

**THE RELATIONSHIP BETWEEN SCHOOL PRINCIPALS' LEADERSHIP
EFFECTIVENESS AND TEACHERS JOB SATISFACTION IN
SECONDARY SCHOOLS OF YEM SPECIAL WOREDA**

BY

EREMEW KAWSA



JIMMA UNIVERSITY

**THESIS REPORT SUBMITTED TO COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCE, DEPARTMENT OF EDUCATION PLANNING
AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR DEGREE OF MASTERS OF ART (MA)
IN SCHOOL LEADERSHIP**

JULY , 2023

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GEREMEW KAWSA

ADVISOR: DR. BEKALU FEREDÉ

CO-ADVISOR: GETACHEW HILUF (Associate professor)

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JIMMA, ETIOPIA

Letter of Approved

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The thesis on the title “The relationship between school principal leadership effectiveness and teachers job satisfaction on secondary schools of Yem Special Woreda”

Approved by Board of Examiners

Chair Person	Signature	Date
Main advisor	Signature	Date
Co. advisor	Signature	Date
Internal examiners	Signature	Date
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Lists of Abbreviation

EFA: Education for All

MoE: Ministry of Education

SNNP: South Nation Nationality and Peoples

TJS: Teachers' Job Satisfaction

USA: United States of America

VOS: Voluntary Oversees Service

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ABSTRACT

The purpose of this study was to examine the relationship between school principals' leadership effectiveness and teacher job satisfaction (TJS) in secondary schools in Yem special woreda. Hence, it identified school principals' effectiveness in leading schools as well as the significant correlation between leadership effectiveness and teachers' job satisfaction. The study used a correlational survey research design. This study used a mixed research method. A total of 86 populations participated in the study. Among them, 81 teachers were included through simple random sampling techniques. Additionally, four school principals' and one vice principal's working in the selected schools were sampled. Questionnaires and interviews were the main instruments of data collection. The collected data were analyzed quantitatively by using the mean, the average of the distribution of the responses, and the standard deviation in descriptive statistics (the distribution of responses around the mean) and in inferential statistics (Pearson correlation) to identify the relationship between two variables. Based on the analysis of this study, conclusions were drawn and the findings identified. Most of teacher in Yem special woreda were satisfied with the job related to level of job, school leadership, staff members, opportunity for promotion, rule and regulation and responsibility. The least satisfying aspects among them were the teacher's job satisfaction related to work condition. The satisfaction of teachers on their relationship between leadership effectiveness and teacher job satisfaction in secondary schools of Yem Special Wedda was strong since the result of the analyzed correlation was ($r = 0.262$ with $p 0.05$). Based on the findings, it is recommended that the satisfaction of teachers in their jobs be improved through implementation activities that will create satisfaction in teachers in their jobs in the secondary school.

CHAPTER ONE

INTRODUCTION

This chapter deals with the main issue of the study comprised the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1 Background of the Study

Educational leadership is the basic concern for all organizations and institutions in different countries around the world. Educational leadership become internationally a priority in education policy agendas; it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school environment and the efficiency and equity of schooling (Pont, Nusche& Moorman, and 2008). Ethiopia in this regard made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010). At the same time the requirement to improve over all students' performance rest on the shoulders of schools principals. Therefore, the school's principal play important role with the intension to make teaching and learning more effective and to give quality education to students. Most educational experts consider principals as the driving force and main source of the school development and academic growth of students (Mirkamali, 1995). The successes of school principals have been thought to be, due to the different styles that are used in their administration process. The principal's leadership style influences the efficiency and also the effectiveness of the schools and it is the function of other several inter-related factors like the employee's level of psychological and social maturation at work and their main expectations (Alageheband, 1997). In most cases, leadership style of a principal really depends on the leaders assumptions about human being, human nature and human learning. These assumptions consciously and unconsciously are the main foundation for decision making and choosing a leadership style (Bayst, 1998)

This chapter deals with the main issue of the study comprised the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the Study.

Leadership effectiveness appears to be a complex term without any stated definition or well proved indicator. However, there seem to be a lot of people that have tried to solve the mystery of

leadership effectiveness in order to provide the world with the knowledge of how to become absolute effective in one's leadership. Although, as already mentioned – no one seem to have succeeded, at least not with an allaround accepted solution. Nevertheless we find it important to get a grip of how other researchers and theorists perceive the term of leadership effectiveness, along with the term leadership itself.

According to Jon Aarum Andersen, it is meaningless to state the terms of leadership and effectiveness if one does not understand what effectiveness really is (Yukl, 2006, p. 9-11 Yukl) notes, however, that the perceptions of leadership effectiveness differ from one author to another. Although, he states that most authors define the term as the consequences of the leader's actions for followers and other organization stakeholders.(Bruce J. Avalio, 2001, p.22) means that there is a distinction between effective leaders and successful leaders. Successful leaders get their followers to follow them; effective leaders motivate and enable their followers to reach shared goals. Leadership Effectiveness is usually accepted as a key component to achieve school progress. Kauts& Sharma, (2017) found that schools with high effectiveness have more effective leadership as compared to low leadership effective schools.

.Evans (1997:833) views job satisfaction as a state of mind encompassing all those feelings determined by the extent to which the individual perceives his/her job-related needs to be met. Similarly, Schmidt (2007:483) observed that job satisfaction refers to an individual's understanding of the degree of attractiveness of a job if both positive and negative outcomes are weighed up against each other. It is an affective reaction to a job that results from the person's comparison of the actual outcomes with those that are desired, anticipated or deserved (Okpara, 2006:25). Au and Ho (2006:172), with regard to teacher job satisfaction in particular, viewed teacher job satisfaction as a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to a teacher.

Job satisfaction may also refer to the fulfillment acquired by individuals in respect of the various job activities, and the rewards for their jobs and job-related matters. According to Spector (1997:2), job satisfaction refers to the extent to which employees or individuals like or dislike their jobs and the various aspects of their jobs. For Spector (1997), job satisfaction can be a diagnostic indicator of how a person is doing in one of the major domains of his or her life-role. Spector further stated that the absence of job satisfaction suggests that a problem exists either in the job or in the person, whereas job satisfaction is indicative of good work-adjustment and positive well-being. Falkenburg and Schyns (2007:709) are in agreement with the definition given

by Spector, and argue that the term job satisfaction is seen as satisfaction with different aspects of the job and the work environment/situation.

The individual is forced to cognitively evaluate his/her response to a job as satisfying or dissatisfying (Locke, 1976). Teachers' Job satisfaction, then, is a pleasurable or positive emotional state that results from this appraisal of one's job experiences. When discussing job satisfaction, two other terms closely related to it may surface; "job morale" and "job involvement". It will further clarify the meaning of job satisfaction if a differentiation among these terms is made. Job morale may often be confused with job satisfaction. Job morale is an attitude of group satisfaction regarding an organization or job that influences a person to want to continue in and work toward the goals of the job (Locke, 1976). This concept reveals that job morale is more future oriented and group referenced. It differs from the idea of job satisfaction given in the definition by Locke in that job satisfaction is primarily based on conclusions and attitudes formulated on previous or present experiences.

The teachers' job satisfaction has a significant influence on, and important implications for their effectiveness and their delivery of quality education. Shann (1998:67) maintains that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and a contributor to school effectiveness. The teachers' overall career satisfaction in general, and satisfaction with their jobs in particular, are pivotal to maintaining quality teaching, and quality individuals in the teaching profession (Turner, 2007:1). In a study by Chang, Kim and Tickle (2010:6) it was found that the teachers' job satisfaction was the most significant predictor of their intent to remain in the profession.

Having all the above-mentioned responsibilities, including others, the principal should create and maintain good relationships with the teachers, so that a healthy school environment, in the form of effective teaching and learning, will prevail. This healthy relationship and support are especially important for those teachers who are at the start of their teaching careers. The principals' provision of professional support practices during the early years of a teacher's career strongly influences the rate of teacher attrition (Baker, 2007:83

Tekleselassie (2005:623) argues that the teachers' willingness to participate in all areas of decision-making will come to the fore, if they perceive their relationships with their effective principals leadership as being open, collaborative, facilitative, and supportive. In addition, supportive principals will also determine the teachers' rate of attrition. It can therefore be concluded that teachers will be successful and inspired to do their best if there exists a healthy

relationship between them and the school principals (Edgerson&Kritsonis, 2006:4) Hurren (2006:377) pointed out that teachers who are dissatisfied with their work and with their relationships with their principals not only suffer themselves, but their students also suffer. In addition, McEwan (in Edgerson&Kritsonis, 2006:2) determined that teachers who see and perceive their principals as facilitators, supporters, and reinforcers of jointly-determined school missions, are more likely to feel personally accountable for student achievement than those who see and perceive their principals as guiders, directors, and leaders of their own personal agendas. Edgerson and Kritsonis (2006:2) agree, and argue that "...as teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom."

1.2 Statement of the Problem

School leadership has become a top priority in Ethiopian Education Policy MoE(1994) because it is believed to play a key role in improving relations between the outside world and individual schools, school policies, and practice in the classroom. As Pont et al. (2008) studied, effective school leadership was essential to improving the efficiency and equity of schooling. Therefore, the school principal should serve as the key intermediary between the whole education system, individual teacher job satisfaction, and teaching and learning processes.

In addition, (MoE,2005:16) stated the responsibilities of principals as educational leader play a pivotal role in the success of the schools development by creating a strong sense of vision and mission, building a strong culture of collaboration and creative problem solving, planning to facilitate work, setting appropriate curriculum implementation mechanism, possessing an instructional leadership quality that takes responsibility for students achievement, develop or communicating plans for effective teaching, nurturing cooperative relationship among all staff members, monitoring students learning progress, and closely working with parents and community members MoE (2005:16).

The purpose of the study is to examine relationship between the principal's leadership effectiveness and job satisfaction of the teachers in their work was conducted using the quantitative method and included questionnaires for the teachers relating to leadership style. The questionnaire will sent to 81 teachers who taught in secondary school in 2014. The research findings indicate a number of significant correlations: a significant correlation was found between the principal's leadership effectiveness and teachers` job satisfaction with the teaching profession as positive. A significant correlation was found between the teacher's willingness to actively devote himself and the teacher's initiatives related to teaching. In addition, a significant positive

correlation was found between the teacher's perceptions of the profession as being positive and between the teacher's initiatives relating to teaching.

The quality of education is mostly positively related to their attitudes towards their job, their skills in teaching and pedagogy, and their knowledge of subject mastery (EFA, 2015). Moreover, the role of school principals in enhancing teacher job satisfaction must be identified to identify what school principals are effective in educational successes (Ibrahim & Wahab, 2012). The same source enhances the capacity of teachers to function effectively by contributing significantly to the outcomes of school instruction. Therefore, without suitable leadership effectiveness practices in place in the school, the educational mission and vision of the school are difficult to attain. The achievement of schools is negatively impacted by principals' appropriate leadership style and the level of job satisfaction of teachers (Wahab et al., 2014). According to resources such as Abdo (2000), the Centre for British Teachers (2008), and Mengistu (2012), the education system in Ethiopia is currently challenged by a high teacher turnover, a low number of capable teachers, and low levels of motivation, low teacher morale, and a poor quality of the working environment. Fekede (2015), Mengistu (2012), and Tesfaw (2014) have all reported that there is a low level of teacher satisfaction and high turnover among public secondary school teachers. There seems to be a dearth of research in Ethiopia that investigates the influence of principal leadership effectiveness on teacher job satisfaction.

Gedefaw, (2012) has conducted a study entitled Job satisfaction of secondary school in Ethiopia. He points out that teachers job satisfaction is influenced by work conditions (salary, fringe benefits, administrative support, school management, and leadership style and workload). The interpersonal relationship (teachers- teacher /college relationships, teacherprincipals /supervisor relationships, teacher parent relationship. the intrinsic job characteristics (work itself, responsibility, recognition, advancement and promotion and relationship between demographic variables and job satisfaction).

In the area of school leadership effectiveness, variables such as setting goal and vision and being professional seems to be related to school leadership effectiveness and teacher job satisfaction. However, these areas have not been intensely researched, resulting in an empirical study gap in the area. Therefore, to fill the gap, this study has focused on an investigation of the effectiveness of principal leadership and job satisfaction of teacher in secondary schools of Yem special woreda. In general, this research finds to answer the following basic research questions in Yem special woreda secondary schools:

1.3 Research Questions

- ✓ **To address the problem in the schools, following research questions will be answered:**
- ✓ To what extent are school principals effective in their leadership in secondary schools in Yem special woreda?
- ✓ How satisfied are teachers in the secondary schools of Yem special woreda with their job?
- ✓ Is there significant relationship between leadership effective and teachers' job satisfaction in secondary schools fYem special woreda?

1.4 Objectives of the Study

1.4.1 General Objective

The major objective of this study was to examine the relationship between school principals' leadership effectiveness and teachers' job satisfaction in secondary schools in Yem special woreda.

