

—LEADERSHIP AND EMPLOYEES RELATION IN FUTURE HOPE PRIVATE
AND ASTE FASSIL GOVERNMENT PRIMARY SCHOOLS

BY
WORKAFERAHU ESHETE

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CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Labor and management relationship concerns with key issues like employee contractual agreements, emotional and psychological contact, wage and salary, supervisory behavior, gender and benefit facilities provided by the organizations and organizational culture as well. On top of these, the overall organizational culture and working environment of a given organization has undeniable impact on labor and management relationship. In fact organizational culture is the major component that can influence labor and management relationship matter either negatively or positively. This relationship depends on different aspects and responses of both parties i.e. labor and management. The parties, labor and management are expected to take steps on issues that sustainably maintain good relationship and have to be free from the act of spoiling relationship negatively. Good relationship between labor and management contributes for the advancement of objectives of an organization and improves efficiency and productivity as well.

Employee-organization relationship is an overarching term that describes the relationship between the employee and the organization. It encompasses psychological contracts, perceived organizational support, and the employment relationship. Lynn M. Shore, (2012:618).

As Lynn M. Shore (2012) clearly stated employee organization relationship is highly connected with psychosomatic emotion and integrated when two parties sign contractual agreement to abide and respect the rule, laws and principles of the organization.

The most important and very valuable resource among any other resources for every organization is ‘human resource’ which is composed of all the efforts, skills or capabilities of all the people who work for that organization. The importance of human resource in organizations is immense because it is the people that plan, design, implement, sustain and end an organization’s life. It is very difficult to imagine change in an organization without active participation and involvement of human resource and that force is called labor/employee of the organization. Therefore, the role of labor/employee in this regard in the current competitive and dynamic market condition is very vital and critical as well.

Labor in an organization classified in different categories i.e. *professional, semi-professional or non-professional*. On the other hand it can be expressed as *Skilled, semi-skilled and unskilled which have knowledge, special training and skill, experience, attitude, and abilities* which contributes to the development and growth of an organization. It is very difficult to imagine change in an organization without active participation and involvement of human resource and that force is called labor/employee of an organization. Therefore, the role of labor/employee in this regard in the current competitive and dynamic market condition is very vital and critical as well.

There are good or bad relationships among people, groups, organizations and countries to meet their objectives. Relationship can be maintained using good communication if parties work hard with the aim of peace and constructive move. Relationship emerges at individuals, people or groups level because, it is people in the organization that communicate with each other to exchange their experience, exposure, skill, attitude and what they have in general. However culture of the organization also matters a lot to relationship. Each organization has its unique nature and one is quite different from the other and every organization has its own unique character.

Relationship between management and labor of an organization matters a lot and contributes to the performance and development of that organization. This Relationship can be manifested either positive or negative way among parties. Management should play great role in the maintenance of good relationship with the organizations necessarily. However the task is not totally left for management but also, labor of an organization has its own responsibility too. Individual's contribution, Labor-union, Workers association and or other form of labor organizations are some alternatives among several to maintain relationship in an organization.

Labor and management are inseparable in an organization and one is vital to other for the accomplishment of task and to reach to the goal of the organization. There is no organization in the world that is able to perform the goal of organization without participation of labor and even strong management can't make miracle by itself. On the other hand competent labor can do nothing unless otherwise supported and assisted by management. Therefore, we can say that one cannot be effective and productive without the contribution and participation of the other.

There are numerous definitions of management; probably the most popular and often quoted is —getting things done through other people.” This and most other definitions have merit and draw attention to important aspects of management according to different scholars. Management also has different activities and responsibilities in it. Various scholars have drawn their different definition of management in their literature and set their outlook. Managers also have major task while dealing with their job. Decision-making and risk taking are also some among several major tasks (activities) of management and managers. However, these are not the only tasks of management and managers. *Management is a distinct process consisting of activities of planning, organizing, actuating, and controlling to determine and accomplish stated objectives with the use of human beings and other resources (Terry and Franklin, 1988:4).*

According to Terry and Franklin (1988) emphasis, unlike other things like financial and material resources it is very difficult to manage labor in an organization because, due to the complexity of human nature. Management is extensive and comprehensive task and sometimes faces certain difficulties during implementation. As the reality in the ground varies from theory in literature, management is concerned with labor (people) whose behavior is highly unpredictable and irregular in its nature. So that, management of the organization should pay attention to labor and manage relationship which is very important and valuable matter to accomplish organizational objective. And yet —management is a young developing disciplining whose concepts are continually changing”. VSP RAO and PS Narayana (2000) 18.

Due to problems in managing labor and management relationship efficiency, productivity and competitiveness decline particularly in an organization that no proper employee and management relationship. According to different authorities Labor of the organization can be classified in different categories i.e. professional, semi-professional or non-professional on the other words can be expressed skilled, semi-skilled and unskilled which have knowledge, special training and skill, experience, attitude, and abilities which contribute to the development and growth of an organization. It is very difficult to imagine productivity without active participation and involvement of human resource in an organization and that force is called labor/employee of an organization. Therefore, the role of labor/employee in this regard in the current competitive and dynamic situation is very vital and critical.

Policies and principles are set by organizations to guide and manage relationship in accomplishment of tasks in the organizations and be implemented by labor and management of the organizations. Thus labor and management relationship should be in a way that can serve organizations to achieve the expected and anticipated result maintaining organizational peace.

Labor relations are the study and practice of managing unionized employment situations. In academia, labor relations is frequently a subarea within industrial relations, though scholars from many disciplines including economics, sociology, history, law, and political science also study labor unions and labor movements. In practice, a labor relation is frequently a sub-area within human resource management. Courses in labor relations typically cover labor history, labor law, union organizing, bargaining, contract administration, and important contemporary topics. In the United States, labor relations in the private sector are regulated by the National Labor Relations Act. Public sector labor relations are regulated by the Civil Service Reform Act of 1978 and various pieces of state legislation. In other countries, labor relations might be regulated by law or tradition". Wikipedia, the free encyclopedia (2012). Human Resource Management. www.google.com

With regard to maintenance of relationship, Commitment of management body to the organization matters a lot —management who decide to be permanent members of the organization can contribute better than those who are always ready to leave the organization". Terry and Franklin (1988).

In this regard committed management body worries about the matter relationship and maintenance mechanisms of relationship with labor of the organization. Managers of the organization have commitment to the organization if and only if they decided to stay and contribute in their occupation.

In the Ethiopian context, we are using two basic legal procedures, like labor Law (Proclamation 377/2006) and collective agreement (which is legally accepted within the procedure set by the law). However, most organizations have no union or association. Most managers of our countries look workers associations' suspiciously because of their bad experiences in the past.

1.2. Statement of the problem

Human resource is the most important and valuable to any organization other than other type of resources require to organization. The output they want to produce and the reality in the ground does not meet. One reason can be for most organizations, they are not free from problem to the growing demands for skilled, motivated and committed labor force. In other way the demand and supply misbalancing was caused because of proper management of employee management relationship and which is manifested with high turnover in most organizations as wage and benefits are determined by management of the organization unless a union is represent the labor force for bargaining on behalf of the labor force.

Human resource management is the organizational function that deals with issues related to people such as compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, and training. HRM is the legal liaison between the organization and the employees, they are to uphold the employment and safety laws (OSHA, and civil rights act) as well as follow the practices, which may differ within federal guidelines that the employer authorizes.

Because of problems related to labor and management relationship, salary/wage, supervisor subordinate relationship and benefit packages, employees' dissatisfaction manifested to staff turnover. Increase in employee turnover in organization leads to unnecessary expenses, like hiring, induction, familiarization, employee development, socialization are costs very significantly affecting organizations in a situation where high employee turnover. Such a kind of costs creates organizational instability confusion and irregularities as well.

This research tried to investigate in detail how the selected schools practices and challenges in line with the labor law with regard to provision of wages and other benefits and leadership and employees relations.

To conduct the study the following questions were raised.

- 1) What policies, rules and procedures exist in the schools?
- 2) What leadership style and skills are applied in the schools?
- 3) What is the effect of employee involvement in schools affairs?
- 4) What is the view of employees on the schools leadership?
- 5) What are the major challenges observed?

1.3. Objective of the study

The main objective of this study was to assess the practice of leadership and employees relations and challenges in Future Hope Private and Aste Fassil Government Primary Schools.

1.4. Specific Objective

- To assess policies, rules and procedures exist in the two schools.
- To assess the leadership style and skills that is applied in the schools.
- To investigate the view of employee of the schools on leadership.
- To diagnose the view and involvement of employees in the schools affairs.
- To observe the major challenges with regard to leadership – employees relations.

1.5. Significance of the study

The finding of this study is to show the practices and challenges in the schools in relation between the management and employees that enable to make remedial action on the gaps and be used by those who are interested to engage in further study on the issue.

1.6. Scope of the study

Although, there are many similar schools in the city, this study only focus in these two selected schools due to time and financial constraints.

1.7. Organization of the study

This research paper was organized in five chapters and these are;

This paper consists of 5 chapters. The first is introduction which includes introduction, statement of the problem, and significance of the study, scope of the study and limitation of the study. The second chapter deals with the review of related literature and related works. The third chapter comprises research design and methodology used to collect and analyze data. The fourth chapter presents the findings, data analysis, presentation and interpretation. Finally the last chapter presents summary, conclusion and recommendation.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Concepts and Definition of Leadership

Leadership is reciprocal, occurring among people. Leadership is a “people” activity, distinct from administrative paper shuffling or problem-solving activity. Leadership is dynamic involves the use of power.

Leadership is the influence that particular individual exert upon goal achievement. In his survey of leadership theories and research, Ralph M. Stodgily pointed out that “there are almost as many different definitions of leadership as there are persons who have attempted to define the concept”. We will define managerial Leadership as the process of directing and influencing the task-related activities of group members. The importance of leadership in building and maintaining a civilization is well acknowledged. However, through centuries in different parts of the world, the way this phenomenon was understood (Chamers, 1993)

The concept of leadership continuous to evolve as the need for organizational change is important. Among all the ideas and writings about leadership, three aspects stand out –people, influence, and goals. Leadership occurs among people, involves the use of influence, and is used to attain goals. Influence means that the relationship among people is not passive. Moreover, influence is designed to achieve some end or goals. Thus, Leadership as defined here is the ability to influence people toward attainment of goals. This definition captures the ideas that leaders are involved with other people in the achievement of goals. Leadership is reciprocal, occurring among people. Leadership is a “people” activity, distinct from administrative paper shuffling or problem-solving activity. Leadership is dynamic involves the use of power.

2.2. Leadership Perspectives

2.2.1. Types of Leadership

Leadership implies a relationship of power, the power to guide, scholars have differentiated in number and type of leaderships, but broadly there exists three types of leaderships: - *1. Authoritarian Leadership, 2. Democratic or participative and 3. Laissez-faire or free Ran.* Leadership challenges and practices require appropriate leadership style to be applied which determined by the leader’s behavior and vision. The leader needs to accomplish extraordinary efforts the leadership style plays vital role in order to achieve the desired objectives of the school.

The authoritarian leadership style keep main emphasis on the distinction of the authoritarian leader and their followers, these types of leaders make sure to only create a distinct professional relationship. Direct supervision is what they believe to be key task in maintaining a successful environment and followership. Authoritarian leadership styles often follow the vision of those that are in control, and may not necessarily be compatible with those that are being led. Authoritarian leaders have a focus on efficiency, as other styles, such as a democratic style may be seen as a hindrance o progress.

The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality. The boundaries of democratic participation tend to be circumscribed by the organization of the group needs and the instrumental value of people's attributes \ (skills, attitudes, etc.). The democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. However, the democratic style of leadership still requires guidance and control by specific leader. The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make and vote on decisions.

Research has found that this leadership style is one of the most effective and creates higher productivity, better contributions from group members and increased group morale. Democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas.

