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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PRINCIPALS' LEADERSHIP COMPETENCIES AND TEACHERS' JOB
SATISFACTION IN GOVERNMENT PRIMARY SCHOOLS IN LEMI KURA SUB CITY,
ADDIS ABABA.

A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT, COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES,
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A
MASTER'S DEGREE IN EDPM.

BY
KEBEBEW TEFERA

ADVISOR:
Dr. AMAN WORKU

May 2025
ADDIS ABABA, ETHIOPIA

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Declaration

I, the undersigned, hereby certify that the thesis entitled “Principals’ leadership competencies on teacher’s job satisfaction in government primary schools in Lemi Kura sub city, Addis Ababa.” is prepared under the supervision of Dr. Aman Worku. All Sources were noted, referenced, and included in the list of references. I declare that this thesis is my original work and was not submitted in part or in whole to any other higher-learning institution for earning a degree.

KEBEBEW TEFERA

Signature: _____ Date: _____

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

This is to certify that the thesis entitled “Principals’ leadership competencies on teacher’s job satisfaction in government primary schools in Lemi Kura sub city, Addis Ababa.” carried out by Kebebew Tefera, was submitted in partial fulfillment of the requirements for the Degree of Master. It complies with the university's regulations and meets the accepted standards concerning originality and quality.

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Table of Contents

Declaration.....	I
Approval of the Board of Examiners.....	II
Acknowledgment.....	III
List of Figures.....	VII
List of Table.....	VIII
<i>Abstract</i>	IX
Chapter One.....	1
1. Introduction.....	1
1.1. Background of the study.....	1
1.2. Statements of the Problem:.....	4
1.3. Research Question.....	6
1.4. Objectives of the Study.....	6
1.4.1. General Objective.....	6
1.4.2. Specific Objectives.....	6
1.5. Significances of the study.....	7
1.6. Scope of the Study.....	7
1.7. Limitations of the study.....	9
1.8. Organization of the study.....	9
1.9. Definition of Key Terms.....	10
CHAPTER TWO.....	11
2. REVIEW OF THE RELATED LITERATURE.....	11
2.1. Introduction.....	11
2.2. Theoretical literature review.....	11
2.2.1. Definition of Leadership Competency.....	11
2.2.1.1. Core Competencies of School Leaders.....	11
2.2.1.2. Key Dimensions of Leadership Competency:.....	12
2.2.1.2.1. The other dimension is teamwork and collaboration:.....	13
2.2.1.2.2. Decision Making and Problem-Solving is the other dimension:.....	13
2.2.1.2.3. The other dimension is Change Management:.....	14
2.2.1.2.5. Principal Ethics.....	15
2.2.1.3. Leadership Competency in the Context of Education.....	16
2.2.1.4. Key Leadership Competencies in Education.....	17

2.2.2.	Teacher Job Satisfaction	26
2.3.	Empirical Literature Review,.....	29
2.4.	Conceptual Framework.....	34
2.5.	Hypotheses:.....	37
CHAPTER THREE		39
3.	RESEARCH DESIGN AND METHODOLOGY	39
3.1.	Introduction.....	39
3.2.	Description of the Study Area.....	39
3.3.	Research Design and Approaches.....	39
3.4.	Sources of Data and Data Gathering Instruments	40
3.5.	Sampling Technique and Sample Size.....	41
3.5.1.	Sampling Technique	41
3.5.2.	Sample Size.....	42
3.6.	Stratified sampling	43
3.7.	Data gathering tools	44
3.8.	Questionnaire	45
3.9.	The Procedure of Data Collection.....	45
3.10.	Method of Data Analysis	45
3.11.	Model Specification	45
3.12.	Validity and Reliability of Research Instrument.....	46
3.13.	Validity of the Instrument	46
3.14.	Reliability of the Instrument	47
Chapter Four		48
4.	Analysis and Interpretation of Data	48
4.1.	Introduction.....	48
4.2.	General Information about the Respondents.....	48
4.3.	Demographic Characteristics of the Respondents.....	49
4.4.	The leadership competencies of principals and teacher’s job satisfaction.....	51
4.5.	Independent Sample Test (T-Test).....	66
4.6.	Inferential Statistics Analysis.....	68
4.6.1.	Correlation Coefficient	68
4.7.	Testing Assumptions of Linear Regression Model.....	70
4.7.1.	Test of Normality	70