1.4.2 Specific Objectives

1. To identify to what extent school principals' effectiveness in leading the schools in Ye special woreda
2. Describe how satisfied teachers in the secondary school are with their job
3. To examine the significant correlation between leadership effectiveness and teachers' job satisfaction in the secondary school of Yem special woreda.

1.5 Significance of the Study

Specifically, this research work has the following importance for the school principals, teachers, and Woreda education offices:

- It may provide information to Special woreda educational officials on the current status of principal's leadership effectiveness and teacher's job satisfaction, which helps them do their share to improve the school management in primary schools.
- It may also give pertinent and timely information to principals, teachers and education officers in Yem special woreda concerning the existing system and practice of school principal's leadership effectiveness and teachers' job satisfaction.
- It may serve as a base for other researchers to be conduct in this area and it is also hoped that it push others to do more and detailed research on the problem

1.6 Delimitation of the Study

The study was geographically delimited at secondary schools of South Nation Nationality and Peoples region (SNNPR) , Yem special woreda in Deri secondary school, Gesi secondary school,saja secondary school and Toba secondary school. The reason why I select this area is ;there is no research conducted on this topic in this woreda. The researcher used only these four (4) secondary schools, because of budget shortage workload and shortage of time. .Due to this reason.The researcher delimited the study to cover four secondary schools in Yem special woreda

1.7 Limitation of the Study

Gay and Airasian (2000:107) defined a limitation as „some aspect of the study that Researcher knows may negatively impact the study, but over which they have no control. The limitations of this study included: Wideness of the study dimension, since secondary school aren't covered in the study, respondents` lack of interest to giving real- able data, and poor record system for finding updated data in secondary schools and Yem Special Woreda education office.

1.8. Operational Definition of the Key Terms

For concrete understanding of key concepts as used in this study, the following words and phrases are defined for the purpose of clarity as depicted in the adopted theory and the reviewed literature.

- **School Principal:** the leader of the school is "accountable for the academic progress of all students entrusted to their care"(Hughes and Norris, 2007).

- **Leadership:** The ability to influence the action of thers and to guide an organization to desired state of being or functioning (Glover,2003)

School Principal: the leader of the school “Accountable for the academic progress for all students entrusted to their care”(Hughes and Norris, 2007).

Teachers Job satisfaction: is associated with a positive attitude that teachers have of their job within their work environment (Sailaja&Naik, 2016).

- **Secondary school:** secondary school that included grades 9 to 12

- **Special woreda:** Administrative sub-unit of region.

- **Principal leadership Effectiveness:** The principal, as had head of school, works together with other members of staff to set the objective of the school.

1.9 Organizations of the Study

The study was presented in five chapters. The first chapter deal with the background of the study, the statement of the problems, research questions, the objectives, the significance of the study, the delimitation of the study, the limitations of the study, and operational definition of key terms. The second chapter presents reviews literatures, while the third chapter presents research design and methodology. In chapter four, results and a discussion of the findings were presented. The last chapter presents summary of the major findings, conclusions, and recommendation

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter focuses on a review of the literature related to the search of the relationship between school principals' leadership effectiveness and teachers' job satisfaction. The review aims to focus on the definition, nature, evolution and conceptualization of leadership. It will also focus on leadership theories and styles, effective leadership, teacher's job satisfaction and with special reference to styles that relate to educational institutions. The relationship between school principals' leadership effectiveness and teachers' job satisfaction Leadership of principals in the area of Yem special woreda secondary schools will be highlighted.

2.1. Definition of Leadership

Curving out a succinct definition for leadership is very tricky. Different scholars have interpreted the concept of leadership differently. Yukl (1989) and Omar (2005) describe the study of leadership as both daunting and enticing. It is daunting because it is regarded as one of the most important and pervasive concepts argued across a multitude of disciplines including educational, political, legal and psychological ones. In addition, Omar (2005) argues that leadership is a subject of much published work produced annually. Over 7000 books, articles or presentations on leadership were produced in 1990 Bass (1990); Hogan, Curphy & Hogan, (1994). In addition, its definitions, taxonomies and topologies are numerous, at one time; leadership was noted as having over 350 definitions Bass (1990); Bennis & Nanus (1985). It is actually difficult to achieve only one definition that is acceptable to all (Bass, 1985; Cheng, 2003). Research in leadership is enticing and has been a preoccupation of human beings. Leadership is an important aspect of organizational structure. It is generally believed that a business or organization's success is dependent upon the decisions, knowledge, skills and effectiveness of its leader(s). Leadership effectiveness can be measured by group performance, goal attainment, group survival, group growth, subordinate satisfaction with the leader, and subordinate commitment to group goals (Walsh, Holland, & McGuire, 1992). Functions of The Leader Fayol (1949) posited that essential management elements consisted of planning, organizing, commanding, coordinating, and controlling. Some other authors (Gulick, 1937; Sears, 1950; Tead, 1951) augmented this list and held that the administrative process consisted of planning, organizing, Staffing, directing, coordinating, reporting, and budgeting. Other theorists also have contributed to the understanding of administration. For example, Sheldon (1923) stressed that administration was

both a scientific process and a philosophy. Administrators not only perform functions such as listed by Fayol (1949) but also have an ethical and moral responsibility to the community. Simon (1961) has written persuasively about the decision-making functions of administrators.

In addition to these functions, the ability of administrators to communicate effectively to others within and outside the organization is also considered a crucial function of leadership and management. In considering the totality of views such as the foregoing, this researcher believes that administrative functions, as related to schools, should include budgeting, organizing, leading, decision making, staffing, planning, evaluating, communicating, and coordinating. Theories of Leadership through understanding these functions of the school leaders, it is clear that the effectiveness of each school and school system is a function of leadership. Leadership is referred to those qualities which enable an individual within a given setting to establish an organizational vision, to motivate and inspire others to embrace that vision and achieve and maintain organizational and individual goals (Guthrie & Reed, 1991). Reproduced with permission of the copyright owner. Further reproduction prohibited without permission. The effectiveness of leaders is associated with the use of legitimate authority and power to accomplish organizational tasks. They are also dependent on personal characteristics, the interaction with followers, and the situation itself (Guthrie & Reed, 1991).

2.2 Concepts of Educational Leadership

Tomlinson, (2004) states that educational leaders are transformative when they are able to shape and challenge the motives and goals of others as they attempt to make personal sense out of as much of their world as possible. Crucially, the vision articulates the hopes and aspirations of the organization and defines the values of the organization. The right vision, frequently expressed by the leader, attracts commitment and energizes people, creates meaning in their lives, establishes a standard of excellence, bridges the present and future, and has an extraordinary power to shape the future by calling forth the skills, talents and resources to make it happen. (Tomlinson (2004), p. 144) In other words, ‘you start with inspiring a shared vision and negotiate with others to build a stronger vision collaboratively, modeling the way, and encouraging hearts and minds to get extraordinary things done’ (Kidder, 1994, p.8). Leadership involves managing the tensions which arise from conflicting values, the different ideals towards which people strive, in the process of which individuals and organizations may be shaped and influenced.

2.2.1 School Leadership

The quality of education is positively correlated to quality educational leadership. As a result, school principal n educational leadership effectiveness plays a significant role in success in schools. Several studies have identified the link between school leadership effectiveness and teachers 'job satisfaction of the teacher, commitment, school performance and student achievement (Bush 2007:391; Niqab, Sharma, Wei, & Maulod 2014:74; Ross & Cozzens 2016:172; Zorlu&Arseven 2016:275). Hence, this research focuses on instructional and transformational school leadership styles.

Instructional school leadership has been a dominant approach seen in education systems since the 1980s. Studies have revealed a higher rate of school outcome achievement when the school principal gives emphasis to the teaching-learning process (Manaseh, 2016:32; Ross & Cozzens, 2016:171). Zorlu and Arseven (2016:276) conducted a study on instructional leadership effectiveness of school administration on the implication of secondary school curricula in Turke. This study investigated determining and sharing the school's aims, management of the educational program and instruction process, assessment of the education process and students, supporting teachers and their development and creating an organized learning-teaching environment and atmosphere. The study revealed that teachers perceived school administrators focus more on reporting the educational process than guiding and monitoring it, such as visiting classes to ensure the effectiveness of classroom instruction and use of effective instructional time. Administrators are good at reporting the school success and student assessment to teachers, encouraging teachers to exhibit a high level of performance.

A study conducted by Ross and Cozzens (2016:171) in the United States of America (USA), on teachers' perceptions of the effects of principals' leadership on student achievement and school climate, took into account Green's (2010) thirteen core competencies of assessment namely, collaboration, curriculum and instruction, diversity, inquiry, instructional leadership, learning community organizational management, professional development, professionalism, reflection, unity of purpose and visionary leadership. The study found that teachers' perceptions of core the competencies related to instructional leadership skills were that they had the potential to shape school atmosphere and climate and to enhance teacher performanceas well as their job satisfaction. "Effective school leaders must support their teams to do their best, restructure the organization to improve effectiveness, and share responsibility as data driven-leaders. Perceptions in the workplace are often underestimated but can be key factors to success by encouraging others and preventing barriers" (Ross & Cozzens, 2016:172).

Among different school leadership styles, transformational leadership is a style that has been observed to better contribute to teacher job satisfaction (Hariri, Monypenny&Prideaux 2016:59), commitment to work (Amin et al., 2013:105; Aydinet al.,2013:807; Selamatet al., 2013:570) and achievement of teachers (Leithwood& Sun, 2012:420).

Voon, Lo, Ngui and Ayob (2011) conducted research in Malaysia which revealed that teacher job satisfaction has a positive relationship with transformational and transactional leadership styles. Another study was conducted by Hariri et al. (2016:59) in the Province of Lampung, in Indonesia. Most school principals in the study area were likely to practise transformational leadership and were less likely to practise a transactional leadership style. Almost none of them were reported to be practising laissez-faire leadership styles. The study concluded that teachers who worked in the Province of Lampung were satisfied and that the job satisfaction of teachers was significantly improved where principals exhibited a transformational leadership style as well as rational decision-making style. In contrast, principals who were practicing laissez-faire leadership styles, intuitive decision-making styles and avoidant decision-making style profoundly contributed to a decrease of teacher job satisfaction.

Many study findings indicate that principal leadership practices have an impact on job satisfaction and motivation levels of teachers (Hudson, 2013:88). Judge and Kammeyer-Mueller (2011) affirmed that personal self-esteem and emotional stability are highly related to job satisfaction and job performance of teachers. Teacher positive job satisfaction, perceived leader effectiveness and teacher job satisfaction (Menon, 2014:523) and principal transformational leadership and the relationship with teacher job satisfaction and teacher commitment (Wahabet al., 2014:46) have been the subject of similar studies. Furthermore, research by Bogler and Nir (2012:298) and Shen, Leslie, Spybrook and Ma (2012) demonstrated that school management encompassing close supervision, support and coaching with positive intention can ensure high levels of teacher job satisfaction and smooth staff relationships. Some studies have been conducted on the effect of transformational leadership on teacher job satisfaction in Ethiopia. Among these studies, results indicated that principal leadership styles were an important determinant of teacher job satisfaction. Mengistu's (2012:135) findings on teacher job satisfaction in secondary schools of Addis Ababa, Ethiopia, indicated that teachers, who perceived their respective principals' leadership practice to be transactional and laissez-faire and did not become involved in any school decision-making processes, tended to be dissatisfied with their job. As result of this poor leadership style, teacher job satisfaction was low

2.2.2 Historical Overview of Principal Leadership

The position of school principal began in the 1890s when the Committee of Twelve proposed a school improvement plan that incorporated professional leadership (Le Clear, 2005). However, the official recognition of the position did not take place until the early 1920s when the National Education Association created the Department of Elementary School Principals (Beck & Murphy, 1993). Because of this public acknowledgment, principals were then viewed as being held accountable to society. Principals were heavily influenced by religious beliefs and scientific management in the 1920s (Beck & Murphy, 1993). In addition to being the leaders of the school, they were also considered as being central leaders of the community. In the 1930s, leadership preparation programs began to depict principals as being middle-level managers within the organization. Their primary responsibility was to manage the affairs of the institution through a business lens. The expectation of maintaining positive public relations with the community increased in the 1940s after World War II. A critical aspect of the position was to involve more stakeholders in a democratic decision-making process. In the 1950s, principals became more involved in managing the day-to-day operations of the school. In addition, they were expected to be advocates for their teachers. In the 1960s, principals were no longer allowed to lead schools based on their spiritual beliefs. Instead, they were expected to adhere to the directives of their superiors. As racial tension, substance abuse, and teen pregnancy increased in the 1970s, principals were required to focus on more humanistic issues and be able to deal with the disruptions from the community (Beck & Murphy). Although some of the principal's responsibilities changed during this time frame, the principal was still considered to be a hierarchical manager. However, in the 1980s, the principal's role transformed from hierarchical manager to instructional leader (Schein, 1992). A key emphasis was placed on accountability for student achievement as a result of the research on effective schools, as well as the publication of *A Nation at Risk* in 1983 (Seyfarth, 1999). As noted by Leithwood et al. (1999), instructional leadership "assumes that the critical focus for attention by leaders is the behaviors of teachers as they engage in activities directly affecting the growth of students" (p. 8).

