COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Leadership style and Employees job satisfactions in Government secondary school of Yeka sub city

By Fikadu Yigeremu

A Thesis submitted to Addis Ababa University College of Education and Behavioral studies Department of EDPM in partial fulfillment of the Requirements for the program of MA in school leadership (SCL)

Addis Ababa, Ethiopia
October 2018
Leadership style and Employees job satisfactions in Government secondary school of Yeka sub city

By Fikadu Yigeremu

A Thesis submitted to Addis Ababa University College of Education and Behavioral studies Department of EDPM in partial fulfillment of the Requirements for the program of MA in school leadership (SCL)

Advisor: Befekadu Zeleke (PHD, Associate Professor)

Addis Ababa, Ethiopia
October 2018
Leadership style and Employees job satisfactions in Government secondary school of Yeka sub city

By Fikadu Yigeremu

A Thesis submitted to Addis Ababa University College of Education and Behavioral Studies Department of EDPM in partial fulfillment of the Requirements for the program of MA in school leadership (SCL)

Approved by:

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bfekadu Zeleke (PHD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Examiner</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>External Examiner</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>


DECLARATION

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

Name: Fikadu Yigeremu

Signature: _____________________

Date: _________________________

This thesis has been submitted for examination with my approval as university advisor.

Name: Befekadu Zeleke (PHD, Associate Professor)

Signature: _____________________     Date: _____________________
AKNOWLEDGEMENTS

First I would like to express my deeps graduate to my advisor Associate Professor Dr. Befekadu Zeleke, for his continuous support, friendly approach and invaluable comments. He spent his precious time in commenting my work and showing me the right direction that he found very important for accomplishment of my thesis.

I would like to thank me acknowledge goes to principals Teachers, Supervisors in both government secondary schools of Yeka sub city who took part in filling the questionnaires, and document analysis for the purpose of my research work

I also would like to express my greatest love and respect for my wife Rahel Abebaw, my son Eyosiyas Fikadu and my lovely daughter Rama Fikadu and all my friends.
# Table of Contents

AKNOWLEDGEMENTS .................................................................................................................. i

Abstract ......................................................................................................................................... vi

CHAPTER ONE ................................................................................................................................1

1 INTRODUCTION .......................................................................................................................... 1

1.1 Background of the Study ........................................................................................................... 1

1.2 Statement of the Problem ........................................................................................................ 3

1.3 Research Questions .................................................................................................................. 4

1.4 Objectives of the Study ............................................................................................................ 5

1.4.1 General Objective .................................................................................................................. 5

1.4.2 Specific Objective .................................................................................................................. 5

1.5 Significances of the Study ........................................................................................................ 5

1.6 Scope of the Study .................................................................................................................... 6

1.7 Limitation of the study ............................................................................................................. 6

1.8 Organization of the Study ........................................................................................................ 6

CHAPTER TWO .................................................................................................................................. 7

2 REVIEW OF RELATED LITERATURE ...................................................................................... 7

Introduction .................................................................................................................................... 7

2.1 Concepts and theories of leadership style ................................................................................. 7

2.1.1 Concepts of leadership ......................................................................................................... 7

2.1.2 An Overview of Leadership Theory ..................................................................................... 9

2.1.3 Leadership Style .................................................................................................................. 11

2.1.4 Democratic Leadership Style .............................................................................................. 12

2.1.5 Autocratic Leadership Style ............................................................................................... 12

2.1.6 Laissez Faire Leadership Style ........................................................................................... 13

2.2 Definition of Employee Satisfaction ......................................................................................... 13

2.3 The Concept of Employee satisfaction .................................................................................... 14
2.4 Theories of Employee Satisfaction

2.4.1 Affect Theory

2.4.2 Dispositional Theory

2.4.3 Two-Factor Theory (Motivator-Hygiene Theory)

2.5 The Need of Employee Satisfaction in Organizations

2.6 The Major Determinant Variables of Employee satisfaction

2.7 Measuring job satisfaction

2.8 Leadership style and employees’ job satisfaction

2.8.1 Empirical Studies Conducted On Leadership Style and Employee Satisfaction

2.8.2 Promotion

2.8.3 Employee Engagement (EE)

2.8.4 Energize Employees (EE)

2.8.5 Employee satisfaction through Job Enrichment

2.8.6 Provide a Good Human Resources Development Climate

2.8.7 Provide a Good Salary Package

2.9 Strategies that can be used to Foster Employee satisfaction

2.9.1 Employee Reward and Recognition Programs

2.9.2 Theoretical Framework

2.9.3 The conceptual Framework of Employee Job Satisfaction in terms of Leadership Style

2.9.4 Summary and research gaps

CHAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

3.2 Data source

3.3 Sample population and sampling technique

3.4 Data collection instruments

3.4.1 Multifactor Leadership Questionnaire (MLQ Form 5X)
3.4.2 Job satisfaction survey (JSS) ................................................................. 32
3.4.3 Independent and Dependent Variables of the Study ............................... 32
3.4.4 Questionnaire ......................................................................................... 32
3.5 Data collection procedure ......................................................................... 33
3.6 Data Analysis ............................................................................................. 33
3.7 Ethical Considerations ............................................................................... 33

CHAPTER FOUR .......................................................................................... 34

4 DATA PRESENTATION, ANALYSIS AND INTERPRETATION ...................... 34

INTRODUCTION ......................................................................................... 34

4.1 Transformational Leadership style ............................................................ 37
4.2 Transactional Leadership Style ................................................................. 38
4.3 Recognition given by the organization ..................................................... 39
4.4 Policies of Compensation, Salary and fringe Benefit ................................. 40
4.5 Working Environment & Nature of the work .......................................... 42
4.6 Relation with work Group (co-workers) .................................................... 42
4.7 Leaders Communication with employees at work place ............................ 43
4.8 Work Operating Procedure ..................................................................... 44

CHAPTER: FIVE .......................................................................................... 46

5 SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE FINDING ... 46

5.1 SUMMARY ............................................................................................... 46
5.2 Conclusion ................................................................................................ 48
5.3 Recommendations .................................................................................... 51

REFERENCES .............................................................................................. 52

Appendix I .................................................................................................... 54
List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>The total population and sample size determination</td>
<td>30</td>
</tr>
<tr>
<td>Table 2</td>
<td>Characteristics of respondents</td>
<td>35</td>
</tr>
<tr>
<td>Table 3</td>
<td>Transformational Leadership style</td>
<td>36</td>
</tr>
<tr>
<td>Table 4</td>
<td>Transactional Leadership Style</td>
<td>38</td>
</tr>
<tr>
<td>Table 5</td>
<td>Recognition given by the organization</td>
<td>39</td>
</tr>
<tr>
<td>Table 6</td>
<td>Policies of Compensation, Salary and fringe Benefit</td>
<td>40</td>
</tr>
<tr>
<td>Table 7</td>
<td>Working Environment &amp; Nature of the work</td>
<td>41</td>
</tr>
<tr>
<td>Table 8</td>
<td>Relation with work Group (co-workers)</td>
<td>42</td>
</tr>
<tr>
<td>Table 9</td>
<td>Leaders Communication with employees at work place</td>
<td>43</td>
</tr>
<tr>
<td>Table 10</td>
<td>Work Operating Procedure</td>
<td>44</td>
</tr>
<tr>
<td>Table 11</td>
<td>the level of leadership style and employee job satisfactions by using mean value</td>
<td>45</td>
</tr>
</tbody>
</table>
Abstract

The purpose of the study was to examine practice of Leadership style and employee job satisfaction in government secondary and preparatory schools of Yeka sub city Addis Ababa. The study employed descriptive survey method and was conducted in seven secondary and preparatory schools. To collect the relevant data questionnaire and document analysis were used during the study. Data was gathered from 245 and were analyzing using three rating scales, row score, percentage and weighted mean. The review of literature focused on the concept of leadership styles, leadership theories and job satisfactions theories. Making within these concepts, the theoretical background of leadership style and job satisfaction. Descriptive survey method was supported by qualitative and quantative study that was employed to study the practices. To collect the relevant data questionnaire of closed ended questions were conducted during the study. Accordingly, questionnaire was prepared to be filled by teachers, were administered. The data obtained the questionnaire were analyzed using statistical tool such as, weighted mean; percentage and frequency distribution and also the data were analyzed and interpreted. It was thus concluded that clear leadership style is not implemented based on the rule and regulation and also no job satisfactions found. Finally, based on the finding conclusions, recommendations were the selection or appointment of school principals should be based on educational leadership performance and professional leader qualities like transformational, transactional leadership styles were almost not exist. and standards, not political outlook and avoid making decision alone, made on capacity building and empowering of principals to do their work effectively, as a result subordinates job satisfactions increased, encouraging participatory approach of teachers. Furthermore, the selected Yeka sub city and Addis Ababa Education Bureau is responsible to give detail training and instructional based selection, promotion and following this responsibilities for both principals and teachers and developing directives and guidelines in the case that whenever short coming and gaps are observed and the secondary and preparatory schools should principals organized their schools to brig job satisfaction of teachers in their schools, increase public relations to create school-community participation. in addition to that the interference of outside the school leaders and political bias should be eliminated from schools by large.
CHAPTER ONE

1 INTRODUCTION

This chapter starts with background information that led to the statement of the problems, and then elaborates the objective of the study; significance of the study and scope of the study.

1.1 Background of the Study

In today’s competitive environment, organizations expand globally and face a lot of challenges to meet their objectives and pursued to be more successful from others. Effective leadership is critical to change the challenge into opportunity to be successful. Though, the extent to success depends on the style of the leader and the resultant environment created for employees to function well (Warrick, 1981).

The fundamental factors influencing the effectiveness of an organization are leadership and employee job satisfaction (Kennerly 1989). Leadership is considered one of the most important determinants of employee job satisfaction. It extensively influences employees’ motivation and dedication. Leadership style is the manner and approach of providing direction, implementing plan and motivating people. It is a key determinant of the success or failed of any organization. A leader is a person who influences, directs, and motivates other to perform a specific task and also inspire his subordinates for efficient satisfaction towards the accomplishment of the stated cooperate objectives. Therefore, leaders play essential role in accomplishment of these goals and boost employee’s performance by satisfying them with their jobs (Paracha, et al, 2012). Leadership style can either motivate or demotivate employees, which in return can cause employee’s increase or decrease in their level of performance. For efficiency purposes, an effective leadership style, one that positively affects employee’s satisfaction and results in their performances, effectiveness and productivity is clearly desirable (Turner & Muller, 2005). The study of employee satisfaction can be traced to Herzberg (1959) who theorized that employee satisfaction is a function of motivators which contribute to employee satisfaction and hygiene which lead to job dissatisfaction (Danish, 2010).

Employee satisfaction represents the level of divergence between what a worker expects to receive and what he or she actually experiences in the workplace (McShane, 2004). In addition; employee satisfaction is a collection of a worker’s feelings in relation to the nature and conditions of work. Workers might be satisfied with some parts of their jobs while simultaneously dissatisfied with others. For example, a worker might not enjoy the
working conditions even though he or she enjoys other aspects of the job (McShane, 2004). Employee satisfaction is essential to the success of any organization. A high rate of employee contentedness is directly related to a lower turnover rate. Thus, keeping employees’ satisfied with their careers should be a major priority for every organization. There are numerous reasons why employees can become discouraged with their jobs and resign, including high stress, lack of communication within the organization, lack of recognition, or limited opportunity for growth. Management should actively seek to improve these factors if they hope to lower their turnover rate. Even in an economic downturn, turnover is an expense best avoided.

A review of the literature suggests that higher job satisfaction is associated with better organizational and individual performance, increased productivity, lower absenteeism, and lower employee turnover. This shows that in any organization, employee satisfaction is an important factor that management should be aware of. The more unsatisfied with their job those employees are, the more likely they are to quit and seek other job. This is especially important in organizations with high turnover, like the public sector organization. Employee satisfaction is the precursor of employees’ performance (Bodla and Naeem, 2008). Employee satisfaction significantly influences organization behavior. Most studies have indicated that employee satisfaction positively affects employee working performance and organizational commitment, and negatively influences employee turnover (Agarwal, 2001). Employee satisfaction survey provides the information needed to improve levels of satisfaction, productivity and loyalty. Organization should identify the root causes of job issue and will create solutions for improvement with an accurate perspective of employee views. Generally, employee job satisfaction is recognized as a multifaceted construct that includes employee feelings about a variety of both intrinsic that is the job itself and opportunities for personal growth and accomplishment and extrinsic, which includes pay and benefits, company policies, supervision and support, co-workers, job security, chances for promotion (Misener, 1996).