The laissez-faire leadership style is where all the rights and power to make decisions is fully given to the worker. (Lewin, Lippitt, and white in 1998). Laissez-faire leadership allows followers to have complete freedom to make decisions concerning the completion of their work. It allows followers a self-rule, while at the same time offering guidance and support when requested. The laissez-faire leader using guided freedom provides the followers with all materials necessary to accomplish their goals, but does not directly participate in decision making unless the followers request their assistance.

2.2.2. Skills of Leadership

Researchers have examined leadership skill from a variety of perspective. Early analysis of leadership was starting from the 1901 to 1950, difference between the leaders and followers' characteristic finding that no single trait or combination of trait fully explained leaders' abilities. Researchers then began to examine the influence of the situation on leaders' skill and behavior. Subsequent leadership studies attempted to distinguish effective from non-effective leaders.

These studies attempted to determine which leadership behaviors were exemplified by effective leaders. To understand what contributed to making leaders effective, researchers used the contingency model in examining the connection between personal traits, situational variables, and leader effectiveness.

Everyone talks about leadership; no one have satisfactory defined what it actually is. Like are we seemed to know it only when we see it? And on a related note, social scientists have primarily studied leadership from the context of their own fields letting the discipline color the sub quant definition. So political scientists define it politically, group psychologist define it as group facilitation, education researchers as education administration, and business researchers see it as management.

The essence of leadership is both complex and deeper than other fields. Some of the definition given over time by scholars from different profession, —Leadership is ability to impress the will of leader on those led and induces, in addition to respect, loyalty, and cooperation.

—Interaction between specific trait of one person and others trait of the many in such a way is that the course of action of the many is changed by one. —Social interaction, and similar to all social interactions, perception and interpretation are critical to understanding the process, as stated by Martinko and Gardner, 1987)”

2.3. Leadership and Employee Relations

Leadership is interested in how peoples could be brought to work together for a common end effectively and happily.” Leadership is the art of influencing people by brought persuasion or example to follow a line of action.

It must never be confused with leadership, which is the art of compelling people by intimidation or force to follow a line of action.” —Leadership is the result of an ability to persuade or direct men, apart from the prestige or power that comes from office or other external circumstances.” —H. Jennings (1944) accepted the followers as the people who identified the leader in the group what she called —dynamic redefinition of leadership. She concluded —leadership thus appears as a manner of interaction involving behavior by and toward the individual lifted to a leader role by other individual.” The experience and leadership style of operating manager or leader directly affects P/HRM activities because many, if not most programs must be implemented at the work – unit level thus the operating manager –leader is a crucial link in the P/HRM function

2.4. Challenges in Leadership – Employee Relations

The leadership challenge is about how leaders mobilize others want to get extraordinary things be done. It’s about the practice leaders to transform values in actions, visions into realities, obstacles into innovations, separateness into solidarity and risk into rewards. It is about a climate in which people turn challenging opportunities into remarkable successes. Therefore, leadership challenge requires dedication and devotion of the leader who can take the responsibility and who is inspired for innovation. The leader is expected to foster collaboration and build spirited teams which actively involve others. Mutual respect of leaders and workers enable to sustain extraordinary efforts they strive to create an atmosphere of trust and human dignity. They strengthen others making each person feel capable and powerful.

Engaging with people in organization

Today’s world of changing business circumstances organizations need people who are motivates, responsible to change and fully trained. Nothing much ever happened unless people are motivated and responsive and helping people to understand the benefit of a particular course of action is very important. People will only give their best if they fully understand the decision arose and how their contribution can make difference. (Michael A. Hitt, 2007:96).

Training and communication failures can lead to costly errors and breaches of environmental regulation .failure can be measured not only in terms of hours lost or times but also by the loss of cooperation between staff and manager and stock holders perception.

A sound understanding of responsibilities is crucial for all staff with a role play in the implementation of an environment initiative, training and communication is vital to this. They allow skills to be transferred to staff. They include motivation, change attitude and allow people to acquire a deeper understanding of the issues. (Gary.N 2006:402).

Training and communication can help employees as follows:

- Equip all employees with the skill to perform their jobs more effectively
- Provide and maintain knowledge to enable staff to understand with their actions matter.
- Increased an employee's commitment and motivates and promote identification within the organization and without staff engagement a positive outcome is extremely unlikely. Staff involvement is vital and a sustainable change in individual behaviors can only be achieved through effective training and communication

The supervisor-employee relationship

The new supervisor soon learns that a constant stream of additional and unexpected time-consuming duties filters down from above. Most supervisors occasionally feel that they need more arms and legs and a twenty-four-hour workday to give full attention to their growing list of responsibilities. But no matter how many or how urgent your multiple responsibilities may be, one must take priority over all others: your responsibility to build and maintain a productive relationship with each employee under your immediate supervision. No other single responsibility demands the same degree of attention.

Building a good relationship with an employee is the best way to close the employee's productivity gap. It also promotes your own personal effectiveness and productivity as a manager because when you take the time to develop these relationships and guide employees in their work you are better able to produce more quality work through their efforts with less need for you to perform these tasks so that you can focus on broader managerial goals. Only through good relationships combined with strong, sensitive leadership can a cohesive department be built. (M. M & Kabir 2011: 83).

The quality of relationships constitutes the fabric of the department. If relationships fall apart, the whole operation is weakened. If you do not learn to build and maintain these relationships skillfully, your days as a supervisor will be full of turmoil.

The Supervisor–Employee tacit Relationship and you will not reach your potential as a manager. Building interpersonal relationships is the key to success as a team leader. What is the all-important relationship that exists between the supervisor and each employee? What is its function? How can a productive relationship be built?

Taken in all cases where the employee has made a sincere effort to be productive. If neither of the two previous suggestions solves the problem, you may have to consider ending the employment relationship. This option should be utilized only when it becomes clear that the employee is unable or unwilling to hold up his or her part of the agreement with you or another supervisor to which he or she was transferred. This option may be the most difficult thing you are called on to do as a supervisor, but sometimes it is inevitable. More often than not, such action is best for both the employee and the organization. If you choose to take this action, be sure that all company procedures and policies are honored. In most cases, this means checking with the human resources department to make sure that the rights of the employee have been protected and that no laws have been violated. A variety of supervisory jobs are available. Some supervisors direct large numbers of employees, others only a few. Some work with highly technical equipment, others with customer services. But no matter what the supervisor's scope or the complexity of the job, a supervisor faces no greater challenge than building and maintaining healthy relationships with those who look to her or him for leadership. To accept the challenge fully means to plunge deeply into human relations. It means taking a deep, clear look at your own behavior, for one thing is certain: You get back the kind of behavior you send out. (Michael A. Hitt, 2007:123).

Building Sound Relationships

See the relationship first and the employee second: The previous discussion invited you to view the employee through a relationship channel in order to become more objective and professional in dealing with employees. By concentrating more on the relationship, you will become less involved in the personality of the individual and will probably be less motivated by any unconscious prejudices that you may have.

You will also be more scientific in your approach to problems, more aware of your own responsibilities, and more successful in achieving the productivity seeks. This approach also provides insulation against unwise personal investments.

Don't play games with relationships: A relationship is not a toy or game with which the supervisor is free to experiment. Relationships should be honored and treated with deep respect and sensitive consideration. If you hurt the relationship between you and your employee, you may lower productivity. (Naomi Stanford, 2005:120).

Keep all relationships on a business basis: In most cases, it is best to keep your business and personal lives balanced. You may find it hard to have both a working and a personal relationship with the same person (regardless of gender) without losing your objectivity and hurting both your careers. For some people in some situations, a working and a social relationship can be combined. However, if either you or those you supervise cannot handle this kind of closeness without a distortion of the on-the-job relationship, do not try to blend the two. (Naomi Stanford, 2005:123).

Don't build one relationship at the expense of another: The goal of the supervisor should be to build and keep relationships with all employees equally. Like the parent of several children, the supervisor should show no favoritism, despite the fact that one employee may need more help than another. In building one relationship, it is easy to neglect others, resulting in increasingly negative reactions from the other employees. It is similar to the problem faced by the stagecoach driver who attempts to get each of six horses to pull an equal share of the weight at the fastest possible speed over the long haul.

It is difficult to hold the reins with just the right touch. To avoid imbalances, the supervisor must occasionally review the state of relationships with all employees in the department. If one relationship has been built at the expense of another, immediate repair work should be the first priority. The following checklist can assist you in equalizing communications and rotating assignments. (Naomi Stanford, 2005:124).

Supervisor's Checklist

Talk to employees with the same frequency. Pay as much attention to employees whose interests are different from yours as those with whom you have more in common. Find something to appreciate about each employee. Rotate less desirable tasks.

When assigning new tasks it, needs to follow a certain criteria clearly defined and known to the entire employees who engaged in the given task.

Furthermore, while assigning a new task, a manager is supposed to keep in mind opportunities for cross training and skill building. The need to communicate expectations of what is a fair workload for all employees is to build relationship with a new employee quickly and carefully.

When a new employee comes into department, the supervisor has a good opportunity to build a healthy, lasting relationship from scratch. What necessary to make new employees feel at home are; giving them a confidence needed to be productive, help them to build sound working relations with the other employees, orientation to new employees their new surroundings and taking time to introduce them to their co-workers. (Stephen R. Balzac, 2011:234).

Effects of Supervisor-Employee Relationship on Job Performance

Employee job performance is one of the most important factors within business analytics for maintaining and increasing productivity for companies (Elangovan, & Xie, 1999; Spreitzer, 1995). Employee job performance is operationally defined as the extent to which an individual completes the duties that are required in order to occupy a given position, which s/he assumes within an organization. Some of the most common responsibilities of supervisors are to delegate work, and to give information or advice to subordinates. In acknowledging that it is the duty of supervisors to ensure that employee job performance is at maximum potential, it would be advantageous for managers in all trades and industry sectors worldwide to understand what types of employee-supervisor interactions are associated with employee job performance. Knowledge regarding the possible association between supervisor-employee relationship and job performance would enable the implementation of more effective systems for management, and subsequently, better productivity for the company through increased job performance. This assessment seeks to evaluate examples from current research to understand the relationship between four dimensions of employee-supervisor interaction [perceived organizational support (POS), trust in the supervisor (TS), leader-member exchange (LMX), and reward systems (RS)], and employee job performance. Research on the associations of these variables shows varied results because of the difficulty in ruling out extraneous variables in the workplace. However, researchers generally agree that POS can act as a foundation for interaction with supervisors that allows other beneficial constructs, such as trust, to begin to develop. (Elangovan, & xie, 1999:243).

Perceived Organizational Support

Perceived Organizational Support (POS) is operationally defined as: the extent to which an employee believes that his/her company cares about them and appreciates his/her contributions to the company (Eisenberger, Huntington, Hutchison, & Sowa, 1986). Moreover, employees tend to measure interactions with their superiors as positive or negative to create a global POS assessment of how they rank at their company (Rhodes & Eisenberger, 2002). An organization is really a complex system that has no physical body of its own, so if an employee is to feel a sense of support, it will result from interactions with other individuals within the company. Supervisors act as the face of the organization, giving employees feedback and advocating on behalf of their company. High POS is established when an employee feels that she/he has more desirable interactions with their supervisors than non-desirable ones (e.g.: more compliments than complaints). In this respect, Rhodes and Eisenberger (2002) stated that favorable treatment from a supervisor is synonymous with support from the organization, which raises POS among employees. They continued to explain that increasing POS is generally achieved through better treatment of employees in areas such as fairness, support, rewards, and favorable job conditions, and that extending these gestures seems to be recognized as a sign of high POS by the employees who receive them, regardless of the reward or managerial system in place at that organization (Rhodes & Eisenberger, 2002). In other words, whether the company has an organizational hierarchy, team management, positive reinforcement, or negative reinforcement method of management, employees tend to view fairness, support, rewards, and favorable job conditions as signs of POS.