Hallinger and Heck (1998) conducted an in-depth quantitative meta-analysis study on principal leadership in terms of school effectiveness within the concept of instructional leadership. Forty reviews were selected from published journal articles, dissertation studies, and papers presented at peer-reviewed conferences. In addition, the findings revealed that the principal shapes the school through vision, mission, and goals.

As an instructional leader, the principal was expected to be an expert on curriculum, instruction, and any government-funded programs that were designed to improve student achievement (Hallinger, 1992). Since the 1980s, several of the responsibilities associated with being an instructional leader have continued to be a critical aspect of the principal's job, especially with the development and implementation of the state and national standards, as well as the requirement of high-stakes testing. However, in today's rapidly changing and highly competitive society, the principal's role as being the instructional leader of the school appears to be inadequate in order to ensure the success of today's students. As a result, the position of school principal has become increasingly difficult to define due to the constant changing of the nature of the tasks (Daresh et al., 2000). A more current paradigm shift in the position of principal requires him or her to no longer be viewed as the sole leader within the school. Instead, he or she is expected to recognize the leadership talents in other staff members and empower them to be able to assist in leading the organization through a facilitative or collaborative approach. The principal is then seen as being a leader of leaders (Crow & Glascock, 1995). This new form of leadership may be referred to as transformational leadership. According to the professional literature, several of today's school leaders are choosing to adopt either the transformational or transactional leadership style (Bass & Avolio, 1996; Leithwood, 1992; Leithwood et al., 1999; Sergiovanni, 2000). These two forms of leadership are discussed in detail throughout this study.

2.2.3. School Leadership Development in Ethiopia

Principal leadership in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principalship, the authorities give their own argument. According to Knezevich (cited in Ahmed, 2006) the origin of principalship can be traced back to 1515 at the time of Johann Strum of USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervise principal. In the history of Ethiopian education system, principalship traces its origin to the introduction of Christianity in the ruling era of king Ezana of Aksumite kingdom; around the fourth century A.D. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of the principalship in Ethiopia was at its early age was dominated by foreign

principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals. Soon after the restoration of independence, late 1941, education was given high priority which resulted in the opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999). According to MOE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's. During this time, the principal ship positions were given to the Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of principal ship began with a supervising principal. Such a person was in charge not only for a single school but also for the educational system of the community where the school was located. The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with a BA/ BSc degree in any field were assigned as principals by senior officials of the MOE. The major criteria to select them were educational level and work experience (MOE, 2002). However, in the first, few decades of 1960's graduates of BA degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973 – 1976 showed that secondary school principals were those who held first degree , preferably in educational administration (EdAD) field. In addition to these teachers who had experience as a unit leader or department head were candidates for principal ship. Currently, the job description, issued by MOE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience.

2.2.4 The Role of school principal in Ethiopia

In Ethiopian context the Ministry of Education MoE, (as cited in Wudu, 2003), translated from Amharic version), pointed out that a school principal with the collaboration of school curriculum committee is expected to meet the following functions: Has to prepare a program in which the

school curriculum is to be divided into short and long term programs with appropriate teaching materials and supported by co-curricular activities to be implemented and evaluated; facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by co-curricular activities and other educational activities; has to prepare a program which will enable educational materials, laboratories, rooms for practical work, libraries etc are in conducive situations to give a coordinated services; has to provide topics of instructional problems to different departments for discussion. It monitors the smooth going of such activities. It also provides solutions for teaching learning problems, which are beyond the abilities of each department; checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended. It also provides solutions by studying the problems encountered during the process of implementation; comes up with suggestions that could facilitate the provision of staff development or in-service training programs, Produces valuable suggestions by studying the whole teaching-learning process and by evaluating the curricular materials of the different departments. Similarly, MOE (2002)

listed about roles of a school principal, of which the following are crucial: The school principal together with parent-teacher unity and school community prepares annual plans with executing budget, thereby, implement it accordingly when approved. She/he makes sure that each department and teacher prepares a plan that emanates from the school plan and assures that it is based up on national and regional goals set. She/he also makes sure that teachers are informed and introduced with new events and new teaching and learning as well as working methods by preparing short term trainings and experience sharing programs at the school level with the view of helping them develop professionally. And coordinates co-curricular activities together with parent-teacher unity for the success of students educational activities performed in the class as well as outside the class (p, 33).

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice principal, the department heads and the senior teachers. The educational programs supervision manual of ministry of education (MOE, 1994) has sufficiently listed the roles of school principal in his/her capacity as instructional leader, in the area of supervision at the school level as follows: Creating a conducive learning environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize

instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities and; cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations. The school principals, play as facilitators of both curriculum implementation and improvement Wudu, (2003). His/her role as curriculum implementer is that when he/she pays attention to particular innovation, there will be a greater degree of implementation in the classroom of the school The school principal has the responsibility to provide directions and guidance, and assure that teachers have the necessary instructional materials to carry out their duties. Without the support of the school principals, the chance for successful curriculum implementation is very low. This implies that curriculum implementation is a cooperative enterprise and a joint venture between teachers and principals in the school. Therefore, school principals are crucial to success or failure on the part of the school administrator for the implementation function of the teacher.

2.2.5 Importance of School Leadership

According to the Wallace foundation in the US, school leadership is second only to teaching in terms of the impact it has on students learning .School principals shape the conditions for good-quality teaching and determine whether teachers are likely to stay in high-needs schools.

In the report `How Leadership influence student learning; The Wallace foundation points out that success of any intervention depends largely on the capacity and motivation of school's leaders. For meaningful gains year after year, whole school must be highly functional, run by effective principals and demonstrating school wide teaching expertise. Multiple sources make it clear that leadership is absolutely critical abs has a far greater impact than previously realized.

School leadership typically involves

- Supporting, evaluating and developing teacher quality.
- Goal-setting, assessment and accountability.
- Strategic functional and RH management.
- Collaborating with other schools

The role of school leaders is to establish and practice the values, norms and standards for behavior, and to communicate their expectations in a way that influences the way in which people interact with one another and co-operate to achieve organizational goals (Jones and George, 2003). School leaders play a crucial role in leading and managing people in an organization.

Naledi Pandor (Business Day, December 30, 2004) expressed her concern about the state of our current leadership in the developing world by saying that educational leadership must be systematically analyzed, strategic interventions and plans created before leadership achieve success. In the past leadership was often linked to school improvement. Almost two decades ago, Bear stressed its importance when he stated: Outstanding leadership has invariably emerged as a key characteristic of outstanding schools. There can be no longer be doubt that those seeking quality in education must ensure its presence and that the development of potential leaders must be given high priority.

Leadership Educational practitioners have recognized leadership as vitally important for education institutions since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before Nkata, (2005). The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt & Osborn (2000) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunyi (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, learners' discipline, and school climate, to mention but a few. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002),

Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective. This argument is further augmented by Sashkin&Sashkin (2003) who contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. Linda (1999) has this to say on the influence of school leadership and management on teachers' attitudes to their jobs: "Research findings indicated that there is a positive relationship between teacher morale and job satisfaction on the type of leadership in schools". Indeed, principals have the capacity to make teachers' working lives so unpleasant, unfulfilling, problematic and frustrating that they become the overriding reason why some teachers do not perform as expected and some have to exit the profession.

2.3 Types of school Leadership

Leadership is the process that includes influencing the task objectives and strategies needed to meet those objectives to a group or organization (Khanna, 2010). In other words, leadership is the ability to motivate others by providing guidance, purpose, direction, and inspiration in an effort to achieve a goal or set of goals through collaboration and working together. School leadership is defined as influencing people within the school to implement strategies and achieve objectives in order to improve student achievement (Blasé, J. & Kirby, 1992). The development and growth of a school system depends on the relationship between a leader and his or her followers (Khanna, 2010). Leaders approach their employees in a number of different ways. A school's effectiveness can be maintained if the school principal's leadership style adequately matches the school's situation (Theodory, 1981a).

If a leader is able to change the motivational priorities for the subordinates, then the leader is able to be either task oriented or relationship oriented based on the situation (Theodory, 1981b). The qualities of a leader may determine a specific style for the leader, which may create a positive picture of the leader among subordinates (Amin et al., 2013). The method in which one chooses to guide his or her followers is called leadership style. Leadership style is the manner and approach of providing direction, motivating people, and implementing plans (Newstrom & Davis, 1993). The leadership style that the principal of a school chooses to exercise is supported by the culture and context of that institution, which may affect the teachers' job satisfaction (Al-Omari, 2008). What makes the study of leadership style so interesting is that there are so many different kinds. Sources vary on the exact number of leadership styles possible; however, most agree that a leader will exhibit some traits from more than one style and may in fact change the leadership style used depending on the situation (Howell & Costley, 2001;

Theodory, 1981). Literature suggests job satisfaction of subordinates is related to the support received from superiors (Abbey & Esposito, 2001). The manner in which principals are selected and the leadership style they use with employees may have potential impact with regard to teacher job satisfaction (Blasé & Kirby, 1992). For the purposes of this research, only three types of leadership styles are examined which are transformational, transactional, and laissez-faire.

2.3.1. Transformational Leadership

Transformational leadership is when the followers and their leaders inspire each other to achieve higher levels motivation in order to collaborate together through the process of change for the benefit of the whole organization (Burns, 1978; Sillins, 1994). A transformational leader is one who takes care of his or her followers in such a way that their forces are combined to meet the needs and potential of the school (Burns, 2003). A transformational leader works with the subordinates to achieve goals by increasing motivation by creating a support system. Continuing in the study of transformational leadership style, Bass and Avolio along with another associate identified four dimensions of transformational leadership (Avolio, Bass, & Jung, 1995).

- **Idealized Influence:** The leaders with an idealized influence function as strong leaders and role models for the followers because they have exceptional abilities and high ethical and moral principles (Avolio, Bass, & Jung, 1999).

- Subordinates gladly follow leaders using idealized influence transformational leadership because the leader has inspired the followers through exceptional personal performance and the followers idealize that behavior (Aydin et al., 2013). A leader using transformation idealized influence will prioritize the needs of subordinates over their own and will offer the followers a vision worthy of inspiration (Amin et al., 2013). The idealized influence form of transformational leadership is an indication of whether a leader is able to hold subordinates' trust, maintain their faith and respect, show dedication to them and appeal to their hopes and dreams (Avolio et al., 1995). In essence, an idealized influence transformational leader is a role model for others to follow.

- **Inspirational Motivation:** These leaders are inspirational to their followers by identifying high goals, creating a team spirit, and offering appealing visions of the upcoming circumstances if the goals are reached (Amin et al., 2013; Aydin et al., 2013). Transformational leaders who are inspirational motivators are seen as people who are filled with passion and optimism and have a dedication to reaching objectives (Bass, 1985). They are able to convey clear objectives and enthusiasm for reaching goals (Bass & Riggio, 2006). The inspirational motivation leader provides vision, helps others focus on their work, and tries to make others feel like their work and effort is significant (Avolio et al., 1995). At the core of their abilities, an inspirational motivation transformational leader is an encourager that emboldens others to achieve greatness.

- **Intellectual Stimulation:** Transformational leaders often motivate their followers to be innovative, analytic, and creative (Aydin et al, 2013). Intellectual stimulation refers to the leadership style that inspires subordinates to be imaginative and resourceful in their problemsolving approach (Amin et al., 2013) and criticism of subordinates' errors is not

encouraged because these errors represent areas of potential growth (Bass, 1998). Subordinates are encouraged to challenge not only their own thinking but also the viewpoints of and values of the leader and the organization (Amin et al., 2013). The focus of meetings is usually the brainstorming of new ideas and the production of creative solutions to problems (Amin et al., 2013; Aydin et al., 2013). Leaders who use transformational intellectual stimulation when dealing with subordinates encourage others to be creative in looking at old problems in new ways, are tolerant of extreme positions, and nurtures people to question their own beliefs and values (Avolio et al., 1995). An inspirational motivation transformational leader is a person who seeks out creative solutions to challenges and often thinks “outside of the box” when problem solving.

• **Individualized Consideration:** Individualized consideration represents leaders act as a team coach by focusing on individual needs, helping each person to reach his or her full growth and potential (Amin et al., 2013; Aydin et al., 2013).

Transformational leaders help followers to be successful and to thrive. The use of an encouraging atmosphere, recognizing the differences of each individual person, is crucial because strengths of the followers are encouraged while weaknesses are developed into strengths through mentoring from the leader (Bass & Avolio, 2000; Northouse, 2010). A transformational leader who utilizes individual consideration shows an interest in others’ well-being, assigns projects individually based on people’s specific strengths and weaknesses, and gives close attention to those who seem less involved in the group (Avolio et al., 1995). A leader who uses individualized consideration shows empathy and responsiveness to the uniqueness of his or her individual followers.