There is no limit for the employees to reach the full satisfaction and it may vary from employee to employee from organization to organization. Sometimes they need to change their behaviors in order to execute their duties more effectively to gain greater job satisfaction (Miller, 2006). Having good relationships with the colleagues and leaders, high salary, good working conditions, training and education opportunities, career developments or any other benefits may be related with the increasing of employee
satisfaction. When investigating the employee satisfaction, it should be known that; -an employee may be more satisfied by a satisfying item, whereas the other employee may be less satisfied with the same item-. Because of this, analyzing the employee satisfaction from a large perspective will be better. That means; the sum of all satisfying factors composes that employee’s satisfaction level. As a general definition, the employee satisfaction may be described as how pleased an employee is with his or her position of employment (Moyes, Shao, & Newsome, 2008).

1.2 Statement of the Problem

Employee satisfaction is widely studied across many academic disciplines, including psychology, sociology, economics, and the management sciences (Jung et al., 2007). Research has shown that satisfied employees are more productive, deliver higher quality of work and improve a firm’s competitiveness and success (Garrido et al., 2005).

Additionally, employee satisfaction continues to play an important role, as the landscape of work across the world has been changing dramatically in response to economic shifts, technological advances, and globalization increasingly.

On the other hand; according to Mwita, 2000 (Cited in Mustafa, 2013) employee satisfaction is an important building block of an organization and factors which lay the foundation for high satisfaction must be analyzed by the organization. Since every organization cannot progress by depending on one or two individual effort, it is collective effort of all the members of the Organization. So, it is one of the mandatory aspects to be considered by the organization, because the satisfaction of the employees requires the organization to achieve its goals. A review of the literature suggests that higher employee satisfaction is associated with better organizational and individual performance, increased productivity, lower absenteeism, and lower employee turnover. Unmet expectations from work have been found to be associated with low employee satisfaction (Taris, 2006).

Although, ministry of education has provided some structural measures on some aspects; like salary increment, house allowance and provide home rent for some teachers in the case of Addis Ababa Education bureau but, the problem of teachers satisfies sub city government school (karalo general secondary school) alone from different department. For example, three of them from chemistry department, two of them from English and one from history department, one from Amharic department. as a result of this turn over,
causes the recruitment period takes at list one month, which is thirty days. So between these long time learner’s academic performance will highly have affected and, as a result this many learners perform low in their academic performance According to the 2017/2018 six month report document of the school, such numbers of teachers left the school which the turnover rate has reached more than 6.7%. On other secondary schools find in yeka sub city government schools teachers like economics, mechanical drawing those teaches in preparatory schools were not found in the market. As a result, the social study students are at risk.

Other annual evaluation report and the school meeting report, the other prevailing problems include: teachers’ low dedication to their work, early disappearance of teachers from work place and late coming and early leaving the school working time. The cumulative effect of turnover increase the failure of learner in their academic performance, increase the number of drop out learners, and low academic performance and generally reduce quality of education.

The existence of less teacher’s satisfaction is a problem for government school in order to retain its teachers and to motivate them to perform their work properly, this can be manifested as teachers become eager to leave the organization as well as they do not get satisfied and they dislike their profession. As a result of this, the quality of education failed and the learner academic performance is turned down time to time. In addition to these, the ministry of education has no trend and is not in a position to take immediate assessments for the reasons behind teachers’ satisfaction problem indicators.

Therefore, the main purpose of this study is targeted to assess the link between problems of teachers’ job satisfaction in terms of leadership style of the school and to come up with some feasible recommendations and to letting the ministry of education to understand the recent impact of the problem.

### 1.3 Research Questions

1. What is the level of teachers’ satisfaction in government secondary schools of Yeka sub city?

2. What kind of leadership styles predominate in government secondary schools of Yeka sub city?
1.4 Objectives of the Study

1.4.1 General Objective
The general objective of the study is to assess the practice of leadership style on teacher’s job satisfaction in government secondary schools of Yeka sub city.

1.4.2 Specific Objective
To assess the level of teachers’ satisfaction in government secondary school of yeka sub city.
To identify the leadership styles that predominate in government the schools of yeka sub city.

1.5 Significances of the Study
The significance of this study occurs in many ways. Firstly, it studies the link between leadership styles and employee job satisfaction of Yeka sub city government secondary schools because this particular type of study had not been previously conducted on this sub city. Therefore, its result is important to create awareness to leaders of aforementioned organizations about the most determinant variables that can influence the commitment level of their employee’s job satisfactions. Secondly, the findings of this study add to the wealth of knowledge in other leadership and employee satisfaction studies. It could also be helpful for individuals who want to conduct further studies in related topics and other organizations those faces similar problems thirdly, this study has contributed to the growing body of research on antecedents to leadership styles and employees job satisfactions by examining the three important leadership styles and its impact on organizational commitment. It is believed that this study would have added value to the literatures on supervisors’ leadership styles, especially in the Ethiopian settings since there were limited literatures done on similar setting.

Finally, based on the findings of the study certain measures will be indicated to the ministry of education in how to improve academic staff motivation and performance as a result of using the leadership styles that the academic staff prefer leads to improved relationship between students and teachers because of improved satisfaction of teachers and in bringing quality of education and academic of performance of learners all over the country. It also brings stability of academic staff as a result of satisfaction with their job.
1.6 Scope of the Study

The scope of the study will be delimited on the variables of employee’s satisfaction of Yeka sub city government secondary schools which have a total of 632 full time employee teachers, conceptually; it will focus on the assessment of practices and problems of teacher satisfaction and its relation with leadership style in the school. Based on the major determinant variables of teacher’s satisfaction, this study will cover organizational variables of teachers’ satisfaction specifically to the leadership style and job satisfaction. To measure the practices between leadership style and teachers job satisfaction in government secondary schools of Yeka sub city.

1.7 Limitation of the study

This study has a number of limitations. The first limitation was lack of access of computer, internet, lack of related literature, skill gap of the researcher in applying different computer applications like SPSS. The second limitation was the study limited only to seven governments secondary schools of Yeka sub city, as a result it may affect the generalization of the findings to all school fond in the sub city particularly and as a whole in Addis Ababa generally.

1.8 Organization of the Study

This study will be organized into five chapters. The first chapter will present the introduction, including: background of the study, statement of the problem, research questions, objectives of the study, scope and significance of the study and its structure. The second chapter will concern about the review of related literature. The third chapter will describe the research methodology to be employed when undertaking the study. The fourth chapter will treat presentation and analysis of the data that will be collected data and its interpretation. The fifth chapter will encompass summary of the major findings, conclusions and feasible recommendations.
CHAPTER TWO
2 REVIEW OF RELATED LITERATURE

Introduction

This chapter mainly reviews the literature in relation to the relationship between employee job satisfaction and leadership style. Theoretical foundations for the study are therefore, entertained in such a way that it elaborates the meaning of satisfaction and leadership; a brief overview of the evolution of theory and models of employee satisfaction and leadership style; competencies of leadership vital to improve or increase employee satisfaction; the relationship between employee satisfaction and leadership with regard to the organizations. Moreover, empirical studies are reviewed in order to support the theoretical arguments that are intended to make the research questions addressed scientifically. Finally, based on the theoretical foundation and the empirical evidences the conceptual framework of the study is designed.

2.1 Concepts and theories of leadership style

2.1.1 Concepts of leadership

Leadership is defined in a number of ways by scholars and researchers. Yuki (2010) tries to review a number of definitions of leadership and he finds out what is common in these definitions i.e. most of the definitions take into consideration the assumption that there is an influence of a leader in the process of accomplishing a certain task. He also notices that all definitions have strong differences most likely due to the perspectives purpose and methodology employed by those scholars or researchers who try to define leadership. In this regard Rosenbaum (2003) concludes that “leadership is one of those qualities which are easier to recognize than to define.” His justification for this is that there cannot be a definition that works across the world for the reasons of the varying nature of the contexts in which it is exercised and the individual differences of those who involve in the process of leadership.

The concern of Northouse (2013) in his definition of leadership rests on the components of the concept of leadership. And, these components are process, influence, group and common goal.
Thus, he defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2013).” This definition appears to give sense when it is viewed in relation to the central theme of this research which is the style of that is appropriate in organizational transformation. Indeed, organizational transformation involves a process, influence, group and common purpose (where the organization is heading for). The concepts of leadership have created lively interest, debate and occasional confusion as management thought has evolved. Even today, it is not easy to define leadership, and given the complexity of the subject, there is no general consensus about delimitation of the field of analysis. Different scholars define leadership in different ways.

Leadership has existed for as long as people have interacted, and it is present in all cultures no matter what their economic or social makeup. Although leadership is an age-old concept, it remains a complex term that researchers and scholars grapple with continuously. One of the main reasons is the extensive number of definitions for the term (Leul, 2015).

Leadership is the process of influencing others to understand and agree about what need to be done and how it can be done effectively, and the process of facilitating individuals and collective efforts to accomplish the shared objectives (Yukll, 2010). Leadership literatures also provide a different definition of it’s based on their focus of interest in the topics they raised. Nahavandi (2003) and Northouse (2006), after conducting comprehensive reviews of leadership literature, have found three common elements to define leadership no matter where or how leadership is exercised. These elements are:

Leadership involves interaction with a group; Leadership involves the exercise of influence, and Leadership involves the attainment of a goal.

According to Fiedler (1967), a leader is the person in a group who directs and coordinates task-oriented group activities. The other common constituent in the definition of leadership is the exercise of influence by the leader to the followers to obtain the most out of them.

The other important concept in the definition of leadership is that leadership involves the attainment of a goal. According to Heresy and Balanced (1988), leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievements in a given situation. In supporting this, Nothouse (2010) stated; leadership
is a process whereby an individual influences a group of individuals to achieve a common goal. Therefore, leaders in the organizational context in this study is related to person who is appointed by the organization to follow up the whole or sub activities of the organization as well as the subordinate report to whom in the context of a work place relationship.

2.1.2 An Overview of Leadership Theory

Trait Theories of Leadership

Between the 1920’s and 1930’s leadership research focused on trying to identified leaders from non-leaders. This was the first systematic effort by psychologists and others to reach on leadership. They tried to understand the personnel characteristics of a leader. The trait theory assumes that leaders shared certain in born personality traits the view that some people are born leaders. The focus on “what” an effective leader is not “how” to effectively lead. According to Hersey and Blanchered (1988) the leadership trait model was established in early 1900s, with its associated theories and perspectives. In the mid-20th century the trait theory was challenged by the research that questioned the universality of leadership traits.

Behavioral Leadership Theory

The perceived failure of trait approach and the growth emphasis on behaviorism lead the researchers to direct their attention the behavior of a leader. Behavioral theories of leadership are based up on the belief that great leaders are made, not born. A classical study was done in the late 1930s by KurLewin his associates which led to the emergency of new leadership model. Behavior theory touches on what effective leader do rather than figuring out who effective leaders are. The behavioral theories identify determinants of leadership so that people could be trained to be leader because behavior can be trained. The new approach prompted scholars and researchers to look beyond leader trait and consider how leader’s behaviors predicted effectiveness. This led to reach on initiation of structure and consideration, and established the behavior paradigm of leadership (Derue, Nahrgang&Wellmman, 2011). However, the limitations of these behavioral theories are their oversight of situational factors on the level of effectiveness.

Situational/Contingency theories of leadership

Situational/contingency theories of leadership are the most important breakthrough in leadership research, since it gives the recognition for that effective leadership involves
matching leadership behaviors and strategies to particular situational contexts. These theories propose that leaders choose the best course of action based upon situational variables. Leadership effectiveness depends on a combination of the leader, followers and situational factors.