When employees feel that they are appreciated and receive rewards for service to their company, their motivation to continue receiving rewards increases, and levels of job performance increase (Rhodes & Eisenberger, 2002). POS acts as an emotional reward to employees for their continued loyalty and high job performance. These effects are exaggerated if the employee feels that the reward/support was voluntarily given to them (e.g.: a promotion for accomplishment in work duties), and reduced if the employee feels that such reward or support was simply a matter of policy e.g.: government imposed mandatory pay increases; Rhodes & Eisenberger, (2002).

In this respect, the psychological state of employees acts as a moderator in the POS to job performance relationship. Furthermore, current mood often affects the way support is received.

For example, an employee that is usually grateful to receive help from a supervisor may see the help as annoying or unnecessary if the employee were in an unsociable mood.

Additional benefits of POS include a positive relationship between POS and organizational commitment (Eisenberger, Fasolo, & Davis-LaMastro, 1990; Shore & Tetrick, 1991; Shore & Wayne, 1993), in-role performance (Eisenberger, Huntington, et al., 1986; Eisenberg, Fasolo, et al., 1990), organizational and citizenship behavior (Moorman, Blakely, & Niehoff, 1998; Shore & Wayne, 1993; Wayne, Shore, & Liden, 1997) and a negative relationship with absenteeism (Eisenberger et al., 1986 as cited in Coyle-Shapiro & Conway, 2005, p. 775). Furthermore, research concludes that high POS is a predictor of happier, more productive employees, and when high POS is present, employees report higher levels of perceived established trust (Rhodes & Eisenberger, 2002; Eisenberger, Rhoades, & Cameron, 1999).

Trust in the Supervisor

Trust is defined by Rousseau, Sitkin, Burt, and Camerer (1998) as, a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another' (p. 395). To operationalize the definition of trust in a way that is directed specifically toward the supervisor, we will simply replace the word ,another' with the words ,a supervisor' (i.e. trust in the supervisor is: a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of a supervisor). Trust is an essential factor in the acceptance of duties and information from supervisors. Generally, whether an action was performed on an employee's own volition, or it was requested by a superior, an employee is expected to ,know better' than to act in ways that are unfavorable to the company and will be held accountable for any resulting consequences. If an employee feels that his/her supervisor may give incorrect information or a task that will not benefit the company, the employee may take extra precautions and/or be reluctant to perform when working (Elmuti, 1997). This behavior could result in slower task completion (Elmuti, 1997). In this scenario, the lack of trust established acts as an impediment to employee productivity, and consequentially results in losses for the company in the form of wasted employee time. McAllister (1995) stated that trust is ,a variable seen as critical to organizational coordination' (Gómez & Rozen, 2001, p. 57).

When TS is very low subordinates may disregard directives from their supervisors out of fear that the information given to them is unreliable. In order to optimize the efficiency of the delegation of duties, it is important for supervisors to gain the trust of their employees.

The Relationship channel

Perhaps a supervisor–employee relationship is best perceived and understood as a line that exists between the two, a kind of psychological channel through which all communications, reactions, and feelings must flow back and forth. Through this relationship channel, each party views, interprets, and reacts to the other. The openness the amount of freedom or naturalness of this line contributes to the quality or tone of the relationship, which, in turn, is the essence of the working arrangement. Here are three characteristics found in most relationships, which apply to the relationship itself and do not describe the individuals themselves. Supervisor Relationship, Channel Employee relationship, Channel and institutional relationship, channel as well. (M.M & Nurul Kabir, 2011:117).

Two-way communication.

Two-way communication is the lifeblood of the relationship line in any communication. You keep a relationship alive and healthy through an input of words and non-verbal signals from both ends. Just as all parts of the human body must receive a constant supply of fresh blood to survive, a relationship is kept alive with an exchange of ideas, given strength by words, and kept in good repair through talking. Parties at both ends of the line must contribute. An open dialogue keeps the relationship healthy. In management parlance, the operative word is feedback and both parties in the supervisor–employee relationship need it—continuously, even desperately at times. To repeat: feedback is two way, including employee to supervisor, and not just supervisor to employee as is commonly assumed. Ibid:210.

Mutual Reward Theory (MRT).

Mutual Reward Theory states that the relationship between supervisor and employee is enhanced when a good reward exchange occurs between them. For example, the supervisor may provide the employee with the freedom to work with minimum supervision, personal recognition, and involvement in decision making. In return, the employee may provide high personal productivity, dependability, and cooperation with co-workers.

When such an exchange takes place, both parties benefit. The employee is happy with his or her job, and the supervisor's reputation is enhanced due to his or her ability to direct and support employees.

Without a reasonably good reward exchange, a healthy, productive, long-term relationship is difficult to achieve. Trust is also violated when either person in the relationship fails to honor his or her part of the agreement in the exchange. (Steven. C Currell, 2005:68).

The presence of emotion.

The relationship line can become emotionally charged. Extreme emotional feelings of either the employee or the supervisor can sometimes enter the line and make it difficult to handle. Therefore, you must often take special care in dealing with a highly charged situation. You must go about the work in a quiet, sensitive way. Sparks generated by un-controlled emotions are dangerous to the supervisor-employee relationship. Although both parties share this responsibility, it is the supervisor who must keep the line under control, managing to control his or her own emotion and responding appropriately, when employees' emotions run high. Supervisors, are primarily responsible for the condition of any given employee relationship. They must take the initiative to keep it healthy. If it fails, they cannot blame the employee. They need the cooperation of the employee and must assume the responsibility for getting it. (Steven. C Currell, 2005:85).

What happens when, despite your best efforts, the employee doesn't meet his or her end of the agreement to build a workable relationship? You may have a problem employee. When faced with this situation, you have at least three possible solutions.

1) Involve the employee by asking for suggestions on how to improve the relationship. Perhaps some aspects of the relationship concern the employee, and you can manage differently if you better understood these concerns. Perhaps there are differences in learning or communication styles or in your personalities that you can address. If nothing comes of this approach, you may have to:

(2) Initiate action to transfer the individual to another supervisor who has a different leadership style and personality, which might be more successful than yours. Ibid 93.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter deals with research method; data sources; sampling and sampling techniques; mechanism of data gathering from the respondents; data gathering tools; procedure for data collection; and methods of data analysis that employed to analyze data gathered.

3.1. Research Design

While undertaking the study, both quantitative and qualitative research design is used. Descriptive method is employed to investigate the problem that enabled the researcher to describe factors that affect employees and leadership relationship in the schools management in a wider and broader magnitude. Moreover according to Best and Kahn (2003) it is recommended and the method enables the researcher to examine and investigate the present facts and situations to identify some major problems in the area of the study in the schools.

3.2. Source of Data

Data were collected both from primary and secondary data sources and gathered relevant information through questionnaires. This approach helped the researcher to obtain relevant and appropriate data related to the study from these key sources in addition to the first-hand information gathered from respondents through the questionnaires.

3.2.1. Primary Data Source

For the purpose of this study, data were gathered from respondents of the two schools that have adequate and first-hand information about employee and leadership relationship in Aste Fassil Government and Future Hope Private primary schools which includes management members and teachers' union leader.

3.2.2. Secondary Data Source

To accomplish this study, the researcher used relevant books, reports, published and unpublished materials; directives and human resource manual were reviewed and used as secondary source of data.

3.3. Sampling and Sampling Techniques

With regard to this research, in the Future Hope Primary School, out of the total 60 employees of the school, 48 both female and male respondents were participated. On the other hand, in Aste Fassil Primary school, out of the total 53 employees, 45 male and female respondents were participated. The sample population includes teachers, administrative staff and the teacher' union representative of the schools. Management members of the schools also participated exhaustively in this study. To fill the gap of information, the researcher conducted interviews with the leaders of the schools. Questionnaire which was adapted from journal of global management and business research volume 12, May 2012 polished and distributed to all respondents and then collected according to the schedule of the researcher. Adequate time i.e. one week was given to all respondents to fill the questionnaires and respond rationally and responsibly.

3.4. Instruments of Data Collection

The major means of data collection were questionnaires, structured and non-structured interviews; observation and document analysis were used.

Questionnaire

The researcher used and preferred questionnaire as the main data gathering tool to involve the large sample population respondents to collect the necessary data or information within a given time frame. In supporting this Wilkinson and Birmingham (2003) have argued that the questionnaire is a preferable data gathering tools which enable to effectively collect data in a planned and manageable ways. Furthermore, the questionnaire can be very detailed, help to cover many subjects and issues, and can be easily and quickly analyzed once filled data gathering work completed. Questionnaire was developed based on the information obtained from literature review and experience of the researcher. Most inquiry in the questionnaire was closed ended and supplemented with few open ended items.

Different kinds of inquiry included for all respondents in the questionnaire. The first part four questions in the questionnaire constructed to collect data about background information of the respondents. This helped the researcher to get information about background regarding gender, academic qualification, job position, and service year of the respondents in category.

The second part of the questionnaire contains nine questions ask employees their satisfaction level in relation to salary/wage. The third part nineteen questions of the questionnaire was about attitude of the respondents regarding to their supervisors behavior. Finally the last part i.e. part four, six questions were about employees' satisfaction regarding provision of benefit packages to employees by the organizations. Employees of the schools, management members were respondents of this study.

Interview

Semi structured Interview were developed by the researcher and reviewed by the research advisor on 20th April 2016 to fill the gap between those other data collection instruments. In this interview five items were included and total of 4 people who are the management members in the two schools were participated. The rational to select the people in the interview is, to see the matter from different perspective that participate various stake-holders and Management of the organization, the union leaders as well is collected in the study. The aim of interview is to cross check information from various sources and to obtain data or information which is not discovered by another instrument for data collection purpose

Observation

In order to evaluate how far the organization environment is conducive, observation was used by the researcher as one of data gathering instrument. Office spaces, cafeteria services, transport facility and other related matters were observed.

Document Analysis

Documents analysis was also made to gather necessary information about the present environment of employee and management relationship in the schools under the study. Data for document analysis was obtained from the organization using self-administered questionnaires filled by teachers and administrative staff of the schools.

3.5. Procedures of Data Collection

Questionnaires were prepared in English, reviewed and commented by the researcher's advisor to find out if there were incorrect statements and missing issues in the questionnaire on employees and management relationship topic.

After checking the reliability of the questionnaire, the questionnaire was distributed to the respondents by the researcher assisted by the management of the schools. In addition to that, the researcher made him available during the period to make necessary assistance to clarify the purpose of the study and to avoid probable misunderstanding. Finally the questionnaires distributed were collected within the pre-set time frame of one week.

3.6. Method of Data Analysis

Data were collected through the above instruments then organized, analyzed and tabulated based on the basic questions of the research. For further analysis percentage, frequency, and cross tabulation was employed and used. SPSS software version 20 was used to analyses the data and examines characteristics of various responses on factors those affect employees and management relationship in relation to salary/wage, supervisor behavior and benefit package of the organizations. Depending on the results of the analysis, interpretation and necessary discussions were made to clarify the issue. Finally, the major findings of the study were reported, conclusion was arrived at and plausible recommendations were given within the next chapter.

CHAPTER FOUR: DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter deals with data presentation, analysis and interpretation based on data collected using questionnaire, interview, observation and document analysis. In this study for the government owned School of Aste Fassil Primary School, a total of 50 questionnaires were distributed to the employees of the schools, out of which 45 questionnaires were collected and a total of 50 questionnaires were distributed to the Future Hope Primary School employees, out of which 48 respondents returned their response in a given time. Data also was obtained from interview and this interview involved employees and management members of the schools.

4.2. Background of Aste Fassil Primary School

Aste Fassil Primary School was established by a private investor in 1969 G.C in the name of the early Ethiopian 16th century governor king Fassil based in Gondar province. The teaching and learning process was started by 8 classrooms with 100 students. The monthly payment of students was just the same as their classes/grades level that is 2nd grade 2.00 Birr, 3rd grade 3.00 Birr etc. (Source from the school brochure).

During the Derg regime, in 1976 G.C the private ownership of the school shifted to public ownership with the proclamation that was declared by the government and the school developed its teaching performance since then and again shifted to government ownership with full interest and support of the community.