2.3.2 Transactional Leadership

Transactional leadership is where the leaders identify the key responsibilities for the follows to accomplish, establish the measure for determining if the goals are satisfactorily met, and then evaluate the followers on their ability to finish the planned work (Aydin et al., 2013). The followers are given rewards or negative consequences in relation to their ability to achieve the organizational goals (Kottkamp, Mulhern, & Hoy, 1987). Transactional leadership results in a routinized, non-creative but stable environment (Bogler, 2001). This form of leadership is supported by an exchange between the leader and the subordinates where a decision is made about the goals and the procedure for attaining those goals by means of rewards and the use of coercion in order to acquire the subordinate’s compliance (Amin et al., 2013). There are three dimensions associated with transactional leadership which are contingent reward, active management-by-exception and passive management-by-exception (Avolio et al., 1995).

• **Contingent Reward:** The primary aim of a transactional leader is to ensure the organization's objectives are achieved through the effort of the workers (Aydin et al., 2013). When transactional leaders use contingent rewards, the leader will give various awards to improve the performance and motivations of the followers when performance objectives are fulfilled (Avolio et al., 1995). These rewards may be in the form of monetary compensation or other tangible items that are used to entice the subordinates into minimal compliance or exceptional performance. A transactional leader using contingent rewards tells others what to do in order to be rewarded, emphasizes what is expected, and ensures that people are recognized for their accomplishments (Avolio et al., 1995). A leader who uses transactional contingent rewards motivates subordinates through the use of extrinsic, tangible recognition for achievements.

Active Management-by-Exception: In this transactional leadership behavior, the leader evaluates the workers looking closely for mistakes or deviances from the expectations of their jobs and then immediately takes corrective action against the subordinate (Bass, 1998). This is done through tracking of workers' performance and actively seeking out opportunities for growth and development to be implemented straightaway (Aydin et al., 2013). In this leadership style, the leader is task oriented with little regard for developing personal relationships with the subordinates (Theodory, 1981b). During this type of leadership style, leaders correct the mistakes of the followers immediately because performance is actively tracked and monitored.

• **Passive Management-by-Exception:** When a leader uses the transactional passive management-by-exception leadership style, the leader waits until the performance indicates there is a problem and then addresses the concerns (Aydin et al., 2013). The difference between the active management-by-exception style and the passive management-by-exception style is when the problems are noticed. With active management-by-exception, the leader actively watches the employee's behavior and makes corrections when the employee deviates from the expectations. On the other hand, with passive management-by-exception, the leader inactively watches the results of the employee's work and takes corrective action when the expected outcome of the work is not adequate to standards. In the passive form of transactional leadership, the leader waits until the subordinates' mistakes have affected the end product's results before taking corrective measures (Bass & Riggio, 2006; Northouse, 2010). When a leader uses transactional management-by-exception leadership style, whether active or inactive, the leader tells others the job requirements and expectations, remains content with standard performance, and does not actively try to improve the status quo (Avolio et al., 1995).

2.3.3 Laissez-Faire Leadership

Bass (1990) defines laissez-faire as an approach in which there is essentially no leadership or the absence of leadership entirely. A laissez-faire leader will delay decision making and offers no feedback to the followers (Amin et al., 2013). These types of leaders do not take care of their employees' needs or concerns and allows everything within the organization to continue as it always has in the past (Aydin et al., 2013). Employees, therefore, are often left without guidance or support and this can be especially damaging for new employees who do not receive proper training in order to do their job effectively. There is a negative relationship between the satisfaction, performance and motivation of the subordinates under a laissez-faire leadership style (Rowold&Scholtz, 2009).

2.4 Principal Leadership

According to Alvesson (2002), leaders are a vital component in improving the effectiveness of an organization. Successful leaders are able to create a shared vision and build a sense of commitment among staff, students, and parents (Peterson, 2002). Goldman (1998) states, "leadership style is determined by deep seated values and beliefs about how people learn" (p. 21). Additionally, he indicates, "leaders may call their leadership style whatever they wish – transitive, transformation, top-down, bottom-up but ultimately, their deep-seated values and beliefs are mirrored throughout the school" (p. 21). In turn, one can detect the type of leader that the principal is by observing the school's environmental setting.

2.4.1 Effective Principal Leadership

Some principals are considered to be more effective leaders than others. However, there is no simple formula or distinctive pattern that can replicate exactly what it means to be an effective school leader (Davis, 1998b). Nevertheless, there are specific characteristics that effective leaders possess, such as being intelligent and self-reflective. In addition, they have excellent interpersonal skills. As opposed to being power-driven and demanding, effective principals are warm, approachable, and genuinely care about the needs of others. Effective leadership is a multifaceted process that is often defined through both subjective and objective measures of leader behavior and its effect on organizational processes and outcomes" (p. 59). Waters, Marzano, & McNulty (2004) examined the effect of leadership on student achievement to determine exactly what characteristics effective leaders possess

2.5 Job Satisfaction Concepts and Definition

Locke (1969:309-336) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job and job experience". Job satisfaction, as a general

concept, refers to positive features and feelings that employees have about their job (Armstrong, 2009:325; Luthan, 1998; Sailaja&Naik, 2016). According to Mehta (2012:54) “Job satisfaction is the combination of physiological and emotional experience at work”. Similarly, Luthan (1998) described three key perspectives of job satisfaction, such as job satisfaction from an employee’s achievement point of view, job satisfaction as an affiliation response to work conditions and view towards work itself, pay, promotion opportunity, supervision and co-worker communication.

According to Armstrong (2009:343),

job satisfaction indicates “a positive attitude towards the job, whereas negative and unfavorable attitudes toward the job indicate job dissatisfaction”. Aziri (2011:78) states that job satisfaction indicates “engaging in the job that someone desire to work and work condition can be the source of joy”. Job satisfaction further suggests passion and happiness with one’s work with the definition being highly attached to a positive feeling that individuals develop for their job (Khalifa& Truong, 2010). Teachers are considered as the heart of the school, and as employees have psychological and physiological needs, they should be treated and considered as the primary body of an organization. Sustaining job satisfaction of teachers should be considered as the primary task of school leaders/principals.

Job satisfaction is a key problem for all organizations, regardless of their location (Teferi et al., 2016:381). Teachers also have different attitudes about various aspects of their jobs such as the kind of work they do, their co-workers, supervisors, subordinates and their salary (George & Jones, 2008). The level of job satisfaction varies depending on how well outcomes are fulfilled or expectations exceeded. Thus, job satisfaction has a positive relationship with employee commitment, absenteeism, turnover and productivity (Piccolo, Greenbaum, Den Hartog&Folger, 2010; Saari& Judge, 2004; Teferi et al., 2016:382).

Teacher job satisfaction is vital area of study since several studies have found that work satisfaction influences general life satisfaction. General life is an important influence on the daily psychological health of a teacher. All teachers are expected to act as discipline masters, counselors and role models (Kenya Education Handbook, 1981). In addition, senior teachers are expected to assist with inspection and guidance of other teachers (Republic of Kenya, 1998).

Chapman (1983) reports that a high quality of professional life for the teacher

Contributes to an increase in students achievements. Job satisfaction represents the extent to which expectations are and match the real awards. Job satisfaction is closely linked to that individual's in the work place (Davis, 1985 P.172). Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision making,

positive feedback, collaboration, , reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Johnson, 1990 P.109).

2.5.1 Importance of Job Satisfaction

For several reasons, teacher job satisfaction has always been an important issue in empirical pedagogical research: First, job satisfaction is considered to have an effect on the quality of teaching and on the school achievement of pupils (Nabi, 1995 P.131; Menlo,1990 P.49). Second, it has been found to predict withdrawal cognition (Hall, Pearson & Carroll, 1992 p.78) and may therefore be seen as an important aspect in maintaining the stability of the teaching staff. And third, teacher job satisfaction is supposed to contribute to the quality of teacher work-life, making their professional experience an element of psychological health (Menlo &Poppleton, 1990;104), personal fulfillment and growth. This might be perceived as an objective in itself (Garrett, 1999; 61). There is a relationship between job satisfaction and very different variables. There is a relationship between job satisfaction and life satisfaction (Ho & Au, 2008), service quality (Schneider & Bowen, 1985 P.83), 1995, p.129), job, and personality characteristics (Miller, 2009). Job satisfaction is found to be a mediator between emotional intelligence and organizational commitment (Güleryüz, 2008 P.59). An organization's success depends on hiring and retaining satisfied employees (Cordeiro, 2010 p.185).

2.5.2 Teachers job satisfaction in Ethiopia

The education system in Ethiopia, at all levels, is challenged by a lack of quality, as indicated by the Study into Teacher Utilization in the Regions of Ethiopia [STURE] Report (in Centre for British Teachers, 2008:69). The study showed that there has been a deterioration of quality in the education system as a result of the rapid rise in student enrolments, among others. This state of affairs is indicated by the low student achievements. Policy makers and other stakeholders also publicize the lack of quality in the education system. This is confirmed by the State itself (Ethiopian Television [ETV], in Bitew, 2008:160). Thus, one of the main challenges facing Ethiopia is to improve the efficiency and quality of the education system. This leads to the question of what the causes are of the poor quality of education.

The lack of quality in the education system has been attributed to the poor standard of those entering the teaching profession, the high teacher turnover, the low proportion of qualified teachers, and problems such as de-motivation, low teacher morale and the poor quality of the teachers' working environment (Abdo, 2000:107-108; Centre for British Teachers & Voluntary Services Overseas [CfBT & VSO], 2008:15; Kempainen, Lasonen, & Raheem, 2005; Voluntary Services Overseas

[VSO], 2008:69). While many factors have been identified as contributing to the poor performance of education in Ethiopia, the problem has, to a great extent, been attributed to the low respect for and the low status of teachers, inadequate salaries, weak education reform, the poor standard of the teachers' living conditions, as well as failing school management and leadership (Evans, 2000:173; Papanastasiou & Zembylas, 2006:230; VSO, 2008:9). Where teachers are de-motivated or have low job satisfaction, this will have higher teacher attrition rates which, in turn, will have a direct negative impact on the quality of education - higher attrition rates negatively affect the quality of education (Chang, et al., 2010:6). One of the most frequently mentioned contributing factors to the low morale and job satisfaction of teachers in Ethiopia is the little respect for and the reduced status of the teachers.

In Ethiopia teaching was considered as one of the most prestigious professions three decades and more ago. However, teaching seems to have lost its status. Currently it is one of the professions given the lowest regard in Ethiopia (VSO, 2008:33). Following the dramatic expansion of education in the country in recent years, specifically since the 1990s, teachers are no longer highly respected by virtue of their education (VSO, 2008:34). Evidence from interviews with Ethiopian teachers indicates that teachers perceive their status as being low. They also observe that their treatment by society, the parent community, and by all levels of the government sector is poor. Their poor status is the most often mentioned cause of de-motivation and low job satisfaction. A VSO (2008:34) interviewee stated that "...being a teacher is not considered a respected job, whilst a bank officer, who is the result of the teachers' effort, is greatly respected". This lack of respect for teachers causes job dissatisfaction (Menon, Papanastasiou, & Zembylas, 2008:78; VSO, 2008:9). It is possible that many of the Ethiopian teachers are not capable of performing well. The forces, according to Bennell (2004:iii), that result in the 'de-professionalization' of teachers include a prolonged economic and social crisis, the increasing diversification of the teaching force, an increasing reliance on unqualified and under-qualified teachers, low standards of teaching, and a dramatic decline in the standards of living conditions of the teachers (VSO, 2002). In addition to the above, the teachers in developing countries, including Ethiopia, have experienced poor management and leadership (Evans, 2001:291; VSO, 2008:9).

National policy-makers and other stakeholders are becoming increasingly aware of the problem of low teacher morale, poor teacher motivation and high levels of occupational dissatisfaction (VSO, 2002:2). As stated in the Education and Training Policy (Ministry of Education [MOE], 1994:17), one of the objectives in Ethiopia is "...to improve the working conditions of teachers, to evaluate their status in the community, and to enhance their motivation and professional attitude". Yet, despite the pivotal nature of the teachers' role and the objective stated in the Policy, there is a tendency on the

part of the policy-makers to bypass teachers in the decision-making, and to neglect their needs when considering new policy directions. Furthermore, often scant attempts are made to understand the underlying causes of poor teacher motivation, the poor quality of education, and high levels of occupational dissatisfaction. Rather, government officials and education leaders, in their reports and through the media, put pressure on teachers for better student achievement and to enhance quality, but fail to identify and address the factors that cause the teachers' job dissatisfaction.