4.7.2.	Test for Multi-collinearity.....	71
4.7.3.	Analysis of Variance (ANOVA).....	73
4.7.4.	Model Summary.....	74
4.8.	Interpretation of Regression Result.....	74
4.9.	Hypothesis Testing.....	76
Chapter Five.....		79
5.	Summary, Conclusions, and Recommendations.....	79
5.1.	Introduction.....	79
5.2.	Summary of the Major Findings.....	79
5.3.	Conclusions.....	82
5.4.	Recommendations.....	82
References.....		84
Appendix A: Questionnaire for School Teachers.....		91
Appendix B: Questionnaire for School Directors.....		95
Appendix C: Normal P-P Plot of Regression.....		98
Appendix D: The Durbin-Watson Test.....		99
Appendix E: Test for Heteroscedasticity.....		100
Appendix F: Test of Outliers.....		101

List of Figures

Figure 1: Conceptual Framework: Leadership Competencies, Job Satisfaction, and Moderating Variables	35
Figure 2: normal p-p plot of regression standardized residual	98
Figure 3: Test for heteroscedasticity	100
Figure 4: A Test of outliers	101

List of Table

Table 1: Data of the participant.....	41
Table 2: Shows Sources of data, Number of participants, Types of instruments employed, and sampling techniques.	42
Table 3: Sample Distribution (Proportion) of teachers from government primary schools/Sample Strata/44	
Table 4: Frequency and percentage distribution of respondents.....	48
Table 5: Demographic characteristics of respondents.	49
Table 6: The extent of principals' competent in their leadership in the schools.	51
Table 7: Principals' leadership competencies on teachers' job satisfaction.	53
Table 8: Principals' Interpersonal & Community Engagement Competency affects teachers' job satisfaction	57
Table 9: Principals' Professional & Ethical Competency affects teachers' job satisfaction.....	61
Table 10: Teacher Job Satisfaction.....	63
Table 11: independent sample test (t-test)	67
Table 12: The Results of Pearson's correlation Coefficient	68
Table 13: Test of Normality.....	70
Table 14: Test for multicollinearity	72
Table 15: Analysis of variance (ANOVA)	73
Table 166: Model summary	74
Table 17: Coefficients of regression analysis	75
Table 18: Independence of errors (Durbin-Watson) test.....	99

Abstract

This study investigated principals' leadership competencies on teachers' job satisfaction, drawing data from 314 teachers and 40 principals. This descriptive research design investigated the leadership competencies of principals within a school setting. Simple random sampling technique was employed to select the participant schools across the Lemi-kura sub-city. The collected data were analyzed using both descriptive and inferential. The descriptive statistics, such as frequency, percent, mean, and standard deviation, were used to describe the demographic characteristics of respondents and the dependent and independent variables. The inferential statistics, like Pearson correlation coefficient(r) and multiple linear regressions, were used to determine if relationship existed between independent and dependent variables. The Sub-City has 32 primary schools, out of which there are 17 governmental schools. The study takes ten primary schools as a sample from 10 woredas. Findings reveal a mixed impact. While principals' instructional leadership, such as classroom observations, constructive feedback, and support for teaching strategies, positively influences teachers' professional growth and the creation of a stable work environment, significant concerns remain. Teachers reported a lack of clear instructional guidance, limited professional development, and insufficient recognition, respect, and effective problem-solving from their principals. Despite principals' self-perception of providing a clear vision, teachers often found it unclear and uninspiring. Conversely, principals' interpersonal and community engagement competencies generally foster positive relationships, conflict resolution, and a supportive atmosphere. However, teachers desired more opportunities for leadership, delegation, accessibility, and advocacy from principals. A key discrepancy emerged in the perceived value of teacher input in school planning. Regarding professional and ethical competency, principals' integrity and moral principles were largely appreciated by teachers, fostering trust. Yet, teachers expressed concerns about fairness, accountability, and consistent policy upholding, while principals acknowledged a need to improve trust and respect. A significant concern was principals' limited engagement in teachers' professional development, leading to decreased job satisfaction. Overall, while interpersonal strengths exist, significant improvements are needed in fostering professional growth, recognition, and consistent support to enhance teachers' job satisfaction.

Key Words: Leadership style, Principal Leadership Competency, Teacher Job Satisfaction

Chapter One

1. Introduction

School leadership plays an essential role in shaping the educational landscape, and the principal, as the school's instructional leader, holds a significant influence on teacher job satisfaction and overall school performance. In recent years, there has been a growing interest in understanding the relationship between principal leadership competencies and teacher job satisfaction. This research investigated principal's leadership competencies and teacher's job satisfaction in the dynamic within the context of primary schools in Lemi Kura sub-city, Addis Ababa.