Currently, the school provides its service from KG up to 8th grade students with qualified and committed teachers. There are 860 (402 male and 458 female) students.

The school management consists of 42 Teachers, 11 Administrative staff serving the school with great commitment. There are also different departments like Language, Science, Social studies, Sport & Aesthetics, Civic & Ethical education, math etc.

4.3. Background of Future Hope Primary School

Future Hope School is established in 1988 E.C by a private investor and started teaching students from Nursery up to 5th grade levels. The school developed its teaching and learning process and upgrade up to 8th grade. The school currently is providing its teaching service for a total of 822 students (462 male and 360 female).

The management of the school consist 48 Teachers, 24 Administrative and support staff serving the school in providing service in the teaching and learning process. There are also different departments like Language, Science, Social studies, Sport & Aesthetics, Civic & Ethical education, math etc. who are working on their specific subjects respectively.

4.4. Data presentation

4.4.1 Personal characteristics of the respondents of the two schools.

Table 1

Educational Level and year of services of Respondents of the Schools.

Aste Fassil Government Primary School						Future Hope Private Primary School				
Educational Level	Year of Service			Total	Percentage	Year of Service			Total	Percentage
	1-5 Years	5-10 Years	10 or above			1-5 Years	5-10 Years	10 or above		
Certificate	0	3	3	6	11.3 %	5	4	8	17	28.3 %
College Diploma	14	16	3	33	62.3 %	2	8	10	20	33.3 %
BA/BSC	2	6	6	14	26.4 %	5	6	9	20	33.3 %
MA/MSc	-	-	-	-		-	3	-	3	5 %
Total	16	25	12	53		12	21	27	60	

As shown in table 1 above regarding educational level of employees of the school, most respondents of Aste Fassil Primary School i.e. 62.3% are Diploma holders, subsequently 26.4% BA/BSc and the rest 11.3% have certificates. In the Future Hope Primary School, most respondents that are 33% each is Diploma and Degree holders. This implies that the two schools are equipped with educated and professional personnel. Particularly, Future Hope Private Primary School is exceptional with 3 MA holders i.e. 7% more by Degree holders than Aste Fassil Government Primary School shows that the school has good portion of well-educated personnel for its teaching and learning process as this mission is a base to produce educated human resource need for the country.

Cross tabulation to Educational Level with year of services of the respondents indicates in the above table 1 that, significant numbers of employees i.e. 47.1 % have served the Aste Fasil School between 5-10 years of which, most of them Diploma holders i.e. about 30.2% and BA/BSc holders i.e 11.3% respectively. However, regarding the service year of employees which is above 10years is very low that is 6% of Diploma holders and 11.3 % Degree holders. The sum aggregated 17.3% for both Diploma and Degree holders result, we understand that there have been staff turnover every year of service among the total employees of the school.

Regarding to Educational Level and service year of employees in Future Hope School, the result indicates in the table above is that, significant numbers of employees i.e. 45% have served the organization above 10 years, 35% served between 5-10 years and 20% served the school between 1-5 years respectively. From the sum aggregated of Diploma, Degree and MA/MSc which is 71.7% result, we understand that the number of staff was stable and was no staff turnover among the total employees of the school.

Table 2.

Sex and Job Position of the two primary schools.

Aste Fasil Primary School					Future Hope Primary School			
Gender	Job Position			Total	Job Position			Total
	Top Level	Middle Level	Lower Level		Top Level	Middle Level	Lower Level	
Male	6	18	7	31	10	17	4	31
Female	1	16	5	22	1	26	2	29
Total	7	34	12	53	11	43	6	60

As Table 2 above shows that, 58.5% respondents are male while the rest 41.5% are female in Aste Fasil School. 51.7% respondents are male while the rest 48.3% are female There is high disparity regarding gender proportion in the school according to data collected and analyzed. Female position is only one at the top level that is 1.2% while male's position is 11.3%. In this regard there is gap in proportion of gender balance as long as females are capable to work. Data about job position of the respondents tells that the major portion of the respondents i.e. about 64.2%, and 22.6% are middle and lower level job position holders.

In the same table above, 51.7% respondents are male and the rest 48.3% are female in Future Hope School. With this result there is good gender proportion in the school according to data collected and analyzed. Female position is only one at the top level while male's position is 10. In this regard there is gap in proportion of gender balance at management position as long as females are capable to work. Data about job position of the respondents tells that the major portion of the respondents i.e. about 71.7%, and 10% are middle and lower level job position holders as indicated in the above table.

4.4.2. Analysis and Data Interpretation.

Table 3.

Workers attitude towards salary/ wage conditions of the schools.

S/N	Description	Future Hope Private Primary School											Aste Fassil Government Primary School											
		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1	Increase in salary can improve worker's satisfaction	0	0	2	4.17	2	4.17	24	50	20	41.7	48	1	2.2	2	4.4	3	6.7	15	33.3	24	53.3	45	
2	Your salary is fair for your responsibilities in the organization	0	0	14	29.2	14	29.2	18	37.5	2	4.17	48	15	33.3	16	35.6	8	17.8	4	8.9	2	4.4	45	
3	You are satisfied with your present salary	2	4.2	24	50	10	20.8	12	25	0	0	48	12	26.7	17	37.8	10	22.2	6	13.3	0	0	45	
4	Salary increment is according to merit/performance evaluation	4	8.3	16	33.3	2	4.17	23	47.9	3	6.2	48	10	22.2	18	40	8	17.8	9	20	0	0	45	
5	Same wage rate is adopted for senior and new employees at the time of employment and/or salary increment	6	12.5	22	45.8	8	17.8	10	20.8	2	4.17	48	6	13.3	7	15.6	16	35.6	16	35.6	0	0	45	
6	The organization wage rate is competitive with those similar based organization	24	50	8	16.7	10	20.8	6	12.5	0	0	48	11	24.4	20	44.4	5	11.1	8	17.8	1	2.2	45	
7	Wage rate should be changed according to salary scale in the organization	0	0	8	17.8	6	12.5	30	62.5	4	8.3	48	1	2.2	2	4.4	12	26.7	24	53.3	6	13.3	45	
8	Wage rate is most important element for raising employees performance	3	6.2	1	2.1	6	12.5	26	54.2	12	25	48	0	0	0	0	2	4.4	30	66.7	13	29	45	
	Total	39		95		58		149		43		384	56		82		64		112		46		360	
	Percentage		10.2		24.7		15.1		38.8		11.2		100%		15.6		22.8		17.8		31.1		12.8	100%

As shown in table 3 above, 53.3% (24) respondents of the government school Strongly Agree that, increase in salary them to improve their performance and 33.3%, (15) respondents Agree that increase in salary can improve their satisfaction. In the same table above, 41.7%, (20) respondents of Private School Strongly Agree that salary increment can be satisfaction to their performance and 50%, (24) respondents Agree to the salary increment that can satisfy workers to improve their performance. The rest respondents of the two schools don't integrate work satisfaction with the rise of salary and they argue contrary, other factors that can bring or improve workers satisfaction like working atmosphere, training, motivation and good governance etc. This implies that there is still good opportunity to the schools to increase workers satisfaction through improvement of the factors mentioned.

With regard to wage rate of the school is competitive with those similar based schools, 44.4% (20) respondents of the government school Disagree and 24.4% (11) respondents Strongly Disagree to this issue. For this same question 50% (24) respondents of private school Strongly Disagree that the salary rate of the school is not competitive. Regarding question of salary satisfaction that currently the school pays to the workers, 50% (24) respondents of private school Disagree that workers are not satisfied. 38% (17) and 27% (12) government school respondents Disagree and Strongly Disagree for not satisfied to the current salary they earn from the school.

In particular, employees of the government school are not satisfied to the current salary/wage they earn as the school salary increments is every 3-4 years. On the other hand, this salary increment is not based on considering performance result of employees although performance evaluation is done every year for each employees and increment is applied in the same way to all. This approach can't bring competition among workers and demotivate them and can be cause to poor performance of workers. For this reason the school has to consider performance based salary increment practice to create good competition among its employees so as to achieve its objective. Generally, it is obvious that most employees give priority to their salary because; it is highly attached with their livelihood. Even if there are employees who decide to stay in the organization considering other factors, the issue of salary needs attention of the organization. If this situation can't improve it leads employees to look for another option to satisfy their needs as 8 teachers left the school at this current year due to the matter of salary dis-satisfaction and found a better alternative.

Table 4

Supervisors related factors in Aste Fossil Government Primary School.

S/N	Description	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1	Your supervisor makes you feel valued	4	9	8	17.8	6	13.3	21	46.7	6	13.3	45
2	Your supervisor communicates you all information of work related matters in time	4	9	14	31.1	4	9	17	37.8	6	13.3	45
3	Your supervisor is transparent to you in connection to all work related matters	4	9	15	33.3	8	17.8	12	26.7	6	13.3	45
4	Your supervisor gives you good technical suggestions	4	9	8	17.8	6	13.3	23	51.1	4	9	45
5	Your supervisor gives you undesirable assignments	6	13.3	23	51.1	8	17.8	8	17.8	0	0	45
6	Your supervisor makes your work difficult	10	22.2	29	64.4	2	4.4	2	4.4	2	4.4	45
7	Your supervisor shares with you his considerable experience and trainings	6	13.3	8	17.8	6	13.3	22	49	2	4.4	45
8	Your supervisor is providing you sound job related advices	2	4.4	19	42.2	12	26.7	10	22.2	2	4.4	45
9	Your supervisor give you the feeling that you have responsibilities to fulfill	2	4.4	6	13.3	7	15.6	26	58	4	9	45
10	Your supervisor make a fair and balanced decisions	2	4.4	4	9	12	26.7	26	58	1	2.2	45
11	You trust and depend on your supervisor	10	22.2	14	31.1	4	9	16	36	1	2.2	45
12	Your supervisor is an example of how to do things ethically	2	4.4	10	22.2	8	17.8	19	42.2	6	13.3	45
13	Your supervisor personally inclined to help you in solving problems of your work	0	0	14	31.1	6	13.3	20	44.4	3	6.7	45
14	Your work relationship with your supervisor is effective	4	9	6	13.3	8	17.8	25	56	2	4.4	45
15	You do have enough confidence in your supervisor that you would defend and justify his/her decision in his/her absence	2	4.4	2	4.4	10	22.2	27	60	4	9	45
16	Your supervisor considers your suggestions for change	2	4.4	8	17.8	10	22.2	22	49	3	6.7	45
17	Your supervisor gives you assignments and tasks in advance with sufficient time.	0	0	10	22.2	16	35.6	18	45	1	2.2	45
18	Your supervisor provide you chances to participate in relevant & important meetings/sessions in connection to your work & gives you ample time to get prepared	4	9	9	20	8	17.8	24	53.3	0	0	45
19	Your supervisor gives you a chance to speak your mind in group meetings informally	4	9	8	17.8	9	20	23	51.1	1	2.2	45
	Total	68	160.4	215	477.7	150	333.6	361	808.7	54	120	855
	Percentage		8.0		25.1		17.5		42.2		6.3	100%

Regarding employee perception of the government school in the table 4 above in relation to supervisory behavior, 46.7% (21) respondents Agree that they are valued by their supervisors, 26.8% (12) respondents Disagree and Strongly Disagree that they are not valued and the remaining 13.3% (6) respondents are Neutral from responding to this question. In this regard the matter needs attention because almost 40.1% respondents either don't think that they are valued by their supervisors or don't know their supervisors' perception up on them.

Supervisors have vital role to people under their supervision in creating trust and sense of respect by them. For this reason, supervisors have to make effort to create confidence on their subordinates in work place because; it has direct impact on productivity. Only 46.7% (21) respondents in the sample Agree that they are valued by their supervisors meant not satisfactory. In this regard the school management needs to do a lot to develop confidence of its employees on their supervisors through good communication and discussion to narrow the gap among its employees.