Education leaders in general and education researchers in particular, have not given serious attention to the issue of job satisfaction in Ethiopia. There is a lack of empirical investigation into the issue. Understanding teacher satisfaction by means of an empirical study is crucial. Thus, the first step to guarantee better student achievement and quality education, to stabilize the teachers' employment in the teaching profession and to raise the teachers' morale, is to be better informed about teacher job satisfaction. This may enable managers to address the problems causing the lack of job satisfaction, and the resulting quality education. Although much is known about the sources and the outcomes associated

with the job satisfaction of teachers in other parts of the world, not much research has been done on teacher job satisfaction in developing countries. Given the fact that two-thirds of the world's teachers live and work in developing countries (Nilsson, 2003:11), this paucity of knowledge points to a serious gap in the literature on teacher job satisfaction. Specifically, there exists a need to gain more information on the job satisfaction of teachers in secondary schools in Ethiopia. Ethiopia has an emerging economy, and is a developing country with ever-changing social and economic demands. The country is experiencing transformation on many levels and in many areas. Education is one of the key factors in respect of development and transformation. Teachers are powerful to functional schools, and need to experience job satisfaction to be motivated to do their work to the best of their abilities, and to facilitate learning that can support transformation. Teachers and principals are the most expensive and, possibly, the most critical components in establishing quality in the education system (Bryner, Chapman, DeJaeghere, Leu & Mulkeen, 2005:V). It is for this reason that this study seeks to add to the ongoing discourse on job satisfaction by an in-depth investigation into the job satisfaction of teachers in secondary schools in Addis Ababa, Ethiopia. Because the researcher's experience as a teacher and as a Department Head has been primarily in urban secondary schools, he chose to focus this study on urban secondary schools.

2.5.3 Significance of job Satisfaction

Job satisfaction can be discussed in relation to a variety of internal and external factors as well as individualized perceptions as to how each of these factors, when combined, fulfil the expectations of the employee. When considering the role of an educator, job satisfaction is often discussed in relationship to how the factors collaborate to fill the responsibilities of the employee (Fairman& Mackenzie, 2015). Job satisfaction is defined as a positive or pleasurable emotional state that results from one's appraisal of their job or job experiences (Hilmi et al., 2016). Job satisfaction is an important aspect of an employee's mental wellbeing, as well. Because work is a major part of a person's day, it helps to define who the person is as well as what affects teachers' social, physical, and mental health (Ayele, 2014b). According to Steele et al. (2015), economic resources did not appear to influence the academic staff's decision to leave or stay with a school; however, relations with their peers and employee satisfaction were strong predictors for the intention to leave.

2.5.4 Principal Leadership and Teacher Job Satisfaction

Teachers` who principals were visionary, innovative, supportive and collaborative decision makers were more likely to report higher levels of job satisfaction. Additionally, teacher perceptions of occupational prestige, which refers to their feelings of professional value and significance, self-esteem, autonomy at work, and professional self-development, significantly contributed to their level of job satisfaction (Bolger, 2001). Hongying (2007) found that teacher job satisfaction is greatly affected by the overall attitude of the public toward teachers and their working conditions. Teachers who are not satisfied in the workplace are more likely to leave the profession (Choy et al. 36 1993). If teachers can receive support from their principal and local parents, if they are involved in the decision-making process, and if they work within a positive school condition, they are more likely to succeed and remain in the profession (Lumsden, 1998). More specifically, the study was conducted to gain a better understanding of the trend of events surrounding teacher decisions to leave the teaching profession from the perspective of former teachers

Richards (2003) examined teachers who have worked for long periods of time with the same principal tend to be able to work closely with that principal. The primary purpose examined the relationship between job satisfaction and intrinsic variables (e.g., personal teaching efficacy, working with students, job satisfaction) and extrinsic variables (e.g., low salary, role overload). Overall, the results revealed that teachers who expressed the most satisfaction with their job felt as though they were evaluated fairly, valued as professionals, and were a part of a professional

community that shared similar beliefs about the central mission of the organization. Teachers who responded favorably to intents of remaining in the profession shared a variety of reasons for their decisions to include feelings of high levels of overall satisfaction, opportunities to work with children and make a difference, and years in service (near retirement); however, teachers who reported dissatisfaction and intent to leave the profession expressed concerns for low salary, work overload, and principal support. The findings in the before-mentioned studies supported past research (Bass, 1985; Burns, 1978; Herzberg et al., 1959), which suggested that leadership style influenced job satisfaction. The studies (Bolger, 2001; Buchanan, 2010; Perrachione et al., 2008) also supported the theoretical framework for this research.

An important note was struck in a study of the impact instructional practices of school principals on teacher job satisfaction (Kouali, 2017). I found that instructional efforts by school principals were not an important factor in teacher job satisfaction. Furthermore, Rizwan, Zeeshan and Mahmood (2017) identified two key elements of teacher job satisfaction as being an ethical leadership style from the school principal, and the presence of a positive school environment. In this study, ethical leadership was deemed to be leaders who obey socially moral framework and who behave in an ethical manner to all (Rizwan et al.). In the case of teachers, it particularly includes the commitment the teachers have to their school, which may be an indirect measure of how satisfied they are with their jobs and how strongly they intend to stay or leave those jobs.

2.6 The Relationship between Leadership and Teachers Job Satisfaction

Tekleselassie (2005:623) argues that the teachers' willingness to participate in all areas of decision-making will come to the fore, if they perceive their relationships with their principals as being open, collaborative, facilitative, and supportive. In addition, supportive principals will also determine the teachers' rate of attrition. It can therefore be concluded that teachers will be successful, motivated, and inspired to do their best if there exists a healthy relationship between them and the school principals (Edgeron & Kritsonis, 2006:4).

The relationship between the principals and the teachers will indirectly affect the students' achievement. Hurren (2006:377) pointed out that teachers who are dissatisfied with their work and with their relationships with their principals not only suffer themselves, but their students also suffer. In addition, McEwan (in Edgeron&Kritsonis, 2006:2) determined that teachers who see and perceive their principals as facilitators, supporters, and reinforces of jointly-determined school missions, are more likely to feel personally accountable for student achievement than those who see and perceive their principals as guiders, directors, and leaders of their own personal

agendas. Edgeron and Kritsonis (2006:2) agree, and argue that "...as teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom

The principals also play a very important role in determining the teachers' job satisfaction (Hurren, 2006:383). Garrett and Hean (2001:367) found that the teachers' positive relationships with their principals were important for their satisfaction with teaching. This conclusion is reinforced by Ting's (1997:315) statement, namely that employees are more likely to have higher levels of job satisfaction if cooperative and supportive relationships prevail between them and their leaders. Ma and McMillan (1999:46) found that the teachers' positive perceptions of their relations with their school principals enabled them to experience satisfaction with their work. They also found that the difference in levels of job satisfaction exhibited by the teachers due to varying teaching experiences was reduced, because of the teachers' perceived positive relationships between them and the school administrators. This implied the significance of the teachers' perceived level of support for them by the principal.

The principals have the potential to relieve teacher stress, and thus improve teacher job satisfaction. The teachers also dealt with overcrowded classrooms and the learning problems of students, legal issues, and massive quantities of paperwork. He (2006:383) concluded that in accomplishing these activities, there were times when the job stressors encountered by teachers were too many to manage alone. However, with the support and humorous good relationships with the principal, the teachers were able to find relief from job-related stress, and thus increase their job satisfaction.

A principal who adopted a guiding approach towards his/her subordinates helped in improving the superior-subordinate relationship (Jyoti& Sharma, 2006:354). In contrast, school administrators (principals and vice-principals), who put high pressure on the teachers, were identified as a major cause of poor teacher job satisfaction (Bolin, 2007:63). This confirms the findings of previous studies. According to Ting (1997:326), employees who experienced supportive and good relationships with their immediate superiors and co-workers reported higher levels of job satisfaction than those who did not. This finding is substantiated by Ellickson's (2002:352) study that as satisfaction with one's immediate principal increased, so did job satisfaction

CHAPTER THREE

RESEARCH DESIGN AND METHODS

3.1 The Research Design

This study was conducted a correlational research design. It was chosen because “it involves collecting data to determine whether, and to what degree, a relation exists between the two or more quantifiable variables” (Gay, Mills and Airasian, 2012: 9). Correlation research allows for the measurement of variables and their relationship at the same time. This study was a mixed - methods research design. A research design is the “plan that describes the conditions and procedures for collection and analysis data” (McMillan & Schumacher, 2010:490). This strategy helps to systematically address the central research problem and specific research questions, situating researchers in the context of the empirical world, and for connect them to specific sites, individuals/groups, and methods of data analysis. The research design enables the researcher to draw valid conclusions and answer the research question(s). This study sought to determine the significant relationship between principal leadership effectiveness and teacher job satisfaction.

3.2 Research Methods

To accomplish this study, the research methods used were both quantitative and qualitative approaches with more emphasis on quantitative approach as the leading method. The quantitative approach emphasized because assessing the effect of secondary school principals’ leadership styles on school performance can better understood by collecting large quantitative data’s. Furthermore, the qualitative approach employed and incorporated in the study, this helps to validate and triangulate the quantitative data

3.3 Source of Data

The necessary information to conduct the study has been collected from both primary and secondary sources. Primary data was obtained from woreda education office’s expertise: teachers, principals and vice principals.. The reason of selecting these respondents as the primary source of data is based on the expectation that they might have better information and experience on issue under study. Whereas information was also collected from document review of statistical record and written as a source of information from secondary sources.

3.4 The study site and Population Size

The determination of the population and sample schools is based on the 2013 E.C Annual statistics report of Yem special woreda Education office. The population of the study was all six secondary schools in Yem special woreda including six principals, two vice principals and 173 teachers. The targets of the population which sample of study were taken 4 secondary schools by using simple random lottery method. These schools were namely Saja, Toba, Deri and Gesi. These selected secondary schools have 102 teachers. From 102 total teachers 81(79%) teachers were selected simple sampling technique is used since the sample respondents were taken from different secondary schools. Moreover, all the principals and vice principal working in the selected schools were sampled; hence four (100%) principals and one(100%) vice principal were sampled from the selected schools

Table 3.1 Population of Respondents by Sex

No.	Name of general secondary school	Teachers			principals			Vice Principals			Remark
		M	F	T	M	F	T	M	F	T	
1	saja secondary school	42	6	48	1	-	1	1	-	1	
2	Toba secondary school	15	4	19	1	-	1	-	-	-	
3	Deri secondary school	16	5	21	1	-	1		-	-	
4	Gesi secondary school	10	4	14	1	-	1	-	-	-	
	Total	83	19	102	4	-	4	1	-	1	

3.5 Sample Size and Sampling Technique

By using Yamane's formula (2022), 81 representative teachers' respondents were selected by using sample random sampling techniques in order to participate in this study. The reason for using this technique was that it gives all the respondents' equal and independent chances to become a sampling unit.

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{102}{1 + (102)(0.05)(0.05)} = 81 \text{ sampled respondents}$$

Where,

n = is desire sample size.

N = target population of the study area.e

e²= is a margin of error

3.6 Instruments of Data Collection

Different data collection instruments and methods employed to collect primary data. Since the main source of data for the study were principals and teachers, unstructured interview schedule which included close ended and open-ended are employed. Key informants' interview also employ to generate supportive data and key information interview was be conduct using structured and semi-structured check list.

3.6.1 Questionnaires

The questionnaire was used as a data- gathering tool because it enables researchers to collect information from the large size of respondents within manageable time and provides a wide range of coverage of data with minimum cost. Therefore, in order to identify school principal leadership effectiveness and teachers job satisfaction questionnaires set for teachers. The questionnaire consisted of three parts. In Part one was repaired on the general information about respondents, Second part that designed on the experience and educational qualification of individual respondent and the third part focused on different issues on leadership effectiveness and teachers job satisfaction in study area. Questionnaire was being designed in closed and open- ended.

3.6.2 Interview

Some of the data from the participants was collected through the interview guide. It was preferred because the relevant data concerning the relationship between school principal leadership and teachers job satisfaction. Unstructured interview items were prepared for the principals and vice principals. Because unstructured allows interviewees to bring new ideas during the interview for clarification of what the interview said. The interview was held individually to let participants feel free to share their ideas, experiences, and beliefs about the study area. The interview process was supported by written to keep idea flowing and prevents loss of information.

3.7 Method and procedures of data Collection

To collect the data from the sample respondents, convenient time and place were chosen in order to place them freely and maximize the quality of response and degree of return. Before dispatching the questionnaires for the participants, the researcher gave orientation to make clear about the objectives of the research clear. Then, the questionnaires were dispatched according to the time schedule of selected schools. Likewise, interviews were conducted with school principals by the researcher.

3.8 Methods of Data Analysis

The collected data were analyzed both quantitatively and qualitatively. The analysis of data was based on the responses that were collected through questionnaires, interview and document analysis. The qualitative data collected from principals and vice principals were summarized, categorized and coded to suit for analysis. The data collected from teachers through questionnaires (the quantitative one) was processed and analyzed using a percentage mean, standard deviation and Pearson moment correlation used to analyze the data. The output of the data was presented appropriately depending on the respondents' response. The end result was presented in written form and in the form of table. This is made the possible owing to descriptive statistics that was appropriately used for the understanding the main characteristics of the research problems. Percentage was computed to analyze the background information of the respondents.

On the other hand, the data that was obtained from interviews was analyzed qualitatively by transcribing respondent's idea and views through description and discussions. Thus, analysis of data was easier through transcribing and coding data. Finally data presentation, analysis and interpretation and conclusions and recommendations drawn used by analyzed data outcome.