According to Hay (2010) there are many situations which can influence organizational outcomes to those associated with leader’s qualities and behaviors’. He argued that in contrast to the supporters of trait and behavioral theories, leader’s behavior should be contingent up on the organizational situation prevailing.

In connection to the above argument, Fiedler’s (1964) contingency theory asserts that the leader’s ability to lead is contingent up on various situational factors including the leader’s proffered style, the capabilities and behaviors of workers that depend heavily on the situational factors. This theory propounds the intimate approach to management by focusing on the situation first rather than organizational means, to a specific leadership style that will stimulate individual performance. The situational theories contend four factors can influence the leadership effectiveness and performance in a given setting and that situational leadership can understand along four dimensions’; the personal characteristics’ of the leader, the nature of the job, the nature of the organization and the nature of the people who follow(Bertocci, 2009). Covey (1992) and Winston (1977) also ascertained that achievement of balance does not necessarily rely on development of any particular trait or style of leadership but more on the leader’s ability to analyze the situation and adopt a leadership approach that mobilize followers.

These theories in a general argue that leadership style of a manager should depend on situation. Contingency or situational models differ from both trait and behavioral models in asserting that no single way of leading work in all situations. As it is discussed by Hersey (2006), situational leadership is choosing leadership style for the situation, recommending using organizational leadership skill. Rather appropriate behavior depends on situation at a given time. Effective diagnose the situation, identify the leadership style that will be most effective and then determine whether they can implement the required style.

Transactional Theories of Leadership

Bass (1985) mentioned that transactional leaders give rewards and punishments to encourage satisfaction making the leader relationship essentially an economic transaction. Transactional leadership encourages specific exchanges and a close connection between
goals and rewards. Therefore, employees are not motivated to give anything beyond what is clearly specified in their contract.

Transformational leadership theory

Before 1960 the examining of leadership based on traits and situations, and then transformational leadership has emerged in one of the most extensively researched leadership paradigms to date (Bass, 1985). Positive results continued to neither emerge on the effect of transformational leadership Northouse, (2001) defined that the transformational leadership is a process that changes and transforms individuals. Additionally, the transformational leadership is the ability to get people to improve, to change and too led. Burns, (1978) who consider as the founder of transformational leadership theory viewed transformational leadership as a significant factor to achieve goals and successfully manage changes in constantly changing conditions of the organizations.

Based on the importance of the models that have been explained above, the researcher needs to give more attention on contingency and situational leadership as the relevant model to examine the effect of leadership style on public organization employee’s satisfaction. Because, the central points of these models are highly related to emphasizing the leadership styles which improve employee’s satisfaction.

2.1.3 Leadership Style

Several views have been expressed on leadership but most leadership theorist agrees that the traits, style, and contingency theories dominate the leadership literature (Muller, 2005; House, 1971). The leadership style movement started in 1945 at the Ohio state university. Significantly, the “consideration” and “initiating structure” study stood out from these early contributions which provided the basic dimensions of leadership behavior in formal organizations. Leadership style more than leadership traits determines leader’s effectiveness. Style is related to one’s model of organizational behavior. The leader’s style or manner of dealing with the organizations members and communicating them contributes to the groups over all functioning.

Leadership style is the manner and approach of providing direction, implementing plan and motivating people. A leadership style is a key determinant of the success or failure of any organization. Leadership style can either motivate or discourage employees, which in return can cause employee’s increase or decrease in their level of satisfaction. For efficiency purposes, an effective leadership style, one that positively affects employees’
satisfaction and results in better performances, effectiveness and productivity is clearly desirable (Turner & Muller, 2005). One aspect of leadership that has been extensively studied and well documented in leadership literature is leadership style, early studies categorized leadership style according to the leaders behavior as autocratic, democratic and laissez-fair, where styles are distinguished by the influence have on subordinates (Mullins, 1998). Lippit and White (1943) identified the three general approaches to this interaction; authorial leadership style, democratic leadership style and laissez faire leadership style.

2.1.4 Democratic Leadership Style

The main emphasis is on satisfaction and people. The leader assumes that the “most” people are honest, thrust worthy, and will work hard to accomplish meaningful goals and challenging work. He/she strives for a well-organized and challenging work environment which clears objectives and responsibilities and gets the job done by motivating and managing individuals and groups to use tier full potential in reaching organizational as well as their own personal objectives (Warrick, 1981).

Democratic leadership involves consulting with subordinates and the evaluation of their options and suggestions before the managers makes decision (Mullins, 2005), democratic leadership is associated with consensus, consultation, delegation, more satisfied with their jobs and higher in their satisfaction. Because, of the consultation nature of participative leadership. It has the potential to ensure the dissemination of organizational and managerial values to employees. Employees who work for participative leader to tend to exhibit greater involvement, commitment and loyalty than employees who under directive leader. Consequently, employees who are allowed to participate in the decision making process are likely to be more committed to implement the decision and probably better outcome is expected to achieve.

2.1.5 Autocratic Leadership Style

In this style the main emphasis is on satisfaction and a low emphasis on people. The leader assumes that people are lazy, irresponsible, and untrustworthy and that, planning, organizing, controlling, and decision making should be accomplished by the leader with minimal involvement. He/she relies on authority, control, power, manipulation and hard work to get the job done Warrick (1981).
According to Kavanaugh and Ninemeier (2001) an autocratic style is embedded in leaders who have full organizational power and authority for decision making without sharing it with their subordinates. This type of leaders exercises almost absolute and commands strict compliance and conformity. The autocratic leaders generally have a well-defined and controlled disciplinary process with an emphasis on punishments for noncompliance. This leader determines prescribed policies, procedures, rules and goals. Therefore, the existing leadership literature in the business world suggested that autocratic leadership is useful in some context and should be avoided in others. Such leadership style can increase employee’s satisfaction relatively on small tasks (Mustafe, 2013)

2.1.6 Laissez Faire Leadership Style
The main emphasis of this leadership style is neither on satisfaction nor people. The philosophical assumption is that naturally human beings are unpredictable and uncontrollable and trying to understand and trying to understand people is a waste of time and energy. On this hypothesis, the leader tries to maintain a low profile, respects all constituents within the organization, tries not to create waves of disturbance, and relies on the few available loyalists to get the job done (Stogdill, 1974) Laissez-faire leader’s lives and work with whatever structure put in place without any suggestions or criticisms. Goals and objectives and established only when necessary and required. They avoid decision making as much as possible and would like to avoid communication but communicate only when needed. Thus, the business of employee development is not a concern to the laissez faire leader who believes that employees can care of themselves (Warren Bennis, 1978). There are many behaviors that present LF leadership which includes, ignoring responsibility, delaying decisions, stay away from employees shrinking supervisory duties, and being inactive rather than reactive or proactive, feedback, avoid taking stand on issues, does not emphasize results, gives little effort to help followers satisfy their needs (Northouse, 2007).

2.2 Definition of Employee Satisfaction
Locke and Lathan (1990), define employee satisfaction as the pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience.
Furthermore, according to Omodifar (2013), employee satisfaction is generally recognized as the most important and frequently field studied attitude in organizational
behavior. Employee satisfaction significantly influences organization behavior. Most studies have indicated that employee satisfaction positively affects employee working performance and organizational commitment, and negatively influences employee turnover (Agarwal, 2001).

Employee satisfaction is also the degree to which an individual feel positively or negatively about various aspect of the job is called employee satisfaction. Employee satisfaction is the degree of fit between the features of a job and workers’ expectations (Tutuncu, 2007). Locke and Lathan (1990) define employee satisfaction as the pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience.

From the various definitions that have been presented, and for the purposes of this study, the following definition will be adopted: Employee satisfaction is the feeling that emerges as a result of fulfillment of an employee’s needs (intrinsic needs, extrinsic needs) and its strength depends on the degree of meeting individuals” expectations. This feeling controls and drives the employee’s behavior and work attitude, which may in return have an effect on the organizational functioning.

2.3 The Concept of Employee satisfaction

The concept of employee satisfaction traditionally has been of great interest to social scientists concerned with the problems of work in an industrial society (Spector, 1997).

A number of consequences have been shown to result from employee satisfaction/dissatisfaction, both with respect to the workers' psychological well-being and with respect to the effective functioning of organizations.

According to the same source, employee satisfaction is closely related to the gratification of needs. It is composed of effective, cognitive and behavioral elements. These elements vary in their intensity and consistency from one individual to another. Thus, employee satisfaction is the satisfaction is the satisfaction derived from any pursuit directed by the process of fulfillment of the needs. It is the favorableness or favorableness with which employees view their work. It results from specific attitudes of employees in three areas viz., specific job factor, and individual adjustment on the job and group relationship.
2.4 Theories of Employee Satisfaction

2.4.1 Affect Theory
Edwin A. Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/aren't met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet. To illustrate, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

2.4.2 Dispositional Theory
Another well-known job satisfaction theory is the Dispositional Theory. It is a very general theory suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins have similar levels of job satisfaction.

A significant model that narrowed the scope of the Dispositional Theory was the Core Self-Evaluations Model, proposed by Timothy A. Judge in 1998. Judge argued that there are four Core Self-evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism.

2.4.3 Two-Factor Theory (Motivator-Hygiene Theory)
Frederick Herzberg's two factor theory (also known as Motivate or Hygiene Theory) attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors — motivation and hygiene factors, respectively.
An employee’s motivation to work is continually related to job satisfaction of a subordinate.

Motivation can be seen as an inner force that drives individuals to attain personal and organization goals (Hoskinson, Porter, & Wrench, p.133).

Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. E53 Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions.

While Hertzberg's model has stimulated much research, researchers have been unable to reliably empirically prove the model, with Hackman & Oldham suggesting that Hertzberg's original formulation of the model may have been a methodological artifact. E53 Furthermore, the theory does not consider individual differences, conversely predicting all employees will react in an identical manner to changes in motivating/hygiene factors. Finally, the model has been criticized in that it does not specify how motivating/hygiene factors are to be measured.

### 2.5 The Need of Employee Satisfaction in Organizations

According to Heskett et al (1994), more satisfied employees, stimulate a chain of positive actions which end in an improved organization performance. In another research it is said that employee satisfaction influenced employee productivity, absenteeism and retention, Derek R. Allen & Merris Wilburn, (2002). The success of any company is directly link to the satisfaction of the employees who embody that company, that retaining talented people is critical to the success of any organization, Freeman, (2005). Studies shows that businesses that excel in employee satisfaction issues reduce turnover by 50% from the norms, increase customer satisfaction to an average of 95 % & lower labor cost by 12%., Carpitella, (2003). The more satisfied an employee is, the less turnover and absenteeism occurs, Maloney, & McFillen, (1986). Judge, et. al, (1993), on the other hand, mentions that employee satisfaction is positively correlated with motivation, job involvement, organizational citizenship behavior, organizational commitment, life satisfaction, mental health, and job performance, and negatively related to absenteeism, turnover, and perceived stress and identify it as the degree to which a person feels satisfied by his/her
job. In contrast, Rousseau (1978) identified three components of employee satisfaction: they are characteristics of the organization, job task factors, and personal characteristics. Human Relations perspective posits that satisfied workers are productive workers (e.g. Likert, 1961; McGregor, 1960). Thus, organizational productivity and efficiency is achieved through employee satisfaction and attention to employees’ physical as well as socio emotional needs.

Human relations researchers further argue that employee satisfaction sentiments are best achieved through maintaining a positive social organizational environment, such as by providing autonomy, participation, and mutual trust (Likert, 1961).

Employees’ employee satisfaction sentiments are important because they can determine collaborative effort.

In a unique study conducted by Harter et al. (2002), based on 7,939 business units in 36 organizations, the researchers found positive and substantive correlations between employee satisfaction-engagement and the business unit outcomes of productivity, profit, employee turnover, employee accidents, and customer satisfaction.

### 2.6 The Major Determinant Variables of Employee satisfaction

According to Journal of Business and Management Volume 5, Issue 1 (Sep-Oct. 2012), on Identification of Variables Affecting Employee Satisfaction and Their Impact on the Organization, the major determinant variables of employee satisfaction are mainly categorized in to two broad categories namely: - organizational and personal variables.