The above table also indicates that only 17.8% (8) respondents out of the total 45 respondents in the sample Agree that their supervisors are assigned desirable job to them while 51.1% (23) and 13.3% (6) respondents Disagree and Strongly Disagree that their supervisors assigned them undesirable jobs or assignments respectively. The rest 17.8% (8) respondents didn't want to answer to the question. It is difficult to expect efficiency from employee who has been assigned undesirable task to him/her. This shows that there is high discrepancy among between supervisors and subordinates which ultimately harms the organization in connection to employee satisfaction and productivity as well.

In the same table above, work related communication shows that, 37.8% (17) and 13.3% (6) respondents Agree and Strongly Agree that their supervisors communicates them properly in work related matters in time whereas, 31.1% (14) and 9% (4) respondents replied with Disagree and Strongly Disagree that their supervisors do not communicate them in time and the rest 9% (4) are neutral to this matter. Communication is indispensable and has role to avoid misunderstanding in the organization particularly in a situation where there is close working relationship. A number of disagreements arouse in organizations because of misunderstanding and eventually leads for unnecessary conflict. Good communications maintains relationship;

develop trust and confidence between supervisors and subordinates. Therefore the above data confirms that there is still big task to be done by all stake holders of the organization.

The role of supervisors regarding technical assistance to their subordinates in the work place is essential. This in turn increase performance improves productivity and builds confidence at both sides. There are some people who make work difficult at working places to their subordinates. Some do this deliberately to challenge subordinates to test whether their subordinates are able to overcome the challenge or not. On the contrary, others make difficult to find fault on subordinates. These types of supervisors are not positive and always wants to blame and insult people under their supervision. In this regard the organizations supervisors are doing better and encouraged to continue.

As shown in table 4, 8.8% (4) respondents with an aggregation of Agree and Strongly Agree that their supervisors make their work difficult. But, 64.4% (29) and 22.2% (10) respondents Disagree and Strongly Disagree that their supervisors do not make them work difficult to and the rest 4.4% (2) respondents remain with a result of neutral to the question.

Supervisors have to share their considerable experience, knowledge gained through various training and sound job related advices to their subordinates in their work place. This leads to develop subordinates skill, confidence and effective in their work. In this regard only 49% (22) and 4.4% (2) respondents Agree and Strongly Agree that their supervisors share them their considerable experience and knowledge gained from trainings and sound job related advice. But, 17.8% (8) and 13.3% (6) respondents Disagree and Strongly Disagree that their supervisors do not share them their experience and trainings and the rest 13.3% (6) respondents did not respond and remained with neutral to the question. The role of supervisors on top of others is mentoring and coaching their subordinates to enhance efficiency and providing necessary support. In this regard the supervisors have to try to provide their considerable experience and training gained knowledge to their subordinates for good relationship.

The role of managers includes decision making to various work related matters in time for effective implementation of the organization. Decision has significant role or effect in work and workers as well. Therefore as much as possible subordinates have to be satisfied by the timely decision making of their supervisors. If this is not realized consequently, it harms work and productivity and morale of employees.

In connection to this, 58% (26) and 2.2% (1) respondents Agree and Strongly Agree that their supervisors make balanced decision, 9% (4) and 4.4% (2) respondents Disagree and Strongly Disagree that their supervisors make unfair decisions. The rest 26.7 % (12) respondents are neutral and didn't want to react to the question. If employees cannot get fair decision from supervisors in work related matters, it is difficult to get better result.

As shown in Table 4, 36% (16) and 2.2% (1) respondents Agree and Strongly Agree that they trust and depend on their supervisors whereas, 31.1% (14) and 22.2% (10) respondents Disagree and Strongly Disagree that they don't trust and depend on their supervisors in the organization. The remaining 9% (4) respondents replied with neutral to this question. Subordinates have to trust and depend on their supervisors in work related matters. This creates strong bond among them and develops good relationship. As a result, the link between supervisors and subordinates enables to achieve good result. Therefore in relation to this matter there is also a lot to be done because, 53% employees' do not have trust and depend on their supervisors.

According to table 4, besides job knowledge, different skill and interpersonal skill, supervisor need also to be exemplary to his/her subordinates. In connection to this only 42.2% (19) and 13.3% (6) respondents of the government school Agree and Strongly Agree that their supervisors are exemplary to them, 22.2% (10) and 4.4% (2) respondents Disagree and Strongly Disagree that their supervisors are not exemplary to them. But, the rest 17.8% (8) respondents replied as neutral and didn't want to react to the question whether their supervisors are exemplary to them or not respectively. The above 55.5% positive response by itself is not sufficient for the question. Because as exemplary is very important to all the subordinates, teachers, students and parents as well since schools are shaping out the young generation and generate efficient educated personnel for the country.

Supervisors should have an inclination to solve problem of their subordinates in their work. The problem can be work related or personal to the subordinate. However, employees having problem obviously known that can't be expected to perform task properly or as required. As depicted in table 4. 44.4% (20) and 6.7% (3) respondents Agree and Strongly Agree that their supervisors solve problems in connection to their work.

But, 31.1% (14) respondents disagree that their supervisors do not solve problems to them at their work related issues in the organization. The rest 13.3 % (6) respondents didn't want to react to the question and replied as neutral.

Effective relationship in work area is vital between supervisors and subordinates because, relationship matters in performing assigned tasks have contribution to efficiency. Without effective relationship either vertically or horizontally is impossible to register expected outcome. In connection to this point, the above table 4.1 shows that, 56% (25) and 4.4% (2) respondents Agree and Strongly Agree that they have effective working relationship with their supervisors. 13.3% (6) and 9% (4) respondents disagree and strongly Disagree that their supervisor do not have good relationship with supervisors. The rest 17.8% (8) respondents replied with neutral to this question. Although it is difficult to measure effectiveness of relationship as it is more subjective, however more than 50% respondents revealed that they have effective relationship with their supervisors. But, this amount is also low as the rest are without proper and effective communication which is very difficult to perform good result in the working place.

Supervisors have to equip their subordinates in decision making abilities like other type of capacities. It is subordinates that take over the work and responsibilities in the absence of supervisors. These enhanced capabilities of subordinates themselves and reduce work load and stress to supervisors. Subordinates also develop confidence to make decisions and to perform tasks confidently in the absence of their supervisors. These ultimately increase and enhance confidence in subordinates. Confidence is a result of knowledge, skill, attitude, education and training as well. There are times and situation that need the decision of subordinates in the absence of supervisors. These times if subordinates have no confidence in their subordinates decision may delayed or wait to supervisors until they are back to work place. This in turn will hammer the organization efficiency and as a result reduces the overall productivity as well.

As shown in Table 4, 60% (27) and 9% (4) respondents Agree and Strongly Agree that they have confidence to decide in the absence of their supervisors. 8.8% respondents with a sum of Disagree and Strongly Disagree that they do not have confidence to decide in the absence of their supervisors while the rest 22.2% (10) respondents are neutral to this question.

In a situation where only 69 % workers have confidence to make decision in the absence of their immediate supervisors, it is visible and clear that one can understand how work is tough.

Subordinates need enough time to get prepared to assignments given by their supervisors. This help subordinates to be careful and certain in their job assigned. It is not only to subordinates but also it helps supervisors too. Because, it helps them to receive exhausted and well done product or service. However in this regard, 47.2% (19) respondents Agree and Strongly Agree that their supervisors give them sufficient time to them and 22.2% respondents replied that their supervisors don't give them sufficient time in advance for assignments while the rest 35.6% respondents are neutral to this question. In this regard some supervisors don't give sufficient and enough time to their subordinates to accomplish work related assignments. Regarding to this issue, 47.2% respondents believe that they get enough and sufficient time to the assignment given by their supervisors is not adequate as compared to the matter and its importance. Therefore, still a lot to be done to improve the situation for effective implementation of assignments expected from employees.

There are lots of meetings and discussion sessions organized by organizations inside or outside the organizations. These chances are one of the opportunities for capacity development of employees of the organizations. Using these chances means it helps both employees and their supervisors to perform tasks in a better way. In addition it also motivates subordinates and develops good relationship among them. In this regard the above table 4.1 shows that 53.3% (24) respondents that they have got chances to participate in different kinds of meetings. But, 20% (9) and 9% (4) respondents Disagree and Strongly Disagree that they never get this chance and the rest 17.8% (8) respondents didn't want to respond and replied with neutral in this regard.

Employees also want to participate in different meetings and sessions in connection to their work and that is part of capacity development and builds confidence to employees. For this reason supervisors have to provide and create chances to their subordinates to speak out their mind in a group meetings and individual discussions because, supervisors will benefit too from the process in getting valuable information and different perceptions. In this regard only 53.3% employees of the organization have the chance to participate in meetings and sessions. The school management has to consider this issue as it is expected to work for the remaining 50% to improve the result on this issue.

Table 5

Supervisors related factors in Future Hope Private Primary School.

S/N	Description	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1	Your supervisor makes you feel valued	2	4.2	6	12.5	14	29.2	24	50	2	4.2	48
2	Your supervisor communicates you all information of work related matters in time	4	8.3	10	20.8	10	20.8	24	50	0	0	48
3	Your supervisor is transparent to you in connection to all work related matters	8	16.7	4	8.3	12	25	22	45.8	2	4.2	48
4	Your supervisor gives you good technical suggestions	4	8.3	10	20.8	6	12.5	23	48	5	10.4	48
5	Your supervisor gives you undesirable assignments	7	14.6	25	52.1	5	10.4	6	12.5	2	4.2	48
6	Your supervisor makes your work difficult	2	4.2	19	39.6	10	20.8	14	29.2	3	6.2	48
7	Your supervisor shares with you his considerable experience and trainings	4	8.3	16	33.3	14	29.2	12	25	2	4.2	48
8	Your supervisor is providing you sound job related advices	2	4.2	18	37.5	15	31.2	12	25	1	2.1	48
9	Your supervisor give you the feeling that you have responsibilities to fulfill	2	4.2	8	16.7	14	29.2	24	50	0	0	48
10	Your supervisor make a fair and balanced decisions	10	20.8	12	25	6	12.5	20	41.7	0	0	48
11	You trust and depend on your supervisor	16	33.3	4	8.3	4	8.3	16	33.3	8	16.7	48
12	Your supervisor is an example of how to do things ethically	8	16.7	12	25	14	29.2	12	25	2	4.2	48
13	Your supervisor personally inclined to help you in solving problems of your work	0	0	12	25	8	16.7	10	20.8	18	37.5	48
14	Your work relationship with your supervisor is effective	5	10.4	8	16.7	6	12.5	24	50	5	10.4	48
15	You do have enough confidence in your supervisor that you would defend and justify his/her decision in his/her absence	3	6.3	3	6.3	7	14.6	20	41.7	15	31.2	48
16	Your supervisor considers your suggestions for change	0	0	2	4.2	10	20.8	18	37.5	18	37.5	48
17	Your supervisor gives you assignments and tasks in advance with sufficient time.	6	12.5	18	37.5	15	31.3	9	18.8	0	0	48
18	Your supervisor provide you chances to participate in relevant & important meetings/sessions in connection to your work & gives you ample time to get prepared	0	0	8	16.7	18	37.5	22	45.8	0	0	48
19	Your supervisor gives you a chance to speak your mind in group meetings informally	3	6.3	8	16.7	14	29.2	22	45.8	1	2.1	48
	Total	68		203		202		341		84		912
	Percentage	8.0		23.0		22.2		37.0		9.21		100%

Regarding employee perception of FH Private School, the above table 5 shows that 50% (24) and 4.2% (2) respondents Agree and Strongly Agree that their supervisor makes them feel valued, 12.5% (6) and 4.2% (2) respondents Disagree and Strongly Disagree that their supervisors do not make them valued. The rest 29.2% (14) respondents replied as neutral. In this regard the matter needs attention because almost 50% employees of the school disagree and neutral meant the organization needs to do a lot to improve the situation narrow the gap among its employees. Supervisors have vital role to people under their supervision in creating trust and sense of respect by them. For this reason, supervisors have to make effort to create confidence on their subordinates in work place is very important and has a direct impact on productivity.