1.1. Background of the study

Leadership style, as defined by (DuBrin, 2016), is a relatively consistent pattern of behavior exhibited by a leader. In educational settings, instructional, transformational, and moral leadership styles are commonly recognized. While transactional leadership may be effective in organizations with routine tasks and measurable outcomes, such as advocates for a more adaptable, multifaceted approach. Transformational leadership, characterized by guidance, encouragement, effective communication, and empowerment, aligns with this perspective. School principals who adopt this style can inspire and motivate staff to work collaboratively toward shared goals and the realization of the school's vision (Diriba Kene, 2021)

The quality of education in any nation heavily relies on the effectiveness of its educational leadership. School principals, as the instructional leaders of schools, play an essential role in shaping the learning environment and influencing teacher morale and job satisfaction. (Culduz, October 2023).

The study "Principals' Leadership Competencies on Teachers' Job Satisfaction in Government Primary Schools in Lemi Kura Sub City, Addis Ababa" delves into a critical intersection of educational administration and human resource management. Globally, the understanding of school leadership has shifted from mere administrative oversight to a dynamic process of fostering a conducive learning environment and empowering teachers. This shift emphasizes the importance of specific leadership competencies, encompassing instructional leadership, transformational leadership, and distributed leadership, among others. These competencies are not merely

theoretical constructs but practical skills that enable principals to effectively guide their schools towards achieving educational goals. (Leithwood K. D., (2006))

Globally, research has consistently demonstrated a strong correlation between effective school leadership and teacher job satisfaction. Teachers who perceive their principals as supportive, empowering, and competent are more likely to experience higher levels of job satisfaction, which, in turn, positively influences their commitment, motivation, and ultimately, student outcomes. (Somech, (2002).)

This relationship is crucial in addressing global challenges such as teacher attrition and declining student performance. The global educational context is marked by increasing demands for accountability, quality education, and equitable access, placing immense pressure on school leaders to navigate complex challenges and foster a positive school climate. In the Ethiopian context, particularly in Addis Ababa's Lemi Kura Sub City, these global trends are refracted through a unique socio-cultural and economic lens. Ethiopia's education system has undergone significant reforms aimed at expanding access and improving quality. However, challenges persist, including inadequate infrastructure, limited resources, and a shortage of qualified teachers. (Ministry of Education (MoE), 2015).)

The rapid urbanization of Addis Ababa, including Lemi Kura, has led to increased enrollment in government primary schools, placing additional strain on school leaders to manage larger and more diverse student populations. The local context is further characterized by specific cultural norms and expectations regarding leadership. Hierarchical structures and traditional authority patterns may influence how principals exercise their leadership and interact with teachers. Moreover, the socio-economic challenges faced by many families in Lemi Kura can affect student attendance, behavior, and academic performance, requiring principals to adopt a holistic approach to school management. The local educational policy implementations and how they are translated to the local level also affect the school leadership. For instance, the education sector development programs set by the Ethiopian government can have differing impacts on the school level implementation.

Teacher job satisfaction in Ethiopian primary schools is influenced by a range of factors, including salary, working conditions, professional development opportunities, and the level of support they receive from their principals. (Ayalew, (2018)).

In Lemi Kura, these factors are further compounded by the specific challenges faced by teachers in urban settings, such as overcrowding, limited resources, and the need to address the diverse needs of students from various socio-economic backgrounds. The study's focus on leadership competencies is particularly relevant in this context, as it seeks to identify the specific skills and attributes that enable principals to effectively address these challenges and enhance teacher job satisfaction. Investigating the impact of instructional leadership, transformational leadership, and other relevant competencies will provide valuable insights into how principals can create a more supportive and empowering work environment for teachers. Instructional leadership is especially important in the Ethiopian context where the focus is to improve the quality of education. Instructional leadership focuses on the principal's role in improving teaching and learning, which includes providing professional development, monitoring instruction, and creating a culture of continuous improvement. (Hallinger P. , (2011).)

Transformational leadership, which emphasizes inspiring and motivating teachers, is also crucial in fostering a sense of shared vision and purpose. In a context where teachers may face numerous challenges, a transformational leader can provide the necessary support and encouragement to enhance their motivation and commitment. (Bass, (2006).).

Distributed leadership, which involves sharing leadership responsibilities among teachers and other stakeholders, can also contribute to a more collaborative and supportive school environment. In Lemi Kura, where resources may be limited, distributing leadership can empower teachers to take ownership of their work and contribute to school improvement efforts. (Harris, (2013).)

Moreover, the study considered the impact of context-specific competencies, such as cultural sensitivity and the ability to navigate local bureaucratic processes. Understanding how principals adapt their leadership style to the specific cultural and socio-economic context of Lemi Kura is essential for developing effective leadership development programs.