**Organizational Variables**

The organization determinants of employee satisfaction play a very important role. The employees spend major part of their time in organization so there are number of organizational variables that determine employee satisfaction of the employees. The employee satisfaction in the organization can be increased by organizing and managing the organizational variables or organizational factors.

**Organization Development**

Organizational development is an ongoing, systematic process to implement effective change in an organization. Its objective is to enable the organization in adopting-better to the fast-changing external environment of new markets, regulations, and technologies. It
starts with a careful organization-wide analysis of the current situation and of the future requirements in other words we can say that Organization development is the process through which an organization develops the internal capacity to most efficiently and effectively provide its mission work and to sustain itself over the long term. This definition highlights the explicit connection between organizational development work and the achievement of organizational mission.

Policies of Compensation and Benefit

This is the most important variable for employee satisfaction. Compensation can be described as the amount of reward that a worker expects from the job. Employees should be satisfied with competitive salary packages and they should be satisfied with it when comparing their pay packets with those of the outsiders who are working in the same industry. A feeling of satisfaction is felt by attaining fair and equitable rewards.

Promotion and Career Development

Promotion can be reciprocated as a significant achievement in the life. It promises and delivers more pay, responsibility, authority, independence and status. So, the opportunity for promotion determines the degree of satisfaction to the employee. Opportunity for promotion, equal opportunity to grow despite being male or female, training program and opportunity for use skills and abilities are treated here.

Job satisfaction

Job satisfaction is the favorableness or un-favorableness with which employees view their work. As with motivation, it is affected by the environment. Employee satisfaction is impacted by job design. Jobs that are rich in positive behavioral elements- such as autonomy, task identity, task significance and feedback contribute to employees’ satisfaction.

Job Security

Job security is an employee's assurance or confidence that they will keep their current job. Employees with a high level of job security have a low probability of losing their job in the near future. Certain professions or employment opportunities inherently have better job security than others; job security is also affected by a worker's performance, success of the business and the current economic environment.
Working Environment & Condition

Employees are highly motivated with good working conditions as they provide a feeling of safety, comfort and motivation. On contrary, poor working condition brings out a fear of bad health in employees. The more comfortable the working environment is more productive will be the employees.

Relationship with Supervisor

A good working relationship with your supervisor is essential since, at every stage, you need his or her professional input, constructive criticism, and general understanding.

Work Group

There is a natural desire of human beings to interact with others and so existence of group in organization is a common observable fact.

Leadership Style

The satisfaction level on the job can be determined by the leadership style. Employee satisfaction is greatly enhanced by democratic style of leadership. It is because democratic leaders promote friendship, respect and warmth relationship among the employees. On contrary, employees working under authoritarian and dictatorial leaders express low level of employee satisfaction.

2.7 Measuring job satisfaction

There are many methods for measuring job satisfaction. By far, the most common method for collecting data regarding job satisfaction is the Likert scale (named after Rensis Likert).

Other less common methods of for gauging job satisfaction include: Yes/No questions, True/False questions, point systems, checklists, and forced choice answers. This data is typically collected using an Enterprise Feedback Management (EFM) system.

Leadership styles refer to the patterns of behavior leader uses in motivating people, providing direction and achieving objectives (Garrick, 2006). Leaders in organizations can play an important part in affecting organizational numbers’ levels of commitment by fostering followers’ commitment to the team, to the leader, and to the organization (Bass & Riggo, 2006).
There are many factors that influence the employees’ organizational commitment other than leadership styles. Job challenge and interest, organizational working conditions and work climate, opportunities for growth and advancement, and peer relations among other factors should be considered. However, leadership styles practiced in the organization have greatest impact on the effectiveness of the work climate and employees’ organizational commitment of all variables that has an impact on the same (Garrick, 2006). Warrick, (1981) also, describes the relationship between leadership and employees’ organizational commitment as;

Leaders control both interpersonal and material rewards and punishments that often shape employee behavior and influence employees’ performances, motivation, and commitment. They can affect an employee’s self-image and resulting potential in either a positive or negative way by being supportive, fair, and encouraging, or unsupportive, inconsistent, and critical. In addition, they can even affect an employee’s health and energy level by creating a stimulating work climate or one field with tension and fear. The influence of a leader’s style reaches greater proportions as the effects on individuals begin to have accumulative effect on group performance (Warrick, 1981)

Other Factors
There are some other important variables which affect the level of employee satisfaction in organization. These include: group outgoing (feel like a part of family), encouragement and feedback, and use of internet and other technology for doing job.

Personal Variables
The personal determinants also help a lot in maintaining the motivation and personal factors of the employees to work effectively and efficiently. Employee satisfaction can be related to psychological factors and so numbers of personal variables determine the employee satisfaction of the employees. Following these 5 variables comes in this category: -

Personality
The personality of an individual can be determined by observing his individual psychological condition. The factors that determine the satisfaction of individual and his psychological conditions is perception, attitude and learning.
Expectation

The expectation level of employees affects their satisfaction level. If one receives more outcome than expected, then he will be highly satisfied and vice-versa.

Age

Age can be described as noteworthy determinants of employee satisfaction. It is because younger age employees possessing higher energy levels are likely to be having more employee satisfaction than older age employees.

Education

Education plays a significant determinant of employee satisfaction as it provides an opportunity for developing one’s personality. Education develops and improvises individual wisdom and evaluation process.

The highly educated employees can understand the situation and assess it positively as they possess persistence, rationality and thinking power.

Gender Differences

The gender and race of the employees plays important determinants of employee satisfaction Women are more likely to be satisfied than their counterpart even if they are employed in same job. Generally, women are more likely to be satisfied than men.

2.8 Leadership style and employees’ job satisfaction

There are many factors that may enhance job satisfaction of employees like working conditions, work itself, supervision, policy and administration, advancement, compensation, interpersonal relationships, recognition and empowerment (Castillo and Cano, 2004) but leadership has a major relationship to enhance employees’ job satisfaction (Wexley and Yukl,1984). he quality of leader-employee relationship has a significant relatedness with employees’ job satisfaction (DeCremer, 2003) and employees feel satisfied and comfortable with leaders who are supportive (Yukl,1971). Employees feel stress when they have to work with a leader who is unsupportive and whose behavior is negative (Wilkinson &Wagner,1993). Negative leader-employee relationship has various adverse impacts on the employees as it reduces productivity, increases absenteeism and the turnover to the of Asian Business Strategy, 4(3)2014: 41-5045organization can also be quite high (Keashly et al.,1994; Ribelin,2003).
2.8.1 Empirical Studies Conducted On Leadership Style and Employee Satisfaction

The relationship between leadership styles and job satisfaction has been reported in both leadership and management literature. Several studies found a positive relationship the two variables. For instance, Fidler (1996), one of the most respected researchers on leadership has provided recent agreements on the importance of leadership by arguing that the effectiveness of a leader is a major determinant of success or failure of a group, an organization, or even an entire country. Many other researchers such as Lee and Chuange (2009) explain that the excellent leaders not only inspire subordinates’ potential to enhance efficiency but also meet their requirements in the process of achieving organizational goals.

In addition, Pradeep and Prabhu, (2011) indicated that effective organizations require effective leadership and that employee satisfaction will suffer in direct proportion to the neglect of this. Hence, from the finding of many studies it is generally accepted that the employee satisfaction of any set of people is largely dependent on the quality of its leadership-effective leader behavior facilitates the attainment of the followers’ desires, which then results in effective satisfaction.

There are various leadership styles having their own distinct impact on employee’s satisfaction in different situations and environment, in this study the researcher will briefly review relevant review literature related to this three leadership styles; in this regard many researchers have conducted studies about different leadership styles and their effect on the outcome of the employees in different parts of the world.

Preliminary research undertaken by Booysen and Van Wak, 1994(cited in Celttia, 2011) in such Africa context found that outstanding leaders in terms of effectiveness are perceived to show a strong and direct but democratic and participative leadership are seen as agent of change and visionaries’ who increase employee satisfaction. A study conducted by Nuhu (2010) to find the empirical relationship between the perceived leadership style and its consequence in the employees’ satisfaction in the organization, he found that each leadership style differently affect employees’ satisfaction and he concluded that there is positive relationship between democratic leadership style and employees’ satisfaction. Whereas, the result of autocratic leadership style on the employee satisfaction level was opposing to the democratic style.
Similar study to examine the relationship between leadership style and satisfaction made in the context of less developed countries by Devi et al (2011) present results indicating that there is strong relationship between perceived leadership style and employee satisfaction.

In addition, a study by Duz, Chielo (2012) on the effect of leadership style of principals on the job satisfaction of staffs in Delta secondary schools of Nigeria conclude that a job satisfaction of staff was found to be more significantly related to democratic leadership style than either autocratic or laissez faire leadership style. However, according to Kiggundu (1988) who has conducted some empirical study on leadership style in South Africa, has concluded that the dominant style of leadership is authoritarian, personalized, inflexible, in sensitive and conservative. Similarly, a study by Peris. M. Koch & Prof. G.S. Namusongo (2012) in Kenya states that leaders’ behavior in public organization has significant effect on employee’s satisfaction and Laissez-faire leadership style is mostly practiced.

In summary, much of the above evidence presented as supporting this claim is either inconclusive or empirically suspect. The limited or inconclusive character of research findings in this area suggests the need to investigate further the nature of the relationship between leadership and satisfaction.

2.8.2 Promotion

Promotion means chances and opportunities of promotion. Numerous research findings have reported existence of a moderate positive relationship between promotion and employee satisfaction (Gaertner, 2000). According to Katiyal et al., (2012), employees seek fair promotion policies and practices, and thus fair chances of promotion according to employee’s ability and skills make employees more loyal to their work and become a source of pertinent workability for the employer. Promotion provides opportunities for personal growth, more responsibilities and that individual are generally promoted on the basis of seniority which often experience employee satisfaction but not as much as on the basis of performance. Instead they advocate for promotion based on performance evaluation, in-service training programs, education attained, workshops and seminars attended.

Robbins (2001) asserts that promotions create the opportunity for personal growth, increased level of responsibility and an increase on social standing. Similarly, the recognition which is a central point towards employee motivation adores an employee
through appreciation and assigns a status at individual level in addition to being an employee of the organization.

2.8.3 Employee Engagement (EE)

Scholars have suggested that employee engagement as operationalized within human resources development which is seen as a three-dimensional construct consisting of cognitive, emotive, and physical properties (Rich, 2010).

Other similarly focused research has explored how employee engagement is related to turnover intention, task performance, knowledge creation and organizational behavior (Shuck et al., 2011), as well as job climate, affective commitment, and proactive personality traits (Macey and Schneider, 2008). These lines of research have primarily sought evidence-based outcomes that point toward those variables shown to impact performance; hence each piece and stream of research mentioned presents a valuable perspective and contribution. Thus, for engagement to be useful in practice, it must influence performance for the betterment of the organization (Shuck and Rose, 2013).

2.8.4 Energize Employees (EE)

Goel et al. (2012) provides the following ways of energizing employees which according to them is the power of recognition, increasing their roles and participation in the organization’s major activities, providing appropriate designations, involving them in the decision-making process, empathize with employees and providing succession and career planning opportunities.

2.8.5 Employee satisfaction through Job Enrichment

Goel et al., (2012) asserts that, one of the key factors in good job design is job enrichment, most notably promoted by psychologist Fredrick Hertzberg. He focused on the practice of enhancing individual jobs to make the responsibilities more rewarding and inspiring for the people who do them. Job enrichment expands the task set that someone performs. More stimulating and interesting work is provided that adds variety and challenge to an employee’s daily routine.

2.8.6 Provide a Good Human Resources Development Climate

Employees are concerned with their work environment for both personal comfort and facilitating doing a good job (Katiyal et al., 2012). Aswathappa (2000) suggests that employees prefer physical surroundings which are not dangerous or uncomfortable;
hence they prefer clean, modern facilities with adequate tools and equipment. If the working conditions are good, the personnel will find it easier to carry out their jobs.