As shown in table 5 above, 12.5% (6) and 4.2% (2) respondents out of 45 in the sample Agree and Strongly Agree that they are assigned to desirable job by their supervisors. But, 52.1% (25) and 14.6% (7) respondents disagree and strongly disagree that their supervisors assigned them undesirable assignments whereas the rest 10.4% (5) respondents remained with neutral to answer the question. It is difficult to expect efficiency from a person who assigned out of his or her desire. This shows that there is high discrepancy among supervisors and subordinates as well. The fact that put in the table ultimately harms the organization in connection to employee satisfaction and productivity as well.

In the same table above, work related communication shows that, 50% (24) respondents believe that their supervisors communicates them properly in work related matters whereas, 29.1% respondents replied that their supervisors don't communicate them in time and the rest 20.8% are neutral about their communication with their supervisors in work related matters. Communication is indispensable and has role to avoid misunderstandings in the organization particularly in a situation where there is close working relationship. A number of disagreements arouse in organizations, because of misunderstandings and eventually leads to unnecessary conflict. Good communications maintains relationship and develop trust and confidence between supervisors and subordinates. Therefore the above data confirms that there is still big task to be done by all stake holders of the school.

Providing technical assistance to subordinates is one of the role of supervisors in the work place is very important and essential. This in turn increase performance improves productivity and builds confidence at both sides.

There are some supervisors who deliberately make work difficult to their subordinates and others do this to challenge subordinates to test them whether they are able to overcome the challenge or not. Some are also making work difficult to find fault on subordinates. These types of supervisors are not positive and always wants to blame and insult people under their supervision. In this regard the organizations supervisors are doing better and encourage employees for better performance in their jobs.

In this regard, as shown in the table 5 above, 48% (23) and 10.4% (5) respondents Agree and Strongly Agree that their supervisors gives them good technical advice in their work respectively. 20.8% (10) and 8.3% (4) respondents disagree and strongly disagree that their supervisors do not give them technical suggestions to their jobs. The remaining 12.5% (6) respondents do not want to express their feeling and remain with neutral.

With regard to question about supervisors give undesirable assignments to subordinates, 29.9% (14) and 6.2% (3) respondents Agree and Strongly Agree that their supervisors make their work difficult while 39.6% (19) and 4.2% (2) respondents disagree and strongly disagree that their supervisors don't make their work difficult. The rest 20.8% (10) respondents are neutral to respond to this question.

Supervisors have to share their considerable experience, trainings and have to give sound job related advices to their subordinates in their work place. This helps subordinates to be skilled, confident and effective in their work. In this regard only 25% (12) and 4.2% (2) respondents Agree and Strongly Agree that their supervisors share them their experience and knowledge gained through trainings and provide them advice. 33.3% (16) and 8.3% (4) respondents Disagree and Strongly Disagree that they don't get any support or advice from their supervisor and the rest 29.2% (14) respondents are neutral and did not respond to the question. Among the role of supervisors on top of their responsibilities, mentoring and coaching is important roles to their subordinates to enhance efficiency. In this regard the supervisors have to try to provide their considerable value to their subordinates to sustain good relationship.

The role of managers includes decision making and expected to make rational decision. Decision has a significant role or effect in work and workers as well. Therefore as much as possible subordinates have to be satisfied by the timely decision making of their supervisors. If this is not realized consequently, it harms work and productivity.

In connection to this 41.7% (20) respondents Agree that their supervisors make balanced decision but, 25% (12) and 20.8% (10) respondents replied as Disagree and Strongly Disagree that their supervisors make unfair decision which comes to a sum of 45.8%. The rest 12.5% (6) respondents are remained neutral and not react to the question. If employees cannot get fair decision from supervisors in working place in turn difficult to think to get better result.

As shown in table 4.2 above, 33.3% (16) and 16.7% (8) respondents Agree and Strongly Agree that they trust and depend on their supervisors whereas, 8.3% (4) and 33.3% (16) respondents Disagree and Strongly Disagree that they don't trust and depend on their supervisors. The rest 8.3% (4) are neutral and do not want to say about their supervisors in relation to trust and depend on them.

Therefore, in relation to this matter, there is also a lot to be done because, almost 50% of the respondents do not trust and depend on their supervisors means the school need to do more as trust is very important in creating confidence among subordinates and supervisors for good achievement of the organization activities.

As shown in table 4.2 above, 25% (12) and 4.2% (2) respondents Agree and Strongly Agree that supervisors are exemplary how to do things ethically. But, 25% (12) and 16.7% (8) respondents disagree and strongly disagree that the supervisors are not exemplary on how to do things ethically. The rest 29.2% (14) respondents do not say and remain neutral. The above 42% positive response by itself is not sufficient for the question. Because, exemplary is very important to all the subordinates, teachers, students and parents as well since schools are shaping out the generation and generate efficient educated personnel for the country.

Supervisors should have an inclination to solve problems of their subordinates in their work. The problem can be work related or personal. Employees having problem obviously can't be expected to perform their task properly or as required. In this regard, as shown in table 4.2 above, 37.5% (18) and 20.8% (10) respondents Agree and Strongly Agree that their supervisors personally inclined to help them solving problems in connection to their work. But, 25% (12) respondents Disagree to this point and the rest 16.7% (8) respondents are neutral to react for this question.

Effective relationship between supervisors and subordinates in working area is vital because, relationship matters in performing assigned tasks and have great contribution for efficiency. Without effective relationship either vertically or horizontally is impossible to register expected outcomes.

In connection to this, the above table 4.2 shows that 50% (24) and 10.4% (5) respondents Agree and Strongly Agree that they have effective working relationship with their supervisors while 16.7% (8) and 10.4% (5) respondents Disagree and Strongly Disagree that they do not have good working relationship with their supervisors. The rest 12.5% (6) respondents are neutral to this question.

Supervisors have to equip their subordinates in decision making abilities like other type of capacities. It is the subordinates that take over the work and responsibilities in the absence of supervisors. These enhanced capacities of subordinates reduce work load and stress to supervisors. Subordinates also develop confidence every time to make decisions and to perform tasks confidently in the absence of their supervisors. Confidence is a result of knowledge, skill, attitude, education and training as well. There are times and situation that need the decision of subordinates in the absence of supervisors. If supervisors have no confidence in their subordinates decision may delay and/or wait to supervisors until they are back to work place and as a result reduces the overall productivity as well.

In this regard, table 4.2 above shows that 41.7% (20) and 31.2% (15) respondents Agree and Strongly Agree that they have confidence to decide in the absence of their supervisors. But, the sum of Disagree and Strongly Disagree 12.6% (6) respondents does not have confidence in their supervisor to decide in the absence of supervisor and the rest 14.6% (7) respondents are neutral to this question. As a total of 73% respondents have confidence to make decision in the absence of their immediate supervisors, it is still clear that the school has to work on this issue to improve the situation and rise to a better result.

Subordinates need enough time to get prepared to assignments given them by their supervisors. This helps the subordinates to be careful and certain in their job assigned to them. It is not only to subordinates but also helps to supervisors too as it helps them to receive exhausted and well done product or service.

In this regard, 18.8% (9) respondents agree that their supervisors give them sufficient time in advance for the assignment given by supervisors. But, 37.5% (18) and 12.5% (6) respondents Disagree and Strongly Disagree that their supervisors don't give them sufficient time for assignments given to them and the rest 31.3% (15) respondents replied as neutral to this question. In this regard a sum of 50% respondents expressed their concern that their supervisors do not give them sufficient time to accomplish work related assignments. This point requires attention to do more for minimizing the current condition in order to improve the situation.

There are lots of meetings and discussion sessions organized by organizations inside or outside the organizations. These chances are one of good opportunities to employees to develop the capacity development to perform activities effectively. Using these chances for both employees and supervisors is very important to perform tasks in a better way as it also motivates subordinates and develops good relationship among them.

In this regard, the above table 4.2 shows that 45.8% (22) respondents agree that their supervisors provide them chances to participate in meetings and sessions in connection to work and give them ample time to prepare themselves. 16.7% (8) respondents disagree that they do not get chances to participate in meetings or sessions. The rest 37.5% (18) respondents are neutral to this question. Employees also want to participate in different meetings and sessions in connection to their work and that is part of capacity development. For this reason supervisors have to provide and create chances to their subordinates. In this regard about 46% employees of the organization have the chance to participate in meetings and sessions and about 37% neutral means the organization give consideration to this matter and work have to change the situation in order to increase the capacity of its workers for good achievement.

Supervisors have to encourage their subordinates to speak out their mind in a group meetings and individual discussions. This helps subordinates to steam out their feelings and it will help those matters to be clarified and avoids misunderstandings. In this regard supervisors will benefit from the process too in getting information and different perceptions. Therefore, it is good to encourage subordinates speak and steam out their feelings and thinking and the above percentage has to be improved.

Table 6**A comparison table for supervisory behavior of the two schools.**

Concerning supervisory behavior, the below table formulated to show comparison between AF and FH primary schools in percentages on some of the selected and important questions extracted from the above different tables that are Table 4.1 and Table 4.2. respectively.

No.	Description	AF Government primary school			FH private primary school		
		Agree	Disagree	Neutral	Agree	Disagree	Neutral
1	Supervisor communicates you in time	51.1	40.1	9	50	29.1	20.8
2	Supervisor is transparent to subordinates	40	42.3	17.8	50	25	25
3	Supervisor gives you technical suggestions	60.1	26.8	13.3	58.4	29.1	12.5
4	Supervisor makes your work difficult	8.8	86.6	4.4	35.4	43.8	20.8
5	Supervisor shares experience & trainings	53.4	31.1	13.3	29.2	41.6	29.2
6	Supervisor provide job related advices	26.6	46.6	26.7	27.1	41.7	31.2
7	Supervisor make fair & balanced decision	60.2	13.4	26.7	41.7	45.8	12.5
8	You have trust & depend on supervisor	38.2	53.3	9	50	41.6	8.3
9	Your working relationship is effective	60.4	22.3	17.8	27.1	25	12.5
10	Supervisor help you in solving problems	51.1	45.1	13.3	58.3	25	16.7
11	Supervisor gives you assignments with sufficient time.	47.2	22.2	35.6	18.8	50	31.3

As shown in table 6, 8.8% respondents of the government school agree that supervisors makes subordinates work difficult, whereas 35.4% respondents of the private school Agree that supervisors make them their work difficult. In this regard, the government school supervisors are better than the private school.

Concerning effective working relationship between supervisor and subordinates, 60.4% respondents of the government school agree whereas 27.1% respondents of the private school agree to the point. Therefore, the government school by far is better than the private school.

On the other hand, concerning to supervisors transparent to subordinates, 50% respondents of the private school agree to the point whereas 40% respondents of the government school agree to this point. Therefore, the private school is far better by 10% more than the government school.

As the table above shows that both school managements are expected to improve on their gaps in order to increase motivation and commitment of employees respectively.

Table 7

Benefit Related Factors in both Primary Schools.

S/N	Description	Aste Fassil Government Primary School											Future Hope Private Primary School										
		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		Freq	%	Freq	%	Freq	%	Freq	%			
1	The School satisfied employees with medical benefit facilities	20	44.4	18	40	7	15.6	0	0	0	0	45	20	41.2	18	37.5	4	8.3	6	12.5	0	0	48
2	The school satisfied employees with transport facilities	0	0	13	29	4	9	22	49	6	13.3	45	16	33.3	16	33.3	12	25	4	8.3	0	0	48
3	Cafeteria service is providing by the school	0	0	25	55.6	8	17.8	10	2.2	2	4.4	45	4	8.3	8	16.7	10	20.8	24	50	2	4.2	48
4	Other benefits like education and on-job trainings essential to the workers are provided by the school	17	37.8	11	24.4	10	22.2	5	11.1	2	4.4	45	12	25	14	29.2	10	20.8	8	16.7	4	8.3	48
5	The provision of after retirement benefits like pension funds and employed old age benefits have substantial impact in the current employees performance and productivity	2	4.4	6	13.3	14	31.1	22	49	1	2.2	45	2	4.2	4	8.3	14	29.2	26	54.2	2	4.2	48
6	The school maintains benefits that are well compare to other similar based schools.	4	9	23	44.4	8	11.1	10	17.8	0	0	45	4	8.3	10	20.8	18	37.5	16	33.3	0	0	48
	Total	43		96		51		69		11		270	58										288
	Percentage		15.9		35.6		18.9		25.6		4.07	100		20.1		24.3		23.6		25.6		2.8	100

Organizations provide different kinds of benefit packages to their employees. In this regard questions formulated to respondents of the schools whether they are satisfied to the provision of benefit packages or not. Accordingly, as shown in table 7 above, none of the government school respondents Agree or Strongly Agree for medical facility from the school. But, the private school shows that 12.5% (6) respondents agree that the school satisfies employees with medical benefit facility.