3.9 Ethical Issues

The researchers addressed important ethical issues during the research process. The completion of the questionnaires was filled voluntary and anonymous. All precautions were taken to ensure the privacy of the participants. The instruments were administered with care to account for communication in writing. All participants are assured of ethical treatment through their voluntary consent to complete the survey. The risks associated with the participation in the study are minimal, and participants are advised that they may withdraw from the survey at any time. The data gathering, analysis, and reporting involved no deception. In this regard, permission to carry out the study in the selected organization will be required from Yem special woreda education office and school principals. Furthermore, the researcher explained the objectives and significance of the study to the respondent and that all information would be kept confidential.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DETA

The following analysis was based on a survey of responses of 81 teachers` from Saja secondary school, Toba secondary school, Deri secondary school and Gesi secondary school in Yem special Woreda. In the first part of the analysis, sex, age, marital status, educational qualification, work experience, and working were analyzed and followed with discussions. In the second part of the analysis, the responses that had been collected through close-ended questions on school principal leadership effectiveness and teachers` job satisfaction- related points and points- related pointing rate of teacher job satisfactions were analyzed and followed with text explanations. In the last part of the analysis, the qualitative data had been collected through the interview was discussed in words.

4.1 Descriptions of the Demographic Characteristics

Table: 4.1 Analysis on the Demographic Informations of Teachers.

No	Variables	Alternatve Items	Frequency	Percent
1	Sex:	Male	66	81.48
		Female	15	18.52
		total	81	100,0
2	Age in years	21-30	45	55.56
		31-40	20	24.69
		41-50	11	13.58
		51 and above	5	6.17
		Total	81	100.0
3	Educational qualification	Diploma	4	4.94
		Degree	66	81.48
		Masters	11	13.58
		Total	81	100.0
4	Work experience in years	1-10	24	29.63
		11-20	46	56.79
		Above 20	11	13.58
5	Martial status	Maaried	49	60.49
		single	32	39.51
		Total	81	100.0

According to the above table, the majority of respondents were male (66, or 81.48 percent) and female (15, or 18.52%). Regarding the age of respondents, around 21 to 30 years old were 45 (55.56%), other 20 (24.69%) of them were aged between 31 and 40 years old, and the rest were

11 (13.58%) and 5 (6.17%) aged 41–50 and above 51, respectively. On education background, the majority of participants about 66 (81.48%) were degree holders, and 11 (13.58%) respondents were masters. Finally, at least 4 (4.94%) of them were diploma holders. Based on respondent work experience, about 46 (56.79%) of them served between 11 and 20 years’ service; others, about 24 (29.63%), served for 1 to 10 years; and the rest of the respondents, like 11 (13.58%), were experienced above 20 years. On marital status, 49 (60.49%) of respondents were married, and the rest, 32 (39.51%), were unmarried or single

4.2 Analyzing and Discussing Questionnaire

Table.4.2.1. School Principal Leadership effectiveness in Setting goals and vision

No	Items	Mean	STD
1	My principal inspiring a shared vision	3.67	0.133
2	My principal collectively establish school goal and revise goal annually with all stakeholder	3.60	0.180
3	Encouraging new ideas and creativity	3.95	0.197
4	Creating conducive environment in the school.	3.72	0.186
5	My principal made the school to use a school improvement plane as a basis for progress.	3.67	0.173
6	Manage changes constructively	3.81	0.1905

Six items were designed, and data was collected from teachers on school leadership effectiveness in setting goals and vision. The collected data are shown in the above table 4.2.1 in mean and standard deviations. The data were discussed as follows:

Looking at the presence of the principal as inspiring a shared vision was one of the points that was considered important to collect data from teachers to identify that it has a positive effect on teachers’ job satisfaction. The collected data were analyzed by mean and standard deviation. The result of a 3.67 mean score and a 0.133 standard deviation revealed that the principal inspiring a shared vision was one of the points that were considered sources of teacher job satisfaction. Collecting data on activities related to the establishment and revision of school goals annually with all stakeholders was one of the important activities. The data were analyzed by mean and

standard deviation. The result of a 3.60 mean score and a 0.180 standard deviation revealed that the principal collectively established the school goal and revised it annually with all stakeholders. Encouraging new ideas and creativity is part of the activity that was expected from the effective principals. In this study on identifying the presence of encouraging new ideas and creativity, this statement was designed to ask questions and get responses from teachers. The responses were analyzed by mean and standard deviation. The result of a 3.95 mean score and a 0.197 standard deviation indicated that encouraging new ideas and creativity was one of the activities that were done by the principals.

Creating a conducive environment in the school was another important activity that the principal implemented in his school. To identify the presence of conducive environments in the school, teachers were asked to get responses from them. The collected data were analyzed by mean and standard deviation. The result of a 3.72 mean score and a 0.186 standard deviation showed that the presence of a conducive environment in the school was fair.

Using a school improvement plan as a basis for progress was one of the important tasks that the school principal performed in the secondary schools. To assess the presence of this activity, teachers were asked questions and responded to the questioners. The collected data were analyzed in terms of mean and standard deviation. The result of a 3.67 mean score and a 0.173 standard deviation revealed that the school improvement plan was used as a basis for progress. Manage changes constructively was another variable of the activity that encompassed the role of principals. To investigate the presence of this activity, teachers were asked, and responses were collected. The collected responses were analyzed by mean and standard deviation. The result of a 3.81 mean score and a 0.190 standard deviation indicated the presence of managing changes constructively.

Table.4.2.2.School principal Leadership effectiveness in leading professional Development

No	Items	Mean	STD
1	Encourage action research in the school.	3.68	0.164
2	My principal provides administrative support to inbuilt supervision	3.73	0.166
3	My principal provides constructive comment together through evaluation.	3.74	0.162
4	Encouraging teachers to use different instructional strategies and skills.	3.69	0.154
5	My principal organizes experience sharing program among colleagues.	3.63	0.166
6	My principal rewards teachers for innovative works	3.64	0.162
7	Focus on staff training opportunities to improve the quality teaching and learning.	3.67	0.154

On the table above, seven items were designed, and data were collected from teachers. The collected data were analyzed in the above table 4.2.2, in terms of mean and standard deviations. The analyzed data were discussed as follows.

Encourage action research in the school was a variable of the activity that encompassed the role of principals. To assess the presence of this activity, teachers were asked and responses were collected. The result of a 3.68 mean score and 0.164 standard deviation showed that there was encouragement in action research.

On the same table item number 2 on the question whether their principal provides administrative support to inbuilt supervision was another important activity that principal implemented in his school. The result of 3.73 mean and 0.166 standard deviation showed that there was support to inbuilt supervision. To identify the presence of creating conducive environment in the school, teachers were asked, and data were analyzed in mean and standard deviation. The result of 3.73 mean score and a 0.162 standard deviation revealed the presences of a conducive environment in the school to create positive environment.

On principal's providing, constructive comment together through evaluation was another important activity that the principal implemented in his school. To identify the presence of a constructive comment together through evaluation in the school, teachers were asked to get responses. The result of a 3.74 mean score and 0.162 standard deviation indicated that the principal provided constructive comment together through evaluation.

Encouraging teachers to use different instructional strategies and skills was another main activity that principal implemented in his school. To identify the presence of encouraging teachers to use different instructional strategies and skills, teachers were asked to give responses. The collected data were analyzed by mean and standard deviation. The result of 3.69 mean score and 0.154 standard deviation showed that the principal had been encouraging teachers to use different instructional strategies and skills.

Principal organize an experience- sharing program among colleagues was the next important activity that he needed to implement in his school. To identify the presence of the principal and organize experience sharing program among colleagues, teachers were asked to get responses. The collected data were analyzed by mean and standard deviation. The result of a 3.63 mean score and a 0.166 standard deviation indicates that the Principal organize experience sharing program among colleagues.

Principal rewarding teachers for their innovative works was another important activity that he implemented in his school. To identify the presence of Principal, who rewards teachers for innovative work; teachers were asked to give responses. The collected data were analyzed in mean and standard deviation. The result of a 3.64mean score and a 0.162 standard deviation revealed that the Principal rewarded teachers for innovative work.

Focusing on staff training opportunities to improve the quality teaching and learning was another variable of the activity that encompassed in the role of principals. To investigate the presence of staff training opportunities to improve the quality teaching and learning activity, teachers were asked and responses were collected. The collected responses were analyzed. The result of a 3.67mean score and a 0 .154standard deviation showed that principals focused on staff training opportunities to improve the quality teaching and learning.

Table 4.2.3 School principal leadership effectiveness in relationship with the school community

No.	Item	Mean	STD
1	Listen and communicate with all the academic and administrative staff	3.71	0.185
2	Communicate priorities to the upper level administration.	3.66	0.183
3	Maintain positive and productive relationship with the all the school community.	3.63	0.171
4	Understanding of the needs and concerns of the staff	4.64	0.52
5	Demonstrate interpersonal openness	3.71	0.200

Five items were designed, and data were collected from teachers on the School principal's leadership effectiveness in relationships with the school community. The collected data were analyzed in the above table 4.2.3, in terms of mean and standard deviations. The analyzed data were discussed as follows:

The first question that rose was to identify whether principals listen and communicate with all the academic and administrative staff, The result found was a 3.71 mean score and a 0.185 standard deviation indicated that principals listen and communicate with all the academic and administrative staff. On the same table, the second question that was asked was to assess that the principal communicated priorities to the upper-level administration; the results were a 3.66 mean score and a 0.183 standard deviation. It revealed that principals communicate priorities to the upper-level administration. On the third question that was asked to investigate whether the principal maintains a positive and productive relationship with all the school community, the result of a 3.63 mean score and a 0.171 standard deviation indicated that the principal maintains a positive and productive relationship with all the school community. On the fourth question that was asked to examine the principal's understanding of the needs and concerns of the staff, the result revealed a 4.64 mean score and a 0.52 standard deviation, indicating showed as the principal understood the needs and concerns of the staff. The last question was asked to identify that principal's demonstration of interpersonal openness. The result of a 4.71 mean score and a 0.200 standard deviation showed that principals demonstrated interpersonal openness. In addition to the result obtained from the interview, the result obtained from the quantitative data showed that principals had positive feelings about the relationship between teachers' job satisfaction and

their leadership style. On the second interview question, which was asked to assess the relationship they had with teachers in their school, the responses that were given for this question were almost similar. The responses of the respondents showed that they had positive relationships with the teachers in their schools. The third interview question was asked to examine the activities that had been done to improve teachers' job satisfaction in their school. The responses of the respondents revealed that activities like arousing teachers, supporting teachers, and supplying them with necessary appraisals had improved, and teachers were satisfied with their job in their school.

Table.4.2.4. Teachers level of job satisfaction

No	Items	Mean	STD
1	I am satisfied to become a teacher.	3.88	0.194
2	I enjoy my lesson in my work	3.66	0.163
3	Teaching provides me with opportunity to use all my skills and knowledge.	2.96	0.148
4	In my society, teaching is a valued and respectable profession	3.61	0.175
5	There is fair distribution of work load in teaching.	3.67	0.173
6	I am teaching in my own field of study.	3.79	0.139
7	I look forward to going to my work after weekends.	3.68	0.164
8	I am prefers continue with teaching profession.	3.73	0.166

Eight items were created, and data was collected from teachers on their level of job satisfaction. The collected data were analyzed in the above table 4.2.4, in terms of mean and standard deviations. The analyzed data were discussed as follows.

On the eight questions that were designed to collect data from teachers on their job satisfaction as teacher, collected data showed most of them were positive on enjoyment in working environment, opportunity to use all their skills and knowledge, respect for teaching profession, field of study, and distribution of work load in teaching. In addition, identifying the presence of satisfaction as a teacher was one of the points that were raised as a question for the sample teachers. The collected data were analyzed by mean and standard deviation. The result of a 3.88 mean score and a 0.194 standard deviation indicated that teachers were satisfied.

Identifying the teachers enjoyment in their work was one of a point raised as a question for the sample teachers. The collected data were analyzed by mean and standard deviation. The result of

a 3.66 mean score and a 0.163 standard deviation supported the result. Identifying how the presence of teaching provides them with opportunity to use all their skills and knowledge was one of the points that were addressed as question for the sample teachers. The collected data were analyzed by mean and standard deviation. The result of a 2.96 mean score and a 0.148 standard deviation showed that the presence of satisfaction in teaching provides them with opportunity to use all their skills and knowledge.

Identifying the presence of satisfaction in society and the fact that teaching is a valued and respectable profession was one of the points that were raised as question for the sample teachers. The collected data were analyzed by mean and standard deviation. The result of a 3.61 mean score and a 0.175 standard deviation revealed that, in the presence of satisfaction in society, teaching is a valued and respectable profession. The presence of satisfaction a fair distribution of work load in teaching was one of the point t raised as question for the sample teachers. The collected data were analyzed by mean and standard deviation. The result of a 3.67 mean score and a 0.173 standard deviation indicated that the presence of satisfaction was indicative of a fair distribution of work load in teaching.