2.8.7 Provide a Good Salary Package
Williams et al. (2000) suggests that satisfaction with the compensation system is a more important input into employees’ judgment of the quality of their exchange relationships with their organizations than is satisfaction with compensation levels like pay level and benefits level satisfaction. Probably the most influential factor in employee satisfaction is the remuneration one gets for his job: a reasonable pay which will compensate for many hitches, for example work overload, overtime or even a stressful job (Ayeni et al., 2007). Employee satisfaction is directly related to remuneration packages and dissatisfaction mostly comes up when a worker feels that he or she is not being appropriately compensated for the work he is doing for the company.

Kabir et al. (2011), confirm that the earliest strategy is to use wage increases to link employee satisfaction and motivation to organizational commitment. Since this covers only an aspect of human resource management, a holistic approach emerged that targets the development of a certain quality of employment life that covers fair wages, benefits, other employment conditions and career development to support the facilitation of motivation and employee satisfaction directed towards organizational commitment.

2.9 Strategies that can be used to Foster Employee satisfaction

2.9.1 Employee Reward and Recognition Programs
Danish et al., (2010) assert that reward and recognition programs serve as the most contingent factors in keeping employees self-esteem high and passionate. Tangible incentives are effective in increasing performance for tasks not done before, to encourage “thinking smarter” and to support both quality and quantity to achieve goals (Board, 2007).

As the employees engage in their working activities purposely for their own sake, then they will feel intrinsic motivation in their behaviors as their activities will essentially be enjoyable and satisfactory (Vansteenkiste, 2005).

Prosperity and survival of the organizations is determined through the human resources and how they are treated and that most organizations have gained immense progress by fully complying with their business strategy through a well-balanced reward and recognition programs for employees (Lawler, 2003). Employees are definitely closer to
their organization as their job becomes the major satisfaction in their life after having a proper rewards and recognition scheme at their job (Ali and Ahmed, 2009). Recognition is a process of giving an employee a certain status within an organization (Danish et al., 2010). Moreover, recognition describes how the work of an employee is evaluated and how much appreciation he receives in return from the organization (Denning, 2001)

2.9.2 Theoretical Framework

This theoretical framework was developed based on literature and findings from different researchers. It was mainly based on Bass and Riggio’s (2006) and others’ writings that leadership style influences job satisfaction. The model shows that three leadership styles are related to job satisfaction. The three styles are transformational, transactional and laissez-faire. There are five dimensions of transformational leadership style namely idealized influence (behavior), idealized influence (attributed), inspirational motivation, intellectual stimulation and individualized consideration. It is assumed that each of these styles relates to job satisfaction in a certain way. There are three dimensions of transactional leadership style that relate to job satisfaction. These are contingent rewards, management by exception (active) and management by exception (passive). Each of the three dimensions is also assumed to be related to job satisfaction in a certain way. The third style in the figure is laissez-faire leadership style. It is also assumed that this style is related to job satisfaction of the academic staff as measured by pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker, nature of work and communication. In this model, leadership styles are regarded as independent variables and facets of job satisfaction are taken as

2.9.3 The conceptual Frame work of Employee Job Satisfaction in terms of Leadership Style

The study is based on a conceptual construct indicating the relationship exists between leadership styles (transformational, transactional, and laissez-faire) which are independent variables and employees’ organizational commitment, with its employee satisfaction which are dependent variables.

Figure:1 Conceptual frame work of the relationship between Leadership Styles and Employee satisfaction. Source; Developed by the researcher based on different literature such as Saquer, (2009)
Leadership style | Employee job satisfaction
---|---
Dependent variable | Independent variable
Transformation | Pay
Idealized in flow Transformational | Promotion
Idealized influence | Supervision
Inspirational motor | Fringe benefit
Intellectual stimulation | Recognition
Individualized consideration | Operating procedure

2.9.4 Summary and research gaps

To sum up, as we have seen in this chapter, leadership styles and employee satisfaction are the major factors for the effectiveness of the organization. But, despite the importance of the two factors for an organization, many organizations not give much attention to them. Many studies have identified leadership behaviors as in essential component to and determinant of employee satisfaction, and examining the relationship between leadership styles and employee satisfaction in many countries in the world, but, few of these studies focus on the context of our country, Ethiopia.

The ones that concentrate on our country (Temesgen, 2011, Muluken, 2007) focus on private organization in Addis Ababa and public organizations which are far from Afar. On the other hand, no single study is conducted in a more challenging region such as
Afar in this regard. Moreover, almost all studies conducted in this topic utilized purely quantitative and qualitative approach to get more insight in to the issue. Therefore, there are big gaps that initiated the researcher to study the relationship between leadership styles and employees’ satisfaction in the institute.
CHAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

Under this chapter, the design of the study, source of data, sample population and sampling technique, data collection instrument procedure of data collection, method of data analysis and ethical consideration are treated.

3.1 Research Design

Research design is the overall plan for collecting data in order to answer the research question and also the specific data analysis techniques or methods that the researcher intends to use. The design employed for this study is predominantly descriptive survey research. Descriptive survey method was selected because the nature of the problem needs wide descriptive and investigation. It also enables to gather data from a relatively large number of study subject with in a short period of time, minimum cost and helps to assess the roles and the types of leadership leaders follow and the satisfactions level of the employees and make generalizations. The appropriateness of this approach for such study was noted best. John and James &Kahan (1989) who stated that a descriptive survey design permits a researcher to gather information or option from a large sample of respondents quickly and inexpensively in addition to this Seyoum and Ayelew, 1989:17 by the title fundamentals of educational research for student and being researcher expressed that “descriptive survey method of research was more appropriate to gather several kinds of data”.

Mixed method (both quantities and qualitative methods) were used. The reason why this method was used because the researcher need to collect and analyze quantitative and qualitative data were collected using close-ended questionnaires.

3.2 Data source

This study employed a combination of a primary and secondary source of data. Primary sources are sources that bring firsthand information. This sources are collected from 245 teachers found in seven government schools of Yeka sub city because the respondents were selected as primary sources of data purposely based on the expectation that they had better information and experience regarding the issues. Secondary sources are also included as sources of data in this study. These sources of data include essential
data, various books, reference material, journal, and other published and unpublished written materials.

### 3.3 Sample population and sampling technique

The determination of sample is based on the number of seven government secondary schools and teachers found in such schools were six hundred and thirty-two in number which is called the population of the study. It was impractical and unmanageable to include all the population in the study but was advisable to come up with the representative sample and generalized the finding to the population. Thus, 7 secondary government schools provided the sum of 245 teachers of sample were taken by using simple random sampling method and by applying the slovin sample determination formula, \( n = \frac{N}{1 + N(e)^2} \) where \( N = \) population, \( n = \) sample, and \( e = \) sample error.

\[
(n = \frac{N}{1 + N(e)^2} = \frac{632}{1 + 632(0.05)^2} = 245)
\]

<table>
<thead>
<tr>
<th>no</th>
<th>School name</th>
<th>population</th>
<th>Sample size formula</th>
<th>Sample/school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Karalo secondary school</td>
<td>89</td>
<td>( n = \frac{N}{1 + N(e)^2} )</td>
<td>34</td>
</tr>
<tr>
<td>2</td>
<td>Kokebetsebhe s/p/school</td>
<td>128</td>
<td>( e = \frac{5}{100} = 0.05 )</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Edgetcora s/p/school</td>
<td>109</td>
<td>( e^2 = 0.0025 )</td>
<td>41</td>
</tr>
<tr>
<td>4</td>
<td>Abado secondary school</td>
<td>59</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>Millinium secondary school</td>
<td>66</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>6</td>
<td>Tesfaberhen secondary school</td>
<td>70</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>7</td>
<td>wodred s/prep/school</td>
<td>111</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>( N = 632 )</td>
<td></td>
<td>( n = 245 )</td>
</tr>
</tbody>
</table>

### 3.4 Data collection instruments

As data gathering tools, questionnaires will be used for primary data and Quantitative data will be analyzed using descriptive statistical tools like frequency, percentage distributions, and geometric mean, will be used for most frequent responses; mean will be used to represent the frequency distribution and row score for extreme responses. While
the secondary data will be obtained from different published and unpublished materials (plan and report documents, meeting minutes, additional documents). For the purpose of this study, a quantitative methodology involving a close-ended questionnaire was used as the measuring instrument.

The close-ended questionnaires can be administered to samples taken from Yeka sub city government secondary schools simultaneously, since they are less costly and less time consuming than other measuring instruments. Two separate instruments, namely multifactor leadership questionnaire (MLQ) and job satisfaction survey (JSS) used in this research to obtain quantitative information.

3.4.1 Multifactor Leadership Questionnaire (MLQ Form 5X)

Prior to selecting the Multifactor Leadership Questionnaire (MLQ Form 5X) for this research, several other instruments such as Managerial Grid, Situational Leadership Questionnaire, and employees job satisfactions were considered as possible measurements of leadership behaviors.

Though these instruments measure transformational and transactional leadership behaviors, the subscales and items do not focus on a separation or differentiation of these behaviors. Instead, their emphasis is on identifying the types of leadership behaviors that are most appropriate for the situation (Bass et al., 2003; Avolio et al., 2004). For these reasons, none of them was considered appropriate for this research.

The Multifactor Leadership Questionnaire (MLQ) has been improved and tested since 1985 with the result that many versions of the questionnaire have been developed. It is formulated from the Full Range Leadership Model consisting of transformational, transactional, and laissez-faire leadership behaviors with nine subscales. Bass & Avolio (1995) [as cited in Basset et al., 2003], presented the MLQ Form 5X with nine subscales of leadership styles.

Participants were asked to judge the extent to which their leader engaged in specific behaviors measured by the MLQ. The MLQ Form 5X is self-scoring and used 27 items excluding least relevant ones in our country’s context to measure the nine subscales (3 items for each) in this study. These items are rated using a 5-point Likert scale labeled as 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. High score shows high links between the leadership style and job satisfaction, and low score shows that weak relationship between the variables.
3.4.2 Job satisfaction survey (JSS)

The Job Satisfaction Survey (JSS) is a questionnaire used to evaluate nine dimensions of job satisfaction related to overall satisfaction. This instrument is well established among the other job satisfaction scales. In order to take the test, the participants are asked to respond to 36 items, or 4 items for each of the nine sub-scales (Paul E. Spector, 1985) for each item, there is choices between “strongly disagree” to “strongly agree,” But I used a limited numbers of choices in all, with which the participants must respond.

A standard job satisfaction questionnaire (Spector, 1997) was used to assess the level of job satisfaction among employees in IUHs according to nine sub scales (salaries, fringe benefits, recognition, promotion, communication, working conditions, nature of the job, supervision and co-workers). This questionnaire has 36 items (four items in each domain). It was decided to use six point Likert scales to measure the responses to each item (from strongly disagree=1 to strongly agree=5).

3.4.3 Independent and Dependent Variables of the Study

The Variables those are used in measuring Full Range Leadership behaviors were considered separately as independent variables. The subscales for these variables are contained in the Multifactor Leadership Questionnaire (MLQ Form 5X). On the other hand, there a separate measures of employee job satisfaction were used as dependent variables.

3.4.4 Questionnaire

Questionnaire was used as a main source of data gathering instruments in the study, because questionnaire was less expensive, offer greater anonymity of respondents and appropriate for collecting factual information (Kumar, 2005:130). It also helps the respondents to choose one option from the given scales that best aligns with their views. Questionnaire prepared in close ended form following the (Likart scale type) question. Thirty-two 5-point likert scale items were prepared and administered to teachers. Items in the questionnaires reflect the leadership style and employee job satisfactions. In the case of this 5-point likert scale like strongly disagree, 5 disagree ... 4 neutrals... 3 agree... 2 and strongly agree... 1 were used.
3.5 Data collection procedure

Questionnaire Descriptive research is “a purposive process of gathering analyzing.” classifying and tabulating data about prevailing conditions, practices, built process, trends and cause. Effect relationship and then making adequate and accurate interpretation about such data with or without the aid of statistical methods” (Gaideron, 1993). The sampling technique was used to represent the total population of the School. To select the sample unit, the target groups were selected purposively and the probability sampling technique of simple random method has been used. Finally, all these collected data were organized, analyzed, interpreted and presented in statically and descriptive form.

3.6 Data Analysis

After designing the methodological framework as well as the data collection techniques, there will be needed to prescribe an appropriate approach to help analyze these data that will be gathered the research objectives.