Concerning medical benefit, 37.5% (18) and 41.2% (20) respondents of the private school disagree and Strongly Disagree that the medical benefit of the school does not satisfy employees. On the other hand, 40% (18) and 44.4% (20) respondents of the government school Disagree and Strongly Disagree that the school does not have medical benefit to its employees.

As the data depicts in table 7, majority government and private school respondents with a total of 78.7% of government and 84.4% of private school respondents replied that the schools do not have medical benefits to employees. Whereas only 15.6 % (7) respondents of the government school and 8.3% (4) respondents of private school result is neutral from responding to this question. As the facts above shows, the great percentages of respondents of the two schools believe that the schools do not have medical benefit privileges. Therefore, both schools' management has to pay attention for this issue and provide medical benefit for satisfaction of its workers as this is one of the motivational factor to employees of an organization.

With regard to cafeteria service, AF government school is providing cafeteria services to its employees. As shown in table 7, 55.6% (25) respondents disagree for the cafeteria service and 17.8% (8) respondents are neutral to this question.

On the other hand, in FH private school 50% (24) respondents and 4.2% (2) respondents Agree and Strongly Agree that the school is providing cafeteria service for its staff which is better than the government school. However, 20.8% (10) respondents are neutral and 16.7% (8) respondents Disagree to this question meant that the school has to do more to satisfy this group and increase the number of cafeteria user employees. Because, this service can benefit both the schools and employees by facilitating socialization and informal discussion which can serve as one source of information to the management and as social bondage. Therefore in this regard the organizations cafeteria service has to improve the service to its staff.

As shown in table 7, 49% (22) and 13.3% (6) respondents of AF government school Agree and Strongly Agree that the school is satisfied employees with transportation facility. As the sum of 62.3% Agree shows that it might be because of employees have started using City Bus (Anbessa) this year (2008 E.C) that the transportation fee is covered by the government. The remaining 29% of the respondents not happy to the facility and the rest 9% didn't want to reply and neutral to this question.

On the other hand, the private school 8.3% (4) respondents only agree for the transport facility provided by the school. 66.6 % (32) respondents that is 33.3% each with a result of Disagree and Strongly Disagree that the transportation facility of the private school is not satisfactory whereas the rest 25% (12) respondents are neutral from this question. Although, the school is paying 25% of the basic salary as transport benefit to each worker, which is also taxable, the majority employees are not happy to this privilege as the data shown above. Therefore, the school management has to consider to the matter and try to satisfy its workers as transportation is basic and critical in the city.

Education and on job trainings are very essential to the staff of the organization and contributes to lift up performance of employees and as a result, increases product and productivity. In this regard Respondents were asked to reflect their views on the usefulness of education and on job trainings to employees' performance. As shown in table 7, 24.4% (11) and 37.8% (17) government school respondents Disagree and Strongly Disagree that education and on-job trainings do not provided by the school. 11.1% (5) and 4.4% (2) respondents agree and strongly agree for the provision of education and on-job trainings by the school whereas the rest 22.2% (10) respondents didn't want to respond to the question. Only 15.5% employees in the sample agree that education and training enhance their job performance.

Concerning the education and on-job trainings, 16.7% (8) and 8.3% (4) respondents of the private school Agree and Strongly Agree that the school provides education and on-job trainings while 29.2% (14) and 25% (12) respondents Disagree and Strongly Disagree that education and on-job trainings are not provided by the school. 20.8% (10) respondents replied as neutral to this point. In this regard, the private school is better than the government school but, both schools have to do more on this privilege as it helps employees as well as the school.

As table 7 revealed, after retirement benefit has an impact on the current employees performance and productivity, 49% (22) and 2.2% (1) respondents of the government school Agree and Strongly Agree that the benefit mentioned above has an impact on the current performance of employees. 13.3% (6) and 4.4% (2) respondents Disagree and Strongly Disagree to this benefit whereas the rest is 31.1% (14) employees are neutral from responding to the point.

On the other hand, as shown in table 7, 54.2% (26) and 4.2% (2) respondents of the private school Agree and Strongly Agree that after retirement benefit has an impact on the current employee's performance and productivity. 8.3% (4) and 4.2% (2) respondents Disagree and Strongly Disagree for the pension fund benefit whereas the rest 29.2% (14) respondents not replied to this question. This kind of provision gives to employees' job security and confidence in their life. The reason why organizations establish the above package is to compensate their employees for their effort and contribution they made to the organization. Furthermore it encourages the existing employees and creates sense of ownership and belongings. However significant number of respondents believes that these benefit package has no effect in their current job performance.

Forms of benefit packages are also different from organization to organizations and varying depends up on the area and positions as well. This provision has to be comparable with similar based organizations as it helps to retain employees on their jobs. In this regard, 33.3% (16) respondents of the private school agree that the school maintains benefits that are well compare to other similar based schools. 20.8% (10) and 8.3% (4) respondents disagree and strongly disagree for the benefits comparison with other similar organizations whereas the remaining 37.5% (18) respondents are neutral and didn't respond.

Concerning the same point above, table 7 shows that 17.8% (10) respondents only agree that the school maintains benefits that are well compare to other similar based organization. 44.4% (23) and 9% (4) respondents disagree and strongly Disagree that the school does not maintain its benefits as compare as other similar schools whereas the rest 11.1% (8) respondents are neutral from responding. However, according to the government school respondents the overall organizational benefit package is not competent enough with those other similar organizations benefit packages.

Table 8**What are other reasons for you to stay in the organization other than salary and Benefit Packages?**

S/N	Description	Aste Fassil Gov't School		Future Hope Private School	
		Frequency	Percentage %	Frequency	Percentage %
1	The job itself	18	40%	13	27.1%
2	Working environment	6	13.3%	12	25%
3	Community respect to the job	4	9%	-	-
4	Transport facility	2	4.4%	10	20.8%
5	Short term training	4	9%	13	27%
6	Recognition to the job	1	2.2%	-	-
7	No answer	10	22.2%	12	25%
Total		45	100 %	60	100 %

As shown in table 8, 40% (18) employees of AF government primary school enjoy the job itself and the main reason to stay on their job and 13.3% (6) respondents also enjoy the job because of favorable working environment in the school. On the other hand, 27.1% (13) employees of FH private primary school enjoy with the job itself and 25% (12) employees enjoy with the working environment, 20.8% (10) employees are satisfied with the transport facility provided by the school and 27% (13) employees happy with short term trainings.

As commitment has greater factor to increase productivity, Future Hope private school has good opportunity to retain its employees as the above high score satisfactions shows more than the government school due to different benefits and working environment exists in the school.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter the major findings of the study summarized and conclusions are drawn based on findings of the research. It also includes recommendations on the assumptions that they could be remedial actions to be taken against to the problems investigated in the study.

5.1. Summary of major findings

Relationship begins with communication whether in work place or social life of human beings. Good communication avoids misunderstanding and any unclear things among people. In fact there are several factors that can harm relationship in the social life or work places. It also requires wisdom to keep relationship and or to adjust broken. In many places relationship broke from lack of handling problems at the time of occurrence. This happening ultimately can be cause for disagreement and conflict as well. In a situation where there is no good communication, difficult to expect relationship and achieve result.

The main purpose of this study is to investigate the factors that could harm relationship in Aste Fassil Government and Future Hope Private Primary Schools.

To meet objectives mentioned above in chapter one the study was guided by the following basic questions.

1. What policies, rules and procedures exist in the schools?
2. What leadership style and skills are applied in the schools?
3. What is the effect of employee involvement in schools affairs?
4. What is the view of employees on the schools leadership?
5. What are the major challenges observed?

This study employed descriptive method to investigate the above stated issues in the organization. In this regard to address the research questions rose in the tool, the researcher reviewed different relevant related literatures in connection to the subject. In addition questionnaires, observation and interview prepared to collect the necessary data from sample employees of the two schools.

After questionnaires are evaluated and checked by the thesis advisor and commented, it was distributed to sample respondents by giving dead line to return it back. Effort has been made to avoid some ambiguity in order to keep away from irrelevant and unclear statements in the questionnaire.

In the study 48 employees were included out of 60 in Future Hope Private Primary School and 45 employees were included out of 53 in Aste Fassil Government Primary schools using purposive sampling. The structure of questionnaire was close ended and few open ended and the data obtained were analyzed and interpreted using percentage and tables.

Accordingly major findings are summarized as follows.

Characteristics of the respondents

The personal Characteristics of the respondents' show that majority of the respondents of Future Hope Private Primary School have served the organization for 10 or above years and the majority of respondents in Aste Fassil Government School have served between 5-10 years. Their educational level is about 26% and 33% degree holders in Aste Fassil and Future Hope schools respectively. And 5% MA holders exist only in FH Primary School. As the result shows that generally, the two schools have good number of educated staff for its teaching and learning purpose.

Regarding gender composition of the respondents, majority respondents are male in Aste Fassil government school where as in Future Hope school is proportional. There is only one female staff each at the top level of the two schools. The role of females at the leadership position is vital and indispensable in different aspects and places of the current world. In this regard this global concept seems ignored in the schools particularly at top level of leadership position. Circumstances with no woman participation in decision making, is probably leads the decision making body irrational for conclusion particularly in matters that requires special consideration for its female labor force.

Salary/wage related factors

According to the research findings, regarding salary satisfaction, 65% of the respondents of Aste Fassil Primary school and 54.2% respondents of Future Hope Private primary school staff are not satisfied with the current salary earnings, whereas 13% and 25% staff are satisfied with the

current salary they earn. If this dissatisfaction level is not changed particularly to Aste Fassil government school there staff turnover will continue as 7 teachers have resigned the school in the year 2007 E.C. This matter ultimately leads the school for employee turnover and hiring cost as well. Hiring has its costs and time consuming. In this regard, the time from advertisement to induction, familiarization and development is long and time taking process.

Supervisor related matters

Findings of the research show that regarding employee and leadership relation is the major issues to be considered for creating good relationship among the leaders and employees and for the sake of the job as well. With regard to this point, respondents of Aste Fassil Government Primary School indicate the existing problem in the school in the following 3 questions out of the questionnaires related to supervisors.

- Your Supervisor gives you undesirable assignments. 64% of the respondents of Disagree, 18% Neutral and the rest 18% only agree.
- Your supervisor makes your work difficult. 86% do not agree, 4% Neutral 10% Agree.
- Your supervisor is providing you sound job related advices. 46% Do not agree, 27% Neutral and the rest 27% Agree to the question.

On the other hand, regarding employee and leaders' relationship, the following findings observed in Future Hope Private Primary School as well.

- Your supervisor makes fair and balanced decisions. 46% respondents do not agree, 12% Neutral and the rest 42% Agree.
- Your supervisor gives you assignments and tasks in advance with sufficient time. 51% respondents do not agree, 31% Neutral and the rest 18% Agree.
- Your work relationship with your supervisor is effective. 27% respondents Do not agree, 12% Neutral and the rest 61% Agree

As the above percentage demonstrates that the majority of respondents do not have good supervisor subordinate relationship. Therefore, the schools needs to improve the level and degree of relationship among supervisor and subordinates so as to sustain the level of confidence in this regard.