The study aims to contribute to the existing body of knowledge by providing empirical evidence on the relationship between leadership competencies and teacher job satisfaction in a specific urban context in Ethiopia. The findings would have implications for policymakers, Principals, and teacher training institutions, informing the development of targeted interventions to enhance school leadership and improve teacher job satisfaction.

The research also needs to consider the current state of educational policy in Addis Ababa, and how it is affecting the principals and teachers. For instance, the policy on continuous professional development for teachers and principals, and how it is implemented in Lemi Kura. The implementation of educational policy is often affected by the local context. The ability of principals to effectively implement policy is also a component of their leadership competence.

Ultimately, this study seeks to provide a nuanced understanding of the complex interplay between leadership competencies, teacher job satisfaction, and the specific socio-cultural and economic context of government primary schools in Lemi Kura Sub City, Addis Ababa. By shedding light on these dynamics, the research aims to contribute to the ongoing efforts to improve the quality of education and create a more supportive and empowering environment for teachers in Ethiopia.

1.2. Statements of the Problem:

The quality of education within government primary schools is intrinsically linked to the effectiveness of school leadership. Principals, as pivotal figures, are expected to possess a diverse range of leadership competencies that foster a positive and productive work environment. In Lemi Kura Sub-City, Addis Ababa, the context of government primary schools presents unique challenges, including large class sizes, limited resources, and diverse student populations. Consequently, the leadership competencies of principals play a critical role in shaping teachers' job satisfaction and, ultimately, the quality of education delivered. (Dyanty, (2024)) This study aims to investigate the relationship between principals' leadership competencies and teachers' job satisfaction within this specific context.

Existing literature underscores the significant impact of leadership on teacher job satisfaction. Transformational leadership, characterized by inspiration, intellectual stimulation, and individualized consideration, has been consistently linked to higher teacher morale and

commitment (Bass, (2006).) Similarly, distributed leadership, where responsibilities are shared among staff, has been shown to enhance teacher's sense of ownership and empowerment ((Harris A. , (2013).). However, the specific leadership competencies that are most effective in the Ethiopian educational context, particularly in the challenging environment of Lemi Kura Sub-City, remain underexplored. Furthermore, job satisfaction among teachers is a multifaceted construct influenced by various factors, including working conditions, professional development opportunities, and perceived support from school leaders (Spector, 2012)

When teachers feel valued, supported, and empowered, they are more likely to be satisfied with their jobs, leading to increased motivation, engagement, and retention (Judge, (2001)) However, in the Ethiopian context, factors such as heavy workload, limited resources, and bureaucratic constraints may contribute to lower levels of job satisfaction. The role of principals' leadership competencies in mitigating these challenges and enhancing teachers' job satisfaction needs to be thoroughly investigated.

This study investigates into critical knowledge gaps regarding leadership in the Ethiopian educational context, specifically within Lemi Kura Sub-City. While much leadership research originates from Western settings, this research uniquely investigates context-specific leadership competencies most effective in Ethiopian schools, considering the distinct socioeconomic and cultural landscape, including the emphasis on hierarchy and respect for authority. Furthermore, it addresses the often-overlooked challenges of resource-constrained environments and how principals' leadership can moderate their impact on teachers' job satisfaction. The study also explores the interplay of different leadership styles beyond individual approaches, and assesses the effectiveness of professional development programs for principals in this specific context. Finally, it acknowledges the unique challenges of primary education and the local socioeconomic environment of Lemi Kura Sub-City, examining their influence on the relationship between leadership competencies and teacher job satisfaction. In addition, as a researcher my interest in the research topic, "Principals' Leadership Competencies on Teachers' Job Satisfaction in Government Primary Schools in Lemi Kura Sub City, Addis Ababa," stems from a deep-seated belief in the essential role of effective educational leadership in shaping positive learning environments. As a master's student with a focus on educational administration, drawn to the tangible connections between principal leadership and the lived experiences of teachers. The Ethiopian educational

landscape, particularly in rapidly urbanizing areas like Lemi Kura, faces numerous challenges, including resource constraints and increasing student populations. In such contexts, the quality of leadership becomes even more critical in navigating these complexities and fostering a conducive atmosphere for teaching and learning.

1.3. Research Question

1. What are the perceived levels of principals' leadership competencies in the schools?
2. How do principals' leadership competencies influence teachers' job satisfaction?
3. What is the current status of teacher's job satisfaction?