The data obtained from both primary and secondary source will be classified as qualitative and quantitative. The responses will be obtained from closed ended will be converted to tabular form for simplifying the analysis. In this manner the evidence in the table converted to frequencies, percentage and mean. Quantitative data from primary source will be converted to tabular form simplifying the analysis. In this manner, the evidence in the table converted to frequencies, percentage and mean.

The collected data has been statistically analyzed, using excel soft were or the statistical package for social science software (SPSS). Representations like tables and charts have been used to ensure easy and quick interpretation of data. Responses have been expressed in percentages. Data from the completed questionnaire will be checked for consistency. The items have been grouped based on the responses given by the respondents and have been coded for easy usage of the excel soft were or statistical package for social science (SPSS). This method has been used because it is the best instrument to identify, compare describe and reach a conclusion.

3.7 Ethical Considerations

All the research participants included in this study will be appropriately informed about the purpose of the research and their willingness and consent was secured before the commencement of distributing questionnaire and asking interview questions.
CHAPTER FOUR
4 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

INTRODUCTION

Numerical facts and figures obtained from participants of the survey and in the form of scores from the responses given by the respondents need to be classified and organized in a systematic way for understanding the meaning and deriving some useful conclusions, (Kumar S.Y., 2006, p.271).

In general, the data obtained from the survey and results obtained from statistical analysis in this study are presented in the form of percentages, statistical tables, and frequency distributions. Data analysis is made based on the research questions where all the assessment items are categorized in each of the three parts of research questions in such a way that conclusions can be drawn from the results obtained and the possible gaps observed from these results are separately treated.

The analysis is conducted by comparing the scores of the responses given by the respondents to each likert scale question and conclusions are drawn from the scores by interpreting the results with respect to the research question under which the individual question is categorized.

Finally, those assessment items which are identified to have problems by the respondents are selected and listed if any. In addition to this the dependent variables and independent variables respondent responses are listed as 1=very disagree, 2= disagree, 3= neutral, 4=agree and 5=very agree. So in each data analysis I used number one up to five to interpret the data. The data were organized by changing the qualitative options in to numerical from by counting, tabulated, and calculated based on the response collected and the options sated one to five and the dependent variables which is the leadership style and the independent variables like employees' job satisfactions are separately categorized and presented. It also comprised the two variables and interpreted the final result of the study. Remember that for all tables and graphs, data presentation, data analysis, data interpretation measure findings, recommendations and conclusions are done by the options listed below as: -, Strongly disagree=1, disagree=2, indifference=3, agree=4 and strongly agree=5
### Table 2: Characteristics of respondents

<table>
<thead>
<tr>
<th>No</th>
<th>Characteristics</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>149</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>96</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>245</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18-25</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>26-40</td>
<td>166</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>41-55</td>
<td>38</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>55 and above</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>245</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Marital Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Single</td>
<td>86</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>157</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Divorced</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Widowed</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>245</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Education level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2nd degree and above</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1st degree holders</td>
<td>224</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Diploma holders</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Level 1-4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>High school complete</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>High school incomplete</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>245</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Work experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>less than 5 years</td>
<td>41</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>6-10 years</td>
<td>65</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>11-15 years</td>
<td>105</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>16-20 years</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Above 20 years</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>245</td>
<td>100</td>
</tr>
</tbody>
</table>

The total number of respondents participated in this study is 245 out of which 149(61%) are male and 96(39%) are female. When we look their age 18-25 were 35(14%), 26-40
were 166 (68%), 41-55 were 38 (16%) and above 55 were 6 (2%). When we look at their marital status, 86 (35%) were single, 157 (64%) were married, and 2 (1%) were divorced.

When we look at their educational background, 20 (8%) have second degree holders, 225 (92%) first degree holders. Based on their work experience 41 (17%) respondents have experience of not more than 5 years, 65 (27%) have 6 to 10 years, 105 (43%) have 11 to 15 years, 25 (10%) have 16 to 20 years of experience, 10 (3%) above twenty years of experience. Based on the collected data the transformational leadership style row score responses organized as follow.

**Table 3: Transformational Leadership style**

<table>
<thead>
<tr>
<th>N&lt;sub&gt;2&lt;/sub&gt;</th>
<th>Transformational Leadership Style</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There is idealized and influential leadership style in my organization</td>
<td>Freq 69</td>
<td>79</td>
<td>20</td>
<td>50</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 28</td>
<td>28.6</td>
<td>8</td>
<td>20.4</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean 0.44</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The leadership are motivators of worker in my organization</td>
<td>Freq 74</td>
<td>86</td>
<td>17</td>
<td>45</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 30.2</td>
<td>35</td>
<td>7</td>
<td>18.4</td>
<td>9.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean 0.51</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Leadership are given equal consideration in working place.</td>
<td>Freq 74</td>
<td>84</td>
<td>19</td>
<td>40</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 30.2</td>
<td>34.3</td>
<td>7.7</td>
<td>16.3</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean 0.49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Leaders in my school are communicator with worker</td>
<td>Freq 71</td>
<td>85</td>
<td>10</td>
<td>50</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 29</td>
<td>35</td>
<td>4.1</td>
<td>20.4</td>
<td>11.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean 0.33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>There is active management by exception my school</td>
<td>Freq 73</td>
<td>85</td>
<td>18</td>
<td>46</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 30</td>
<td>35</td>
<td>7.3</td>
<td>18.7</td>
<td>9.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean 0.45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Leaders in my school could delegate jobs to subordinates</td>
<td>Freq 67</td>
<td>76</td>
<td>16</td>
<td>53</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 27.5</td>
<td>31</td>
<td>6.5</td>
<td>21.5</td>
<td>13.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean 0.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I feel free to talk openly and honestly with my supervisor</td>
<td>Freq 67</td>
<td>73</td>
<td>19</td>
<td>48</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 27</td>
<td>29.8</td>
<td>7.8</td>
<td>19.4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean 0.34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.1 Transformational Leadership style

The number of respondents that rated in favor of the issue that there is idealized and influential leadership in my organization thorough and considered is 77 (32%) where 50 (21%) rated to agree and 27 (11%) rated to strongly agree while 148 (60%) rated against this issue where 79 (32%) rated to disagree and 69 (28%) rated to strongly disagree. The rest of 20 (8%) respondents have remained neutral to the issue. The issue that the leaderships are motivators of workers in my organization was rated by 45 (18%) of the respondents to agree and 23 (10%) to strongly agree against 86 (35%) who rated to disagree and 74 (30%) that rated to strongly disagree with the remaining 17 (7%) rating neutral. As leadership are given equal consideration in work place, 40 (16%) of the respondents voted to agree and 27 (11%) voted to strongly agree against those 84 (35%) who voted to disagree and 74 (30%) to strongly disagree while 19 (8%) remained neutral.

The issue that leaders in school are good communicators with the workers got rates of 50 (20%) to agree and 29 (12%) to strongly agree while the number of respondents who voted in against was 85 (35%) disagree and 71 (29%) strongly disagree with the rest 10 (4%) neutral.

The respondents have rated negatively against the issue that there is active management in school with 85 (35%) of them voting to disagree and 73 (30%) to strongly disagree while the number of respondents who voted in favor was 46 (19%) agree and 23 (9%) strongly agree with the rest 18 (7%) remaining neutral.

Leaders in my School could delegate jobs to subordinate with number of rates in favor to be 53 (22%) agree, 33 (13%) strongly agree against 76 (31%) disagree and 67 (27%) strongly disagree with the remaining 16 (7%) neutral.

This shows that transformational and transactional leadership style were very weak in implementing in the secondary schools found in yeka sub city. It is also seen that motivating teachers, creating good relationship, and leaders are poor in delegating job based on the capacity of individual teachers but a little bit delegate based on friendship. Generally, as from the total and mean collected data the transformational leadership style respondents’ response shows that there is high negative response which is a total of 490 and 495 are poor transformational leadership style practices in their organizations respectively. The mean differences of the positive and the negative responses also show that the transformational leadership style practices need more improvement in the
government schools found in yeka sub city by allowing training for school principals that help them improve their approaches according to the situations.

Table 4: Transactional Leadership Style

<table>
<thead>
<tr>
<th>N₂</th>
<th>Transactional Leadership Style</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>The principal handles their /his/her team professionally</td>
<td>Freq</td>
<td>70</td>
<td>77</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>28.6</td>
<td>31</td>
<td>9.8</td>
<td>19.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>0.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The principal is competent in making decisions</td>
<td>Freq</td>
<td>73</td>
<td>79</td>
<td>22</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>29.8</td>
<td>32</td>
<td>9.4</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>0.44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The criteria used to grant promotion are clear</td>
<td>Freq</td>
<td>72</td>
<td>80</td>
<td>23</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>29.4</td>
<td>32.6</td>
<td>9.4</td>
<td>18.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>0.45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I have been proved with training opportunities</td>
<td>Freq</td>
<td>78</td>
<td>78</td>
<td>23</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>31</td>
<td>31</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>0.46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>There are career development opportunities</td>
<td>Freq</td>
<td>74</td>
<td>74</td>
<td>16</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>30</td>
<td>30</td>
<td>6.5</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>0.49</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2 Transactional Leadership Style

The number of respondents that rated in favor of the issue that the principal handles his team professionally and considered is 74(30%) where 48(19%) rated to agree and 26(11%) rated to strongly agree while 147(60%) rated against this issue where 77(31%) rated to disagree and 70 (29%) rated to strongly disagree. The rest of 24(10%) respondents have remained neutral to the issue.

The issue that the principal is competent in making decision was rated by 47(19%) of the respondents to agree and 24(10%) to strongly agree against 79(32%) who rated to disagree and 73 (30%) that rated to strongly disagree with the remaining 22(9%) rating neutral. The criteria used to grant promotions are clear, 45(18%) of the respondents voted
to agree and 25 (10%) voted to strongly agree against those 80(33%) who voted to disagree and 72(29%) to strongly disagree while 23(10%) remained neutral.

The issue that I have been provided with training opportunities got rates of 40(16%) to agree and 26(10%) to strongly agree while the number of respondents who voted in against was 78(32%) disagree and 78(32%) strongly disagree with the rest 23(10%) neutral. The respondents have rated negatively against the issue that there are career development opportunities with 74(30%) of them voting to disagree and 74(30%) to strongly disagree while the number of respondents who voted in favor was 59(24%) agree and 22(9%) strongly agree with the rest 16(%) remaining neutral. The finding of this table is clearly showed that the decision making ability of school leaders, professionalism is need assessment and, followed by less training opportunity there is unsatisfied promotion and carrier structure create most job dissatisfaction. Therefore, leaders in secondary schools should be understand and well know the concept of promotion procedures and doing based on the scientific principals in order to increase the teachers job satisfactions.

Table 5: Recognition given by the organization

<table>
<thead>
<tr>
<th>N</th>
<th>Recognition given by the organization</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>freq</th>
<th>%</th>
<th>mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>I am satisfied with the recognition programs precede a year</td>
<td>76</td>
<td>88</td>
<td>12</td>
<td>48</td>
<td>21</td>
<td>88</td>
<td>31</td>
<td>0.53</td>
</tr>
<tr>
<td>14</td>
<td>I am satisfied with the responsibility I have assigned</td>
<td>67</td>
<td>80</td>
<td>9</td>
<td>55</td>
<td>34</td>
<td>80</td>
<td>27.3</td>
<td>0.45</td>
</tr>
<tr>
<td>15</td>
<td>I have been empowered to play my role in my organization</td>
<td>70</td>
<td>73</td>
<td>22</td>
<td>48</td>
<td>32</td>
<td>73</td>
<td>28.6</td>
<td>0.37</td>
</tr>
</tbody>
</table>

4.3 Recognition given by the organization

The satisfaction with the recognition programs precede once a year evaluated by the respondents with rates of 48(19%) agree and 21(9%) strongly agree against 88(36%) disagree and 76(31%) strongly disagree with 12(5%) voting to neither.
The satisfaction with the responsibility assigned was evaluated with neutral rates of 9(4%). The number of respondents agreeing to this issue was 55(22%) agree and 34(14%) strongly agree while those of disagreeing was 80(33%) disagree and 67(27%) strongly disagree.