Identifying the presence of satisfaction that teachers have been teaching in their own field of study was one of a point was raised as a question for the sample teachers. The collected data were analyzed by mean and standard deviation. The result of a 3.79 mean score and a 0.139 standard deviation showed the presence of satisfaction that teachers have been teaching in their own field of study. Identifying the presence of satisfaction that teachers look forward to going to work after weekends was one of the points that were raised as a question for the sample teachers. The collected data were analyzed by mean and standard deviation. The result of a 3.68 mean score and a 0.164 standard deviation showed there was a presence of satisfaction that teachers look forward to going to work after weekends.

Identifying the presence of satisfaction that teachers prefer to continue with their teaching profession was one of the points that were raised as a question for the sample teachers. The collected data were analyzed by mean and standard deviation. The result of a 3.73 mean score and a 0.166 standard deviation indicated there was a presence of satisfaction that teachers prefer to continue with their teaching profession. The result that obtained from the principal interview supported the result that obtained from the quantitative data. Therefore, the interview question was asked to investigate principals feeling about achievement of teachers' in their work. The

results the responses that collected from the principals showed that teachers feel about achievement of being teachers were positive feeling.

Table.4.2.5. Teachers` job satisfaction related to work environment

No	Items	Mean	STD
1	In my job, working days are adequate	3.26	0.163
2	My job has all the facilities I need	2.35	1.220
3	My job has all the facilities I need equipment and requirements are available	2.43	1.159
4	My jobs` working hours are satisfying	2.96	0.148
5	My job gives me the freedom to do the things the way I like	2.79	0.139
6	Physical surroundings in my working environment are pleasant.	2,34	0.947

Six items were designed to collect data from teachers on their job satisfaction related to work environment in the above table 4.2.5, in mean and standard deviation.

Regarding the first question, that was asked to identify on teachers` job, working days were adequate. The result of a 3.60 mean score and a 0.180 standard deviation indicated that in their job, working days were adequate. On the second question, which was asked to assess whether teachers job have all the facilities they need. The result of a 2.35 mean score and a 1.22 standard deviation showed that teachers` job have less facilities they need.

The third question was asked to investigate whether, in the teachers` organization, all administration equipment and requirements were available. The result of a 2.43 mean score and a 1.159 standard deviation pointed that in teachers` organization, all administration equipment and requirements were less available. The fourth question was asked to examine whether teachers` jobs` working hours were satisfying. The result of a 2.96 mean score and a 0.148 standard deviation revealed that teachers` jobs` working hours were satisfying.

The fifth question was asked to examine whether teacher`s job gave them the freedom to do the things the way they liked. The result of a 2.79 mean score and a 0.139 standard deviation showed that teachers` job gave them the less freedom to do the things the way they liked.

The last question was asked to identify whether the Physical surroundings in a teachers working environment are pleasant. The result of a 2.34 mean score and a 0.947 standard deviation showed as physical surroundings in teacher`s working environment were not pleasant.

The result that obtained through interview supported the result obtained from the quantitative data. The responses that were collected from principals indicated that the work environments of general secondary schools were not suitable for the teaching learning process.

The result that obtained from the principal interview supported the result that obtained from the quantitative data. Therefore, the interview question was asked to examine the work environments of general secondary school. The responses that were collected from respondents indicated that the work environments of general secondary school were not suitable for the teaching learning process.

Table.4.2.6. Teacher`s job satisfaction related to school leadership

No	Items	Mean	STD
1	My principal treats every one fairly	3.66	0.183
2	My principal is kind and supportive.	3.73	0.171
3	My principal always makes fair decisions and he is impartial.	3.66	0.183
4	My principal makes me aware from the results of my job	4.01	0.200

four items were designed and data were collected from teachers on Teacher`s job satisfaction related to school leadership. The collected data were analyzed in the above table 4.2.6, in mean and standard deviations. The analyzed data were discussed as follows. On the first question that was asked to assess that principal treated everyone fairly. The result 3.66mean score and 0.183standard deviation revealed as principal treated everyone fairly.

The second question was asked to investigate that principal was kind and supportive. The result 3.73 mean score and 0.171standard deviation revealed as principal was kind and supportive. The third question was asked to examine that principal made fair decisions and he is impartial. The result 4.64 mean score and 0.212 standard deviation indicated as principal made fair decisions and he was impartial. The last question was asked to identify that principal made teachers aware from the results of my job. The result of 4.01mean score and 0.200standard deviation showed as principal made teachers aware from the results of my job.

The result that obtained from the principal interview supported the result that obtained from the quantitative data. Therefore, the question was asked to investigate the commitment of teachers` on the job. The result of the responses of the principals pointed the presence of the commitment of teachers“ on the job.

Table.4.2.7. level of satisfaction related staff members/ Colleagues /

No	Items	Mean	STD
1	My staff members are friendly	3.87	0.126
2	My colleagues are persuasive; they always pursued me to my best	3.85	0.167
3	I have always been supported by my principals	3.95	0.165
4	I can exchange my experiences with my colleagues in my school	3.72	0.186
5	I am satisfied with the relation of the school management team.	3.67	0.173

Five items were designed, and data were collected from teachers on the level of satisfaction related to staff members or colleagues. The collected data were analyzed in the above table 4.2.7 in terms of mean and standard deviation. The analyzed data were discussed as follows:

The first question was based on identifying whether staff members were friendly. The result of a 3.87 mean score and a 0.126 standard deviation indicated that staff members were friendly. The second question was asked to assess whether colleagues were persuasive; they always pursued each other to their best. The result of a 3.85 mean score and a 0.167 standard deviation showed that colleagues were persuasive; they always persuaded each other to do their best.

The third question was asked to examine whether teachers have always been supported by their principals. The result of a 3.95 mean score and a 0.165 standard deviation indicates that those teachers have always been supported by their principals. The fourth question was asked to investigate whether they could exchange their experiences with their colleagues at their school. The result of a 3.72 mean score and a 0.186 standard deviation revealed that they could exchange their experiences with their colleagues in their school.

The last question was asked to identify whether teachers were satisfied with the relationship with the school management team. The result of a 3.67 mean score and a 0.173 standard deviation indicated that teachers were satisfied with the relationship with the school management team

Table.4.2.8. level of satisfaction related to Opportunity for Promotion

No	Items	Mean	STD
1	My job provides me chances for promotion.	3.81	0.1905
2	In my school, the opportunities for promotion are fair for all teachers`.	2.79	0.139
3	My principal helps to provide short term training at school level by preparing academic meeting/workshop.	3.60	0.180
4	My principal develops a mechanism by which competent teachers share their experiences for teaching methodologies with their colleagues.	3.95	0.197

Regarding the level of satisfaction related to the job opportunity for promotion, using four

Items. Data were collected from teachers. The collected data were analyzed in the above table 4.2.8 in terms of mean and standard deviation. The analyzed data were discussed as follows: The first question focused on whether the teacher's job provides them with chances for promotion. Based on chances for promotion, the result of a 3.81 mean score and a 0.190 standard deviation indicated that teachers' jobs provided chances for promotion.

The second question investigated the presence of opportunities for promotion, and the result showed it was fair for all teachers. The result of a 2.79 mean score and a 0.139 standard deviation indicated that the opportunities for promotion are fair for all teachers. The third question was asked to examine principals' efforts to provide short-term training at the school level by preparing academic meetings or workshops. The result of a 3.60 mean score and a 0.180 standard deviation showed that the principal helped to provide short-term training at the school level by preparing academic meetings and workshops. The last question focused on identifying whether the principal developed a mechanism by which competent teachers shared their experiences with teaching methodologies with their colleagues. The result of a 3.95 mean score and a 0.197 standard

deviation revealed that the principal developed a mechanism by which competent teachers share their experiences with teaching methodologies with their colleagues.

Table.4.2.9. Teachers Job satisfaction related to rule and regulations

No	Items	Mean	STD
1	The presence of clear school based rule and regulation is satisfied me	3.88	0.194
2	I am satisfied with involvement of decisions in the school.	3.26	0.163
3	Implementation of rule and regulation with in school is satisfied me	2.96	0.148
4	The way principals lead the school is satisfied me.	3.61	0.175
5	Treatment all teachers equally in the school	3.77	0.173

On the level of satisfaction related to rules and regulations, five items were designed to be collected from teachers. The collected data were analyzed in the above table 4.2.9 in terms of mean and standard deviation. The analyzed data were discussed as follows:

On the first question that was asked to identify whether the presence of clear school-based rule and regulation satisfied the teachers, the result of a 3.88 mean score and a 0.194 standard deviation indicated that the presence of clear school-based rule and regulation satisfied the teachers. The second question was asked to assess whether teachers were satisfied with their involvement in school decisions. The result of a 3.26 mean score and a 0.163 standard deviation showed that teachers were satisfied with their involvement in school decisions.

The third question asked to investigate the presence of implementing rules and regulations in school was whether teachers were satisfied. The result of a 2.96 mean score and a 0.148 standard deviation revealed the presence of implementation of rules and regulations in school, which satisfied teachers. The fourth question was asked to examine whether the way principals lead the school satisfied teachers. The result of a 3.61 mean score and a 0.175 standard deviation revealed that the way principals led the school was satisfying teachers. The last question was asked to identify the presence of equal treatment for all teachers in the school. The result of a 3.77 mean score and a 0.173 standard deviation revealed the presence of equal treatment for all teachers in the school.

Table.4.2.10. Teachers satisfaction for the items related to responsibility

No	Items	Mean	STD
1	I am comfortable with appropriate execution of professional responsibility.	3.71	0.185
2	I am satisfied with autonomy; I have in making decisions about my daily tasks.	3.66	0.183
3	I am satisfied with my perceived level of professional autonomy.	3.96	0.171
4	Freedom to use your judgment in the work	4.74	0.212
5	I feel comfortable with my present level of responsibility in my job.	4.01	0.200

Based on the level of satisfaction with the items related to responsibility, five items were designed and data was collected from teachers. The collected data were analyzed in the above table 4.2.10 in terms of mean and standard deviation. The analyzed data were discussed as follows: The first question was asked to identify whether teachers were comfortable with the appropriate execution of professional responsibility. The result of a 3.71 mean score and a 0.185 standard deviation revealed that teachers were comfortable with the appropriate execution of professional responsibility.

The second question assessed teachers' satisfaction with the autonomy they have in making decisions about their daily tasks. The result of a 3.66 mean score and a 0.183 standard deviation showed that the teachers were satisfied with the autonomy they have in making decisions about their daily tasks. The third question asked was to investigate that teacher's satisfaction with their perceived level of professional autonomy. The result of a 3.96 mean score and a 0.171 standard deviation revealed that teachers were satisfied with their perceived level of professional autonomy.

The fourth question asked to examine the presence of freedom to use their judgment in the work. The result of a 4.74 mean score and a 0.212 standard deviation supported the presence of freedom to use their judgment in the work. At the end, the question focused on identifying whether teachers feel comfortable with their present level of responsibility in their job. The result of a 4.01 mean score and a 0.200 standard deviation indicated that teachers feel comfortable with their present level of responsibility in their job.

4.3. Correlation Analysis the Relation between the leadership effectiveness and Teachers Job Satisfaction.

This section includes the analysis of data related to the leadership effectiveness and teachers job satisfaction. To investigate the relation between the leadership effectiveness and teachers job satisfaction. Pearson product correlation coefficient was used. The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1.

Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Leary, 2004).

Measuring the strength and the direction of a linear relationship that occurred between variables is, therefore, important for further statistical significance. The variables under the leadership effectiveness that considered were effectiveness in setting goals and visions, effectiveness in leading professional development and effectiveness in relationship with the school community. The variables that considered in the study under job satisfactions of teachers were teachers' job satisfaction related to work environment, job satisfaction related to school leadership, job satisfaction related to staff members or colleagues, satisfaction related to opportunity for promotion, satisfaction related to rule and regulations and satisfaction related to responsibility.

Table4.3.1. Interpretation of the Strength of the Correlation Coefficient

No	Scale	Interpretation
1	0	No relationship
2	0-0.2	Very weak relationship
3	0.2-0.4	Weak relationship
4	0.4-0.6	Moderate relationship
5	0.6-0.8	Strong relationship
6	0.8-1	Very strong relationship

Source:Amin"s (2005)

The interpretation of the result of result the correlation presented in table 4.3.2 below was done based on the scales presented in the above table, 4.3.1.

Table.4.3.2. Examine the relation between the leadership effectiveness and teachers job satisfaction Catisfaction

Correlations			
		the leadership effectiveness	teachers job satisfaction
the leadership effectiveness	Pearson Correlation	1	.512**
	sig. (2-tailed)		.000
		81	81
teachers job satisfaction	Pearson Correlation	.512**	1
	sig. (2-tailed)	.000	
		81	81
*. Correlation is significant at the 0.01 level (2-tailed).			

Pearson correlation test was conducted to see the degree of relationship between the leadership effectiveness and teachers job satisfaction. The results of the correlation between these variables are shown in the table above; there is significant correlation between the leadership effectiveness and teachers job satisfaction.

In other hand, the leadership effectiveness has a strong relationship with teachers job satisfaction ($r=0.262$ with $p<0.05$).

