark book / progress records			

(c) Physical Facilities	Enough (1)	Not Enough(2)	Not available(3)
Classrooms, desks, chairs			
Library			
Textbooks			
Laboratory			
Workshops			
Play fields			
Reference materials			

Grade 10 national examination score

Enrolment	Drop out	Seat for examination	Joined 11 th grade	receive 2 point and over	Receive below 2 point

APPENDIX IV

INTERVIEW QUESTIONS –PRINCIPALS, SUPERVISORS AND TEACHERS

The following pages contain questions that will be ask during the interviews with the Principals, school supervisors and Teachers

PERSONAL BACKGROUND/INFORMATION

- How long have you been in this position? (as teachers, principals, supervisor)
- How long have you been in this position at this school?
- Why did you decide to become a teacher?

LEDERSHIP QUESTIONS- PRINCIPALS AND SUPERVISORS

- Have you had training in the area of supervision and /or management? If yes, what training was it?
- How would you describe the principal leadership style?
- In your opinion, what are the traits of an effective principal?
- What do you think is the principals most outstanding contribution as a leader to your present School?
- What tasks or responsibilities do you typically delegate and what do you do yourself?
- How do principals implement the school's vision and mission?

LEDERSHIP QUESTIONS- TEACHERS

- Is there a system of reward mechanism in your school? If yes, what are the usual ways of rewards in your school? What is the basis for principals' reward mechanism?
- Briefly explain the principal's ability to communicate about school's strategic vision and goals. How do you evaluate the status of trust between you and the principal? Discuss how principals' inspirational skill influences your job satisfaction?
- Does the principal understand individual differences existent in the school? Is there a ground created to develop, support and treat teachers equitably?
- How often principals involved in setting rules and regulations? As a teacher, how often do you involve in school actions and decisions?

ACADEMIC PERFORMANCE/ACHIEVEMENTS

- How would you evaluate students' achievement in terms of school effectiveness?
- How do you determine where your school ranks in terms of academic achievement at district level?
- What steps /action/support do you take to improve student performance?
- What goals are presented to the staff related to student achievement?
- How do you monitor students' performance regarding curriculum standards?
- Do you think standardized tests are a good indication of academic performance? Is there a combination of factors?

AVAILABILITY AND UTILISATION OF RESOURCES

- What resources are available to enhance student academic performance?
- How are resources allocated and received, and by whom?
- What challenges does the school as an educational institution experience regarding the allocation and availability of resources?

SCHOOL SAFETY

- What measures are taken in terms of providing a safe and conducive environment
Where learning can take place?
- How are the students and staff at the school educated about school safety aspects?
- What disciplinary methods/procedures are in place?

PARENT INVOLVEMENT AND COMMUNITY SUPPORT

- How do you identify the educational needs and values of the community?
- In what ways does the school link up with the community in terms of the above needs?
- How are parents involved / included in the school?
- Please describe the role you feel parents and the community should play in the operation of your school.