The number of respondents that rated in favor of the issue that I have been empowered to play my role in my organization is thorough and considered is 80(33%) where 48(20%) rated to agree and 32(13%) rated to strongly agree while 143(58%) rated against this issue where 73(30%) rated to disagree and 70(28%) rated to strongly disagree. The rest of 22(9%) respondents have remained neutral to the issue.

Even if teachers are professional, the additional activities like co-curricular school assignments are not delegated focusing on their resemblance and interest. Teachers are not even responsible on their task they did at school and the recognition program by itself not proceed based on the performance they exhibit but it takes placed based on political member commitments.

Table 6: Policies of Compensation, Salary and fringe Benefit

<table>
<thead>
<tr>
<th>N</th>
<th>Policies of Compensation, Salary and fringe Benefit</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>I am satisfied with my current salary</td>
<td>Freq</td>
<td>80</td>
<td>86</td>
<td>7</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>32.6</td>
<td>35</td>
<td>2.8</td>
<td>22.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>My salary is competitive as compared to others</td>
<td>Freq</td>
<td>106</td>
<td>86</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>43.3</td>
<td>35</td>
<td>5.3</td>
<td>9.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>0.77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I am satisfied with rewards given once a years</td>
<td>Freq</td>
<td>96</td>
<td>89</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>39.2</td>
<td>36</td>
<td>6.5</td>
<td>11.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>0.71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Penalties are applied to make employees learn from mistake</td>
<td>Freq</td>
<td>96</td>
<td>72</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>39.2</td>
<td>29.4</td>
<td>9.4</td>
<td>12.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>0.57</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.4 Policies of Compensation, Salary and fringe Benefit

The number of respondents that rated in favor of the issue with the satisfaction of current salary is thorough and considered is 72(29%) where 55(22%) rated to agree and 17(7%)
rated to strongly agree while 166(68%) rated against this issue where 86(35%) rated to disagree and 80(33%) rated to strongly disagree. The rest of 7(3%) respondents have remained neutral to the issue.

The issue that my salary is competitive as compared to others was rated by 23(10%) of the respondents to agree and 17(7%) to strongly agree against 86(35%) who rated to disagree and 106(43%) that rated to strongly disagree with the remaining 13(5%) rating neutral.

The satisfaction obtained with rewards given once a year, 28(11%) of the respondents voted to agree and 16(7%) voted to strongly agree against those 89(36%) who voted to disagree and 96 (39%) to strongly disagree while 16(7%) remained neutral.

The issue that the penalties are applied to make employees learn from their mistake got rates of 31(12%) to agree and 23(10%) to strongly agree while the number of respondents who voted in against was 72(29%) disagree and 96(39%) strongly disagree with the rest 23(10%) neutral. Most teachers are not satisfied the salary paid for them and the given reward and the penalty measure are not done by the sating procedure.

Table 7: Working Environment & Nature of the work

<table>
<thead>
<tr>
<th>N2</th>
<th>Working Environment &amp; Nature of the work</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>I feel safe and comfort in working environment</td>
<td>Freq</td>
<td>80</td>
<td>89</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>32.6</td>
<td>36.3</td>
<td>5.7</td>
<td>13.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Teaching materials are fulfilled for teachers</td>
<td>Freq</td>
<td>85</td>
<td>84</td>
<td>15</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>34.7</td>
<td>34.3</td>
<td>6</td>
<td>15.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>I know the school mission statement</td>
<td>Freq</td>
<td>68</td>
<td>70</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>27.7</td>
<td>28.6</td>
<td>7.3</td>
<td>24.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I am proud of working in the school</td>
<td>Freq</td>
<td>73</td>
<td>76</td>
<td>13</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>29.8</td>
<td>31</td>
<td>5.3</td>
<td>21.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.5 Working Environment & Nature of the work

The number of respondents that rated in favor of the issue that feel safe and comfort in working environment is careful and considered is 62(25%) where 35(14%) rated to agree and 27(11%) rated to strongly agree while 169(69%) rated against this issue where 89(36%) rated to disagree and 80(33%) rated to strongly disagree. The rest of 14(6%) respondents have remained neutral to the issue.

The issue that teaching materials are fulfilled for teachers was rated by 38(16%) of the respondents to agree and 22(9%) to strongly agree against 84(34%) who rated to disagree and 85 (35%) that rated to strongly disagree with the remaining 15(6%) rating neutral. I know the school vision statement, rates in favor to be 60(24%) agree, 29(12%) strongly agree against 70(29%) disagree and 68(28%) strongly disagree with the remaining 18(7%) neutral. The issue that I am proud of working in the school got rates of 53(21%) to agree and 31(12%) to strongly agree while the number of respondents who voted in against was 76(32%) disagree and 73(30%) strongly disagree with the rest 12(5%) neutral. The school mission, vision and values are created without the participation of teachers teaching materials were not fulfilled to do their job. So that they are not care of it rather during the lesson day, they cover their period and leave the school and most teachers dislike working at school.

Table 8: Relation with work Group (co-workers)

<table>
<thead>
<tr>
<th>N_2</th>
<th>Relation with work Group (co-workers)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>I have a good relationship with my group members.</td>
<td>Freq</td>
<td>68</td>
<td>68</td>
<td>3</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>27.7</td>
<td>27.7</td>
<td>1.2</td>
<td>22.8</td>
</tr>
<tr>
<td></td>
<td>mean</td>
<td></td>
<td>0.38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I work with others in a satisfactory way</td>
<td>Freq</td>
<td>66</td>
<td>71</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>26.9</td>
<td>28.9</td>
<td>4.5</td>
<td>22.4</td>
</tr>
<tr>
<td></td>
<td>mean</td>
<td></td>
<td>0.37</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.6 Relation with work Group (co-workers)

The number of respondents that rated in favor of the issue that good relationship with group members is careful and considered is 106(43%) where 56(23%) rated to agree and 50(20%) rated to strongly agree while 128(56%) rated against this issue where 68(28%) rated to disagree and 68 (28%) rated to strongly disagree. The rest of 3(1%) respondents have remained neutral to the issue. The issue that I work with others in satisfactory way was
rated by 55(22%) of the respondents to agree and 42(17%) to strongly agree against 71(29%) who rated to disagree and 66(27%) that rated to strongly disagree with the remaining 11(5%) rating neutral. Half number of teachers have good relationship each other but, the rest of them are less communicable with others because they stay at working place for only their period of time.

Table 9: Leaders Communication with employees at work place

<table>
<thead>
<tr>
<th>N</th>
<th>Leaders Communication with employees at work place</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>There is only vertical/upward /communication in the school</td>
<td>Freq</td>
<td>76</td>
<td>84</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>31</td>
<td>34.3</td>
<td>6.5</td>
<td>19.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>0.51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>There is only downward communication in the school</td>
<td>Freq</td>
<td>77</td>
<td>79</td>
<td>27</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>31.4</td>
<td>32.2</td>
<td>11</td>
<td>15.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>0.47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>There is horizontal communication in the school</td>
<td>Freq</td>
<td>70</td>
<td>73</td>
<td>14</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>28.6</td>
<td>29.8</td>
<td>5.7</td>
<td>24.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>0.46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>There are upward, downward and horizontal communication between principals and teachers</td>
<td>Freq</td>
<td>72</td>
<td>75</td>
<td>13</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>29.4</td>
<td>30.6</td>
<td>5.3</td>
<td>23.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>0.47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.7 Leaders Communication with employees at work place

Rates obtained from respondents on the presence of only vertical/upward /communication in the school, 48(19%) agree and 21(9%) strongly agree against 84(34%) disagree and 76(31%) strongly disagree. The remaining 16(7%) are neutral.

There is only downward communication in the company was rated as 39(16%) agree and 23(10%) strongly agree against 79(32%) disagree and 77(31%) strongly disagree with the remaining 27 (11%) neutral.

There is horizontal communication in the school has rates of 60(24%) agree and 27(11%) strongly agree against 73(30%) disagree and 70(29%) strongly disagree. And the remaining 14(6%) rated the issue as neutral.
There are upward, downward and horizontal communication between principals and teachers has got rates 57(23%) agree and 27(11%) strongly agree against 75(31%) disagree and 72(30%) strongly disagree with the remaining 13(5%) being neutral.

The communication between the principal and teachers should be professional, but it seems leaders somewhat need ordered and so they focus on downward relationship.

Table 10: Work Operating Procedure

<table>
<thead>
<tr>
<th>N2</th>
<th>Relation with work Group (co-workers)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>I am able to perform tasks that don’t go against my conscience.</td>
<td>Freq</td>
<td>71</td>
<td>74</td>
<td>17</td>
<td>56</td>
</tr>
<tr>
<td>31</td>
<td>My school implements educational policies with ease and efficiency</td>
<td>Freq</td>
<td>70</td>
<td>73</td>
<td>14</td>
<td>60</td>
</tr>
</tbody>
</table>

4.8 Work Operating Procedure

The respondents also indicated that there is ability to perform tasks that don’t go against my conscience with scores of 56(22%) agree and 27(11%) strongly agree against 71(29%) strongly disagree and 74(31%) disagree with the remaining 17(7%) neutral.

My school implements educational policies with ease and efficiency with the number of respondents voting in favor to be 60(24%) agree and 27(11%) Strongly Agree against 70(29%) strongly disagree and 73(30%) disagree the remaining 14(6%) voting neutral.

Educational leadership should be focus on instruction but principals, education officers, found in each level are work for political assigns in woreda, sub city e.t.c. so that teachers are careless for the job they belong to. As this study planned to show “the link between leadership style (dependent variable) and the employee job satisfaction (independent variable) in yeka sub city government secondary schools, the following comparators are used. The measurements are mean, standard deviations and variance of both dependent and independent variables used to show he relationship of both dependent (leadership style) and employees job satisfactions (independent variables) between government secondary schools at yeka sub city.
Table 11: the level of leadership style and employee job satisfactions by using mean value

<table>
<thead>
<tr>
<th>Mean value used to combine the index</th>
<th>combine index</th>
<th>Formed index</th>
</tr>
</thead>
<tbody>
<tr>
<td>from 1.0-2.33</td>
<td>strongly disagree &amp; disagree</td>
<td></td>
</tr>
<tr>
<td>2.34-3.66</td>
<td>indifference</td>
<td>indifference</td>
</tr>
<tr>
<td>3.67-5.0</td>
<td>agree &amp; strongly agree</td>
<td>disagree</td>
</tr>
</tbody>
</table>

The leadership style and employee job satisfactions in this research are considered to be continuous variable running from “relatively lowest” (1.0) to “relatively highest “(5.0) determined, but the practices of the government secondary schools of yeka sub city the mean value in all case were below the minimum, that tell us, there is no positive leadership style and also no job satisfactions among teachers.

The above table 12, the questioners showed that strongly disagree (1) and disagree (2) options are more selected by respondents, but the responses given by those respondents in agree (4) and strongly agree (5) options are very weak responses. The options given on the tables all above tells us there is poor practices of leadership styles in the government secondary schools of Yeka sub city. The same is true that agree (4) and strongly agree (5) options were indicated that it is low participation of respondents in the schools, as a result, the leadership approaches are negatively interpreted by employees in the secondary schools and on job satisfaction practices.
CHAPTER: FIVE

5 SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE FINDING

These part of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which was useful to enhance the government secondary schools found in Yeka sub city

5.1 SUMMARY

The major finding of this study mainly focus on the research questions which is I stand for to answer the finding and to meet the objective of the title of this research. Before explaining the finding of the research questions, it is better to see the cases and factors of job satisfactions in any workplace and organizations. Organizations are social systems where human resources are the most important factors for effectiveness and efficiency. Organizations need effective managers and employees to achieve their objectives and Organizations cannot succeed without their personnel efforts and commitment. As a result of this, Job satisfaction is critical to retaining and attracting well-qualified personnel. This is especially an issue in learning institutions such as secondary schools where special training and professional approaches and retention are highly important so by giving answer to the basic research questions and how this answer fit the teaching-learning roles of instructional leaders and teachers.