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

The main purpose of this study to examine the relationship between of school principals' leadership effectiveness and teacher job satisfaction in secondary schools of Yem special woreda, In order to achieve this purpose, the study attempted to answer the following basic questions.

- To what extent are school principals effective in their leadership in secondary schools in Yem special woreda?
- How satisfied are teachers in the secondary schools of Yem special woreda with their job?
- Is there significant relationship between leadership effective and teachers' job satisfaction in secondary schools of Yem special woreda?

A mixed methods approach was used in this study, combining both quantitative and qualitative components. The study was conducted in 4 secondary schools of Yem special woreda that were selected through simple random lottery method. Both closed open ended types of questions were used to obtain necessary data for the analysis and the data gathered were analyzed using mean and standard deviation. According the major findings are summarized as follow.

- The respondents characteristics showed that gender of respondents were dominated by males. Out of 81 teachers 66 (81.48%) are male and 15 (18.51%) are female. In terms of age 45(55.55%), 20 (24.69%), 11 (13.58%), and 5 (6.17%) of teachers are in the age, 21-30, 31-40, 41-50 and 51 & above respectively. The majority of teachers in Yem special woreda are 21- 30 years old. The qualification of teaches" were 4 (4.93%), 66 (81.48%) and 11(13.58 %) of teachers have the diploma, degree and masters holder in the above respectively. As the result reveals, mass of teachers were first degree holder in Yem special woreda general secondary school. The work experience in years 24(29.62%), 46(56.79%) and 11(13.58%) of teachers have the work experience 1-10, 11-20 and above 20 respectively. As the result reveals, more teachers are in the service year of 11-20 years.
- As the overall teachers level of job satisfaction a 3.622 mean score with a 0.1655 standard deviation indicates, teachers on their job satisfaction as teacher, collected data showed most of them were positive on enjoyment in working environment, opportunity to use all their skills and knowledge, respect for teaching profession, field of study, and distribution of work load in teaching.

- Teachers job satisfaction related in school leadership indicates that principal treated everyone fairly, kind and supportive made fair decision and, made teachers aware from result of their job.
- The level of teachers` job satisfaction related staff members /colleagues/, the result indicates that overall a 3.812 mean score with a 0.163 standard deviation shows that staff members were friendly.as they believe that their colleagues are sociable, teachers have always been encourage supported from colleagues and they exchange their experiences with their colleagues in their school.
- A Pearson correlation analysis was computed to examine the relation between the leadership effectiveness and teachers` job satisfaction in general secondary school of Yem special woreda. The results revealed significant and positive relationship between leadership effectiveness and teachers` job satisfaction ($r=0.262$ with $p<0.05$). The correlation was strong and positive relationship in both teachers` and principals.

5.2 Discussion

As it was mentioned in literature review, job satisfaction has an important impact over individual life; not only on the organizational level but also on individual`s personal life.

Teachers job satisfaction is that inYem special woreda in secondary schools were more satisfied with was relation with their colleagues (see Table 4.2 .7). The findings of the present research resemble to Oshagbemi (2003) and Zembylas and Papanastasiou (2006) researches which were conducted among UK and Cyprus teachers. Besides that, although social relations and belongingness were viewed in Maslow`s hierarchy needs theory in the third level and in Herzberg`s twofactor theory as a hygiene factor, but the results in this study show that social relations and belongingness were more significant aspect among in Yem special woreda secondary school teachers`. As the results of this study have shown in Yem special woreda secondary school teachers` were very satisfied with the relations they have with their colleagues.

The findings show that almost half of the respondents were least satisfied with their work condition (see Table 4.2.5), due to unpleasant work environment and lack of facilities which caused general secondary schools to be disappointed with. Prior studies (Koustelios, 2001; Liu and Ramsey, 2008 and Abdullah et al., 2009) have noted that teachers were dissatisfied from work condition. As their most complaints were from unpleasant work environment and lack of resources (see Table 4.2.5). Interestingly, these findings were totally similar with the findings of

the present research. However, Zembylas and Papanastasiou (2006) found that Cyprus teachers were satisfied with this aspect of their job.

5.3. Conclusions

The present study is about the relation of school principals' leadership effectiveness and teacher job satisfaction in secondary schools of Yem special woreda , which was conducted in four secondary schools. The major objective of this study was to examine the relation of school principals' leadership effectiveness and teacher job satisfaction in secondary schools of Yem special woreda. To achieve the intended objective the study correlation research method was used with quantitative and qualitative data collecting approaches were used. Quantitative data collecting approach was used to collect data through close ended questionnaire from 81 sample teachers and qualitative data collecting approach was used to collect data through interview from four principals and one vice principal. The collected quantitative data were analyzed in descriptive statistics like, frequencies, percentages, mean and standard deviation. Frequencies and percentage were used to analyze the distributions of responses for each item of choices. Mean was used to analyze the average of the distributions of responses and standard deviation was used to analyze the distributions of responses around the mean to the sample. The inferential statistics, preseason correlations was used to identify the relation between the independent variable (principal leadership) and the dependent variable (teachers' job satisfaction). The most obvious findings to emerge from this study are that the teacher job satisfaction in secondary schools of Yem special woreda are mostly satisfied from six aspect of job satisfaction namely teachers job satisfaction related to level of job, school leadership, staff members/colleagues/,opportunity for promotion, rule and regulation and responsibility. Furthermore, they are less satisfied from the teachers job satisfaction related to work conditions.

5.4. Recommendation

- The extent at which school principals effective in their leadership should more improved to brining job satisfaction in teachers.
- The satisfaction of teachers in their jobs should be improved through implementation activities that will create satisfaction in teachers in their jobs in the secondary school.
- As job satisfaction is a new concept in Yem special woreda in secondary schools context so the research on job satisfaction must also be studied by further studies.

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APPENDICES

APPENDIX A

Jimma University

College of Education and Behavioral Sciences

Department of Educational Planning and Management

Questionnaire to be filled by Teachers

Dear Teachers

The main purpose of this questionnaire is to investigate the relationship between school principal leadership effectiveness and teachers job satisfaction in secondary schools of Yem Special Woreda. So you are kindly requested to give genuine responses in order to make this study successful. And I would like to appreciate your genuine response to the questionnaire in advance.

Thank you!

Directions: Please

- ✓ Don't write your name.
- ✓ Make a tick mark (✓) in the blank spaces provided.
- ✓ Write your brief and short response in the blank spaces.

PART I: Personal background of respondents

1.1 .Name of the school: _____

1.2. Sex: Mal _____ Female _____

1.3. Age: 20 ____ 41-50 ____ 51 and above 51 _____

1.4 Marital Status: Married _____ Single _____

1.5. Educational qualification:

Diploma _____ Degree _____ Masters _____ PhD _____

1.6. Fields of study major: _____ Minor: _____

1.7. Work Experience (in years) _____

1.7.1. Teaching experience: _____ 1.7.2. If other, specify it: _____ 1.7.3. Total experience: _____

PART II:The relationship between School Principal's Leadership effectiveness and teachers' job satisfaction Questionnaire Please evaluate the leadership effectiveness and teachers job satisfaction of your principal on the following questions.

Direction: Put “√” mark in the box against the choice appropriate to it according to your degree of agreement based on current status. Where:- 5 =Strongly agree, 4=Agree, 3=Undecided 2=Disagree and 1=Strongly disagree

A. School principal leadership effectiveness

	1.Setting goals and vision Your school principal is effective at	Degree of response				
		1	2	3	4	5
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	My principal inspiring a shared vision					
2	My principal collectively establish school goal and revise goal annually with all stakeholders					
3	Encouraging new ideas and creativity					
4	Creating conducive environment in the school.					
5	My principal made the school to use a school improvement plane as a basis for progress.					
6	Manage changes constructively.					

2. Leading professional Development. Your school leadership is effective at		1	2	3	4	5
		Strongly disagree	disagree	Undecided	Agree	Strongly agree
1	Encourage action research in the school.					
2	My principal provides administrative support to inbuilt supervision.					
3	My principal provides constructive comment together through evaluation.					
4	Encouraging teachers to use different instructional strategies and skills.					
5	My principal organizes experience sharing programs among colleagues.					
6	My principal rewards teachers for innovative works					
7	Focus on staff training opportunities to improve the quality teaching and learning.					
3 Relationship with the school community Your school leadership is effective at						
1	Listen and communicate with all the academic and administrative staff					
2	Communicate priorities to the upper level administration					
3	Maintain positive and productive relationship with the all the school community					
4	Understanding of the needs and concerns of the staff					
5	Demonstrate interpersonal openness					

II, Teachers` job satisfaction

1=Strongly disagree,2=Disagree, 3=Undecided, 4=Agree ,5=Strongly agree

No.	Items	Degree of response				
		1	2	3	4	5
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	I am satisfied to become a teacher.					
2	I enjoy my in my work					
3	Teaching provides me with opportunity to use all my skills and knowledge.					
4	In my society, teaching is a valued and respectable profession					
5	There is fair distribution of work load in teaching.					
6	I am teaching in my own field of study.					
7	I look forward to going to my work after weekends.					
8	I am prefers continue with teaching profession.					
	2.Teachers` job satisfaction related to work environment					
1	In my job, working days are adequate					
2	My organization provides comfortable working environment.					
3	My job has all the facilities I need					
4	In my organization, all administration equipment and requirements are available					
5	My jobs` working hours are satisfying					

6	My job gives me the freedom to do the things the way I like					
7	Physical surroundings in my working environment are pleasant.					
	3. Teacher`s job satisfaction related to school leadership					
1	My Principal is tactful and apt person					
2	My principal treats everyone fairly					
3	My principal is kind and supportive.					
5	My principal always makes fair decisions and he is impartial.					
5	My principal makes me aware from the results of my job.					
	4. Rate your level of satisfaction related staff members/ Colleagues /					
1	My staff members are friendly					
2	My colleagues are persuasive; they always pursued me to my best.					
3	My colleagues are persuasive; they always pursued me to my best.					
4	I have always been supported by my principals					
5	I can exchange my experiences with my colleagues in my school					
6	I am satisfied with the relation`of the school management team.					
	5. Rate your level of satisfaction related to Opportunity for Promotion					
1	My job provides me chances for promotion					
2	My job provides me chances for promotion					

3	In my school, the opportunities for promotion are fair for all teachers`.					
4	My principal helps to provide short term training at school level by preparing academic meeting/workshop					
5	My principal develops a mechanism by which competent teachers share their experiences for teaching methodologies with their colleagues.					

6. Rate your level of satisfaction for the items related to organizational policy and administration. 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree

	Items	1	2	3	4	5
		strongly disagree,	Disagree	Undecided	Agree	Strongly agree
1	The presence of clear school based rule and regulation is satisfied m					
2	I am satisfied with involvement of decisions in the school.					
3	Implementation of rule and regulation with in school is satisfied m					
4	The way principals lead the school is satisfied me.					
5	Treatment all teachers equally in the school					

7. Rate your level of satisfaction for the items related to responsibility.

1=Strongly disagree,2=Disagree,3=Undecided,4=Agree and 5=Strongly agree

No.	Items	1	2	3	4	5
1	I am comfortable with appropriate execution of professional responsibility.					
2	I am satisfied with autonomy;I have in making decisions about my daily tasks.					
3	I am satisfied with my perceived level of professional autonomy.					
4	Freedom to use your judgment in the work.					
5	I feel comfortable with my present level of responsibility in my job.					

Appendix-B
Jimma University

College of Education and Behavioral Sciences

Department of Educational Planning and Management

Interview questions designed to Yem Special Woredasecondaryschool Principals and Vice Principals to examine the relationship school principal leadership effectiveness and teachers job satisfaction.

PART I: Background

1.1. Name of the interviewee _____

1.2. Sex: Female ___ Male _____

1.3. Age: 25 and below ___ 26 -35 ___ 36 – 45 ___ 46 & above _____

1.4. Work Experience (underline the current position)

1.4.1 Teaching _____ years

1.4.2. Principal ship _____ years

1.4.3. Supervision _____ years

1.4.4 .Education office as a head _____ years 1.4.5 other, if any _____

1.5. Educational Qualification: First Degree _____ Second Degree _____

1.6. Field of study: major: _____ Minor: _____

1.7. Total work experience in years: 10 and below ___ 11 – 20 ___ 21 – 30 ___ 31 and above _____

PART II: Interview Questions

1. How do you feel about relation between teachers“ job satisfaction and your leadership style?
2. How would you describe your relationship with teachers in your school?
3. What do you think can be done to improve teacher`s job satisfaction in your school?

4. Do you believe that in your school professionally comp /teaching-learning process/? How?
5. How do you feel about achievement of teachers“ in their work?
6. Do you have a regular program to supervise the job of teachers` /teaching -learning process/?
7. What do you say about work environments of general secondary school?
8. How the commitment of teachers“ on the job? (effective commitment, continuance commitment, and normative commitment?)
9. What measure should be taken to improve teachers“ job satisfaction?

Thank you for your time and kindly respond this interview!