Benefit related factors

The researcher's finding shows that the overall result of benefit packages, 52% and 45% of the respondents of Aste Fassil and Future Hope primary schools are not satisfied with the current benefit packages providing by the schools that includes transport facility, cafeteria service, different training opportunities, and education and after retirement benefits among those points mentioned in the study. Due to this fact, the almost half of the respondent of the two schools employees are dissatisfied.

Interview

Based on the interview guide of Annex-B, the first interview questions were forwarded to Aste Fassil Government School management members and begun with salary/wages of the school. Salary of the school cannot be said that competitive as they follow the government guideline and the increment is done only every 3 years for the staff subject to the rate seated for each job positions and based on performance evaluations. In connection to benefits, especially related to salary, there was staff turnover in the year 2007 E.C for better income earnings. This is the major challenge to the school as it is very important and necessary for their life. The management members confirmed that there is no medical, transport, facilities providing by the government school like the private ones. However, regarding transportation, free Anbesa city bus ticket is already approved for teachers beginning in the year 2008 E.C. There is a teachers association in the school which is also a member of Ethiopian Teachers Association. Therefore, this legal body is representing the teachers for their different issues to discuss and get solution in participating with the school management.

The next interview has been undertaken with the Future Hope Private Primary School management team members. The management members strongly believe that their school is very competitive with similar schools in the sub-city with regard to salary/wages. The school salary increment is done every year and more increment is done for those employees who are outstanding with their performances. There is no staff turnover in the school in connection to salary.

There is no teachers' association in the school. But, 4 teachers are representing the school teachers and are member of the management team of the school that consist a total of 11 management members which includes the 4 teachers too.

Regarding benefits the management believes that it is good and competitive with other similar schools in the sub-city. The school is providing transportation fee and house allowances to the teachers subject to revision depending up on budget availability.

Observation

Regarding, school compound and office spaces, Aste Fassil Government Primary School is relatively better than Future Hope Private Primary School. Both schools have cafeteria service even though there are providing limited services. Most of the staff go out of the compound and use external restaurants especially during lunch times.

Document Analysis

Different documents were observed in relation to employee and leadership relationship. Basically, both schools use the Government administration manual commonly under use for Government and Private schools that utilize for the overall administrative purpose which includes recruitment, pension scheme, workers' rights and benefits. For staff salary increment, the private school has a documented guideline that is 23-25% increment for all staff and additional increment of 3-9% for those staff who are outstanding by their performances.

5.2. Conclusion

The following conclusions are drawn from the findings of the research study.

Employees and leadership relationship is inevitable whether we like it or not in relation to job as long as leaders, employees and organizations are exists. With regard to relationship, the study result shows that 35% and 31% of the respondents of Aste Fassil and Future Hope primary schools are not satisfied about the relationship with their supervisors. Therefore, the schools have to work on this to satisfy the employees in order to satisfy the objective of the schools as well. If this problem continues it will be cost incurring and wastage to the schools unless otherwise solved early. Among the factor which affects organizations tasks, four things drawn in this study which are; gender salary/wage, supervisory behavior and benefit packages.

Conclusion from survey showed that, there is no gender balance in the schools particularly on management positions while the schools are in the teaching and learning process producing educated youth. Therefore, the schools have to give chance and encourage females for this position as this is very importance and necessary due to the current development of the country

in order to produce knowledgeable and experience females to the leadership positions. Therefore, In this regard the schools management has to do more to overcome on this gap.

Salary is the most important and vital benefit to employees to retain the existing and to potential employees in the school and the major issue which needs high attention as higher percentage respondents of the two schools result obtained from this study. In-fact, there are intrinsic factors that keep people to stay in their work places. However for employees to overcome recurrent increasing demand of human being and ever changing market, employees need to be rewarded. Otherwise, they look for a better income and evacuate their jobs and become challenge to organizations. This obviously will also lead to staff turnover which costs the schools too. In this regard, especially Aste Fassil Government Primary School's salary is not competitive and needs to look into detail and make adjustments.

The role of Supervisors is vital and decisive in work places for employees' job performance and efficiency. In this regard, Supervisors have also to provide and share their considerable knowledge and experience to the subordinates as this helps both the supervisors and subordinates as well as the organizations because, it increases productivity and reduces time and ultimately to the organization. Subordinates should have communicate and confident to their supervisors as long as they work together as it can develop trust and good relationship among them. Supervisors should not give undesirable tasks to their subordinates rather; they have to make good relationship for attractive enjoyable working conditions. However, the study shows that still gap is existed and need to improve the situation.

5.3 Recommendations

Based on findings of the study and conclusion drawn, the following recommendations are forwarded.

1. Gender equality; the role of female in every activities is vital. There are particular issues left for each sex categories during decision making and cannot be replaced by any other gender. Therefore, there should be gender balance in the organization particularly at the management position. These helps the organization at the time of decision to keep from prejudice and as a result protects from reconsideration of decisions.

2. Salary is the most important and decisive factor for all employees as it is a vital motivating factor as well as highly importance for each individual economic needs of their life. If salary is not competent enough it will lead workers migration for searching better alternatives. Therefore the schools salary has to be reviewed so as to retain the current employees and to attract others to the vacant positions.
3. Benefit packages helps the schools to retain their employees by providing different types of packages as much as the schools can afford. However these benefit packages should be fair for all employees of the schools. Therefore there should be equal benefit provisions to all employees who contribute to the growth and development of the schools.
4. Good communication keeps relationship better and as a result enhances performance. To do that there should be proper communication, transparency and trust among subordinates and supervisors. Therefore supervisors and subordinates should build their relationship through communication. The role of management of the schools in this regard is crucial in facilitating conditions and situations for open discussions, meetings and short trainings in particular to this issue to improve the situation and keep the strength

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LEADERSHIP AND EMPLOYEES RELATIONSHIP IN THE FUTURE
HOPE PRIVATE AND ASTE FASSIL GOVERNMENT PRIMARY
SCHOOLS

BY
WORKAFERAHU ESHETE

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

JUNE 2016
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APPROVED BY THE BOARD OF EXAMINERS

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Advisor	Signature	Date
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Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date

ABSTRACT

The main purpose of this study was to assess factors that affect employees and leadership relationship in the Future Hope private and Aste Fassil Government Primary schools. These two schools are located in Addis Ababa within the Arada sub-city. To achieve this study, the researcher has used descriptive method and obtained all information through Questionnaires, Semi-structured interview and observation to see facilities are in place. The data presented were gathered through questionnaires, interview, observation and analyzed using frequency and percentages. Based on the findings, one female each found in the two schools management position, showing female role and participation at management position is encouraging and promoting for other females to the management position. The need to improve female's participation in the management position, to improve salary, to enhance employees and leadership relationship and benefit packages reconsideration are recommendations of this study..

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ABBREVIATIONS AND ACRONYMS

AAU	Addis Ababa University
AFPS	AsteFassil Primary School
EC	Ethiopian Calendar
EdPM	Educational planning and Management
FHPS	Future Hope Primary School
G.C	Gregorian calendar
HR	Human Resource
HRM	Human Resource Management
LMX	Leader-member exchange
MRT	Mutual Reward Theory
POS	Perceived Organizational Support
RS	Reward Systems
TS	Trust in the Supervisor

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Appendixes

APPENDIX - A

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

A Questionnaire to be filled by Employees of FH Private & AF Government Primary Schools.

The main objective of this questionnaire is to collect the necessary data for the study of labor and management relationship in the Future Hope Primary School for academic purpose. This study tries to assess and investigate the situation exists and practices in the organization in relation to the topic. In this regard the outcome of this study will highly depend up on your responsible and timely response. Your responses are strictly confidential and will not be shared with anyone.

Therefore, you are kindly requested to fill in the questioner carefully as per the instruction and respondents are not required to write/state their names in this format.

Thank you in advance for your cooperation

Part I:

Background personal information, years of services, level of education, Gender and Job position.

For the given multiple choice circle the alternative you think the best answer and write on the blank spaces either in English or Amharic

1. Level of educational qualification

a) High school complete b) College diploma c) BA/B.Sc d) MA/MSc

e) Other _____

2. Gender.

a) Female b) Male

3. Years of services.

a) 1-5 years b)5-10 years c) 10- or above years

4. Job position.

a) Top Level b) Middle Level c) Lower level (Support staff)

Direction: This part of the questionnaire intends to find your perception towards the management labor union relationship in private and government primary schools: policies and practices. Please circle the number which reflects your perception.

1= strongly disagree, 2=Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

S/N	Description	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
Part II: Salary and Wage Satisfaction						
1	Increase in salary can improve worker's satisfaction	1	2	3	4	5
2	your salary is fair for your responsibilities in the organization	1	2	3	4	5
3	You are satisfied with your present wages	1	2	3	4	5
4	Salary increment is according to merit/performance evaluation	1	2	3	4	5
5	Same wage rate is adopted for senior and new employees at the time of employment and/or salary increment	1	2	3	4	5
6	The organization wage rate is competitive with those similar based organizations	1	2	3	4	5
7	Wage rate should be changed according to salary scale in the organization	1	2	3	4	5
8	Wage rate is most important element for raising employees' performance	1	2	3	4	5

Please write the other reasons for you to stay in the organization other than salary wage and benefit packages _____

S/N	Description	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
Part III: Supervisory Behavior						
1	Your supervisor makes you feel valued	1	2	3	4	5
2	Your supervisor communicates you all information of work related matters in time	1	2	3	4	5
3	Your supervisor is transparent to you in connection to all work related matters	1	2	3	4	5
4	Your supervisor gives you good technical suggestions	1	2	3	4	5
5	Your supervisor gives you undesirable assignments	1	2	3	4	5
6	Your supervisor makes your work difficult	1	2	3	4	5
7	Your supervisor shares with you his/her considerable experience and trainings	1	2	3	4	5
8	Your supervisor is providing you sound job related advices	1	2	3	4	5
9	Your supervisor gives you the feeling that you have responsibilities to fulfill	1	2	3	4	5
10	Your supervisor make a fair and balanced decisions	1	2	3	4	5
11	You trust and depend on your supervisor	1	2	3	4	5
12	Your supervisor is an example of how to do things ethically	1	2	3	4	5
13	Your supervisor personally inclined to help you in solving problems of your work	1	2	3	4	5
14	Your work relationship with your supervisor is effective	1	2	3	4	5
15	You do have enough confidence in your supervisor that you would defend and justify his/her decision in his/her absence	1	2	3	4	5
16	Your supervisor considers your suggestions for change	1	2	3	4	5
17	Your supervisor give you assignments and tasks in advance with sufficient time	1	2	3	4	5
18	Your supervisor provide you chances to participate in relevant and important meetings/sessions in connection to my work and gives you ample time to get prepared	1	2	3	4	5
19	Your supervisor give a chance to speak your mind in group meetings informally	1	2	3	4	5

S/N	Description	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
Part IV: Satisfaction with benefit items						
1	The organization satisfied employees with medical benefit facilities	1	2	3	4	5
2	The organization satisfied employees with transport facilities	1	2	3	4	5
3	Cafeteria service is providing by the organization	1	2	3	4	5
4	Other benefits like education and on-job trainings essential to the workers are provided by the organization	1	2	3	4	5
5	The provision of after-retirement benefits like pension funds and employee old age benefits have substantial impact in the current employees' performance and productivity	1	2	3	4	5
6	The organization maintain benefits that are well compare to other similar faith based organizations	1	2	3	4	5

Dear Respondent,

In addition to the above questions you are kindly encouraged to write and state your additional feelings in relation to the subject above using English or any local language.

APPENDIX – B

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview guide for the study of Employee and Leadership Relationship in FH Private and AF Government Primary Schools management team members.

1. Do you think that salary wages are determinant factors to enhance employee performance in the organization?
2. Does the salary condition of the organization is competitive?
3. Is there employees' turnover due to salary/wage condition of the organization?
4. How can supervisors play their role in maintaining labor and management relationship?
5. What is the condition of benefits in the organization? Does it competitive with other similar organizations?