1. What is the level of teachers’ job satisfaction in government secondary schools of Yeka sub city?

2. What kind of leadership styles predominate in government secondary schools of Yeka sub city?

From the analysis made in chapter four the following major findings are summarized:

A. The levels of teachers’ job satisfaction.

Employee job satisfaction is an attitude that people have about their jobs and the organizations in which they perform these jobs. Job satisfaction is generally recognized as a multifaceted construct that includes employee feelings about a variety of both intrinsic and extrinsic job elements. It encompasses specific aspects of satisfaction related to pay,
benefits, promotion, work conditions, supervision, organizational practices and relationships with coworkers and managers and leadership styles so in both case (intrinsic and extrinsic) (Misener et al., 1996) there was no job satisfaction practices exist and there was a very lowest level of job satisfactions found from the respondents response mean value which in all case it was below the lowest standard (1.00) in the government secondary schools of Yeka sub city.

B. The leadership style in the bases of job satisfaction

Among determinants of job satisfaction, leadership is viewed as an important predictor and plays a central role. Leadership is a management function, which is mostly directed towards people and social interaction, as well as the process of influencing people so that they will achieve the goals of the organization (Skansi, 2000). Numerous studies carried out in several countries showed that there is a positive correlation between leadership and the job satisfaction of health care providers (Seo et al., 2004; Vance and Larson, 2002; ChiokFoongLoke, 2001; Martin, 1990; Dunham, Taylor, 2000; Stordeuret et al., 2000; Hespanholet et al., 1999; Lowe et al., 1996; Berson and Linton, 2005; Morrison et al., 1997; Mosadeghhrad, 2003a). Organizational success in obtaining its goals and objectives depends on managers and their leadership style. By using appropriate leadership styles, managers can affect employee job satisfaction, commitment and productivity. Leadership style can be viewed as a series of managerial attitudes, behaviors, characteristics and skills based on individual and organizational values, leadership interests and reliability of employees in different situations (Mosadeghhrad, 2003b). It is the ability of a leader to influence subordinates to performing at their highest capability. This factor captures the extent to which management respects workers, operates with honesty and integrity, promotes efficiency, and has open lines of communication with employees (Aronson et al., 2003). But the leadership style practices in government secondary schools of Yeka sub city were not of one type as it is professional workers found there (teachers) but the approaches that school leaders implemented in each schools were different and most leadership styles practiced and poorly applied.

C. What is the level of teachers’ satisfaction in government secondary schools?

Justification for the need to investigate job satisfaction is exemplified in the seemingly observed relationship between the levels of job dissatisfaction, absenteeism, grievance expression, tardiness, low morale and high turnover. Job satisfaction is an immediate
antecedent of intention to leave the workplace and turnover. This was the practice exist in the government school’s special secondary schools due to dissatisfactions, there was high turnover, absenteeism, late attending and careless on the in progressing the students’ performance in their school.

5.2 Conclusion

The results of this study had shown that employees were not satisfied with their jobs. Employee job satisfaction in relation to leadership styles, salaries and fringe benefits and working conditions was very low. It is recommended that particular attention be given to improving the approaches of the leaders, communications among employees and employees' leadership style approaches salary of teachers, school principals, work promotion improvements, selection of both teachers and school principals job satisfaction. Motivators such as communications, loyalty to employees, job security, good pay, good working conditions, discipline, involvement, recognition, promotion, and help with personal problems were important respectively for employees. Managers do not have enough authority to affect job security and salaries in government secondary schools.

Numerous studies have shown that leadership communications, salary and working conditions were the most important factors for dissatisfaction in secondary schools. (Bodur, 2002; Seo et al., 2004; Fitzpatrick et al., 1998; Sur et al., 2004). The finding, which indicated that there was a significant association between the leadership styles and employees' job satisfaction and their received salary, nature of the job and work conditions. The lower level of job dissatisfaction for teachers working in each department and department heads in secondary schools were likely also because of the specific nature of the jobs they peerworking in another organization.

Another major finding as the cause of employee job dissatisfaction was the lack of respect and recognition they receive from school principals, education bureaus the community, students’ parents and Recognition and respect are highly important especially for teachers working at secondary and primary level at government schools, who are in direct contact with students, families, peers and communities.

Recognition from managers for good performance is vital in increasing job satisfaction and is central to boosting morale. A supportive management style, demonstrated through
open communication, respect and recognition could greatly improve the satisfaction of employees on the job. Possessing knowledge and information about teacher’s motivation helps managers understand how teachers can be involved to achieve profession improvement. It is interesting to note that the perceptions of school principals of the importance of motivators for employees vary considerably from how employees view what motivates them.

More understanding of the needs and wants of their employees, as well as a better understanding of the impact of their own managerial behavior on others would help them in terms of improving performance in the workplace.

According to Maslow's theory of hierarchy of needs, each individual has basic, physiological needs and as needs are met, the individual seeks to satisfy other needs. Once individuals have satisfied one need in the hierarchy, it ceases to motivate their behavior and they are motivated by the need at the next level up the hierarchy. He categorizes needs into physiological, safety, love, esteem, and self-actualization. Based upon Maslow's theory of human motivation, employees will seek to fulfill self-actualization needs whenever their other low level needs have met (cited in Mosadeghrad, 2003b). In this study employees' job satisfaction in relation to their salaries and fringe benefits and working conditions was very low. In other words, they are in the primary needs level. These needs should be met in order to they think about participating in their organization's management process.

Therefore, at this time participative management is not a good leadership style for these schools, unless school managers try to improve organizational culture of schools and teachers’ organizational maturity.

Generally speaking, using one type of management style is not always a good management style; managers should be first educated and trained in choosing the proper scientific methods and techniques of participative management, as well its goals, objectives, weaknesses, strengths and application in the organization. Then, they should determine the organizational maturity level of their employees. After that, they should improve their employees' organizational maturity and use proper leadership style conservatively.
Employees are the most important resource in organizations. Nevertheless, managers spend a minimal amount of time learning more about human behavior, communication, and how their attitudes and behavior impact employee performance. Management requires a keen understanding of human nature, the basic needs, wants and abilities of people. Managers at all levels cannot cause an employee to become motivated; they can however, through their actions and more participative attitudes help to create the environment for individuals to motivate themselves. The results of this study suggest that management might be able to increase the level of commitment in the organization by increasing satisfaction with compensation, policies, and work conditions.

One way of addressing this could be by increasing the interactions with employees in staff meetings and professional supervisions. Changes in organizational variables, such as benefit scales, employee input in policy development, and work environment could then be made in an effort to increase employees' job satisfaction.

This study was undertaken because of the researcher's interest in determining the aspects of a leadership style of secondary school principals that links with teachers’ job satisfaction. Employees' job satisfaction was significantly correlated and was affected by leadership style of managers especially employee-oriented dimension. It was also believed that school principals a more in depth understanding of the relationships these variables have with one another. Based on the findings of this study, I can be concluded that, the study was intended to identify the link between leadership style and Employee’ job satisfaction at Yeka Sub City Government Secondary Schools.

Depending on the findings of this study, it was concluded that the major problem between leadership style and employee’s job satisfaction in Government Secondary Schools of Yeka Sub City were:

Lack of worker’s motivation in Organization; lack of transparent communication between leaders and workers in the Organization; Weak Relationship between principal and Supervisor a gap in the application of transformational leadership style at each school level and. a lack of capacity building for teachers and principals on how to bring the job satisfaction. Lack of conducive working environment.; there is no job based or result oriented recognition for the teachers at school level and Teachers were not satisfied on the current salary paid.
5.3 Recommendations

This study showed that the link between leadership style and employee’s job satisfaction must be improve these problem by developing system to minimize the consequences of leadership style and employee’s job satisfaction observed in the implementation of leadership style in Yeka sub city Government Secondary School.

The following are the recommendations for Yeka sub city education office, Addis Ababa education bureau and M.O.E. being made based on the findings from the study.

More Specifically:

- The government should need to provide training for the secondary school principals to improve their leadership style and enhance their administrative skill, to communicate with professional employees (teachers).

- Educational organization should have the concept of how to use and apply the recognition program, promotion, at least once a year by using appropriate measuring instrument and standards, procedures which motivate employee at their work place.

- Ministry of educations should revise and re set its carrier structure of teachers and principals in accordance with work experience, professional development of teachers, to bring quality of educations and respect of professional teachers and involving them while developing educational policies.

- The school principals should create conducive environment and implement good communications while their subordinates in order to satisfy teachers and achieve educational goal for the employee

- Principals and teachers should be selected, and, promoted based on their ability, interest and fitness for the education system and of the continuous changing environment.
REFERENCES

Ali, R., & Ahmed, M.S. (2009). The impact of reward and recognition programs on employee’s motivation and satisfaction:


Deru, Nahrgang, Wellman, (2011). Trait and Behavioral Theories of leadership; an integration and meta-Analytic Test of their Relevance Vail, personal psychology.

Duze, Chinelo O. (2012) leadership styles of principals and the effect on job performance of staff in secondary schools in delta state Nigeria Afrrevijah an international journal of arts and Humanities Bahir Dar, Ethiopia


Nuhu, K. (2010). Effect of leadership style on employee performance I Kampala District council Makerere University


Appendix I

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OFF EDUCATIONAL PLANNING AND MANAGEMENT
(EDPM)

QUESTIONNAIRE FOR THEARS

DEAR THEARS

The general objective of this study is to assess leadership style and employee job satisfaction in government secondary schools of Yeka sub city of Addis Ababa. The information gathered through this questionnaire will use by the researcher for strictly academic purpose. Your careful and honest response determines the success of the researcher and the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your responses will be kept confidential. Please read the instructions and each in the questionnaire carefully before you give your response. If you want to change any of your response, make sure that you have cancelled the unwanted ones.

Thank you! For the time and effort, you have put in to your participation in this research project. Your input is greatly appreciated.

General Instructions:

- Put ‘X’ mark in the space where alternative answers are given;
- No need of write your name;
- Please keep the paper clean;
Part One: Personal Background Information

Please fill the following details position

Sex:  Male □  Female □
Age group:  18 - 25 □  26 – 40 □  41 – 55 □  Above 55 □
Current Marital status: Single □  Married □  Divorced □  Widowed □
Educational Level:  2nd degree and above □  1st degree Holders □
  Diploma Holders □  Level 1-4 □  Certificate □
High School  Complete □  High School incomplete □
How long have you been working in secondary school?
  Less than 5 years □  6-10 years □  11-15 years □  16-20 Years □
  Above 20 year □

Part Two: General Questions

Please indicate the extent to which you agree with each of the following statements by putting a tick mark (X) that most closely matches your opinion. Use the rating where:
1=strongly disagree  2=Disagree  3=Neutral 4=Agree  5=strongly Agree.

<table>
<thead>
<tr>
<th>S.No</th>
<th>variables of employee satisfaction</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Transformational Leadership Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is idealized and influential leadership in my Organization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>The leaderships are motivators of workers in my Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Leaderships are given equal consideration in work place.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Leaderships in my school are good communicators with workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Promotion and Career Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I feel job promotions are fair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The criteria used to grant promotions are clear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I have been provided with training opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>There are career development opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I am satisfied with the recognition programs precede a year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I am satisfied with the responsibility I have assigned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I have been empowered to play my role</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>There is democratic leadership style in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>There is autocratic leadership style in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>There is laissez leadership style in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working Environment &amp; Nature of the work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I feel safe and comfort in working environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Teaching materials are fulfilled for teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I know the school mission statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I know the school vision statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I am proud of working in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship with Supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>My supervisor gives me clear instructions on how and what to do.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I feel free to talk openly and honestly with my supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>The principal handles their/his/her team professionally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>The principal is competent in making decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship with Work Group (co-workers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>My co-workers get along with each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I have a good relationship with my group members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>I work with others in a satisfactory way</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>There is only vertical/upward/communication in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>There is only downward communication in the company.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>There is horizontal communication in the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>There are upward, downward and horizontal communication between principals and teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Operating Procedure**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>I am able to perform tasks that don’t go against me Conscience.</td>
</tr>
<tr>
<td>32</td>
<td>My school implements educational policies with ease and efficiency.</td>
</tr>
</tbody>
</table>

Thank you for your cooperation!