By addressing these questions, the research can contribute valuable insights into the complex relationship between leadership and teacher satisfaction in the specific context of the Lemi Kura sub-city.

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study was to investigate the leadership competencies of principals and teachers' job satisfaction in the dynamic within the context of primary schools in Lemi Kura sub-city, Addis Ababa.

1.4.2. Specific Objectives

Objective 1: To assess the perceived levels of the instructional, the transformational, and levels of distributed leadership competencies of principals in primary schools.

Objective 2: To determine if there is a statistically significant correlation between specific principals' leadership competencies and overall teachers' job satisfaction.

Objective 3: To measure the current status of job satisfaction among teachers.

1.5. Significances of the study

This study's significance lies in its potential to shed light on the relationship between principal leadership competencies and teacher job satisfaction in Lemi Kura sub-city's primary schools. Understanding this relationship is crucial for several reasons:

Improved Educational Outcomes: Effective leadership is widely recognized as a key factor in improving educational outcomes. By identifying the leadership competencies that contribute to teacher job satisfaction, this study can provide valuable insights for enhancing school leadership practices and ultimately student achievement.

Teacher Retention and Well-being: Job satisfaction is linked to teacher retention and overall well-being. By understanding the factors that influence teacher job satisfaction, this study can help schools create more supportive and fulfilling work environments for their teachers.

The findings of this study can inform the development of policies and practices aimed at improving school leadership and teacher support in the Lemi Kura sub-city and potentially beyond.

Local Contextual Understanding: By focusing on a specific local context, this study can provide a nuanced understanding of the challenges and opportunities facing primary schools in the Lemi Kura sub-city. This localized knowledge can be used to tailor interventions and support programs to the specific needs of the schools in this area.

Overall, this study has the potential to contribute to a deeper understanding of the complex relationship between leadership, teacher satisfaction, and educational outcomes in a specific context. By identifying the key leadership competencies that promote teacher job satisfaction, this research can provide valuable insights for school leaders and educational experts seeking to improve the quality of education in Lemi Kura sub city and beyond.

1.6. Scope of the Study

This study aimed to investigate the Principals leadership competencies of primary schools in Lemi Kura sub-city, Addis Ababa, and their impact on teacher job satisfaction. The scope of this research was delineated by the following parameters:

The geographical scope of the study is clearly defined as Lemi Kura sub-city, Addis Ababa. This means the research focused on the primary schools located within the boundaries of this specific sub-city. The researcher examined the leadership competencies of principals and their impact on teacher job satisfaction within this particular geographical context.

The conceptual scope of the study focuses on Leadership Competencies, which focuses.

Instructional Leadership: This dimension explored how principals influence teaching and learning processes, such as curriculum implementation, instructional strategies, and assessment practices.

Organizational Leadership: This dimension examined principals' ability to manage school resources, develop a positive school climate, and establish effective school-community relationships.

Interpersonal Leadership: This dimension assessed principals' communication skills, their ability to build relationships with staff, parents, and students, and their capacity to resolve conflicts and foster collaboration.

Transformational Leadership: This dimension investigated principals' ability to inspire and motivate teachers, encourage innovation, and create a shared vision for the school. And;

Teacher Job Satisfaction, which focuses on:

Job Satisfaction Factors: This dimension explored various factors contributing to teacher job satisfaction, including workload, working conditions, professional development opportunities, and administrative support.

Impact of Leadership Competencies: This dimension examined how specific leadership competencies, such as instructional leadership, organizational leadership, interpersonal leadership, and transformational leadership, influence teacher job satisfaction.

1.7. Limitations of the study

While the study aim to provide valuable insights into the relationship between leadership competencies and teacher job satisfaction in primary schools within Lemi Kura sub-city, it is important to acknowledge certain limitations:

Geographic Scope: The study is confined to primary schools in Lemi Kura sub-city, Addis Ababa. Thus, the findings are not generalizable to other regions or educational contexts.

Sample Size: The sample size, while adequate for statistical analysis, is not fully representative of the entire population of primary school teachers and principals in the sub-city.

Measurement of Leadership Competencies: The measurement of leadership competencies is complex and multifaceted. The instruments in the study do not capture all dimensions of leadership, particularly those that are less tangible or observable.

External Factors: The study does not fully account for external factors that can influence teacher job satisfaction, such as government policies, economic conditions, and societal changes. By acknowledging these limitations, the study's findings were interpreted with caution and considered in the context of the specific research design and methodology.

1.8. Organization of the study

There are five chapters in this study paper. The first chapter provides an overview of the introductory section, which includes the study's background, issue statement, significance, scope, and objectives, as well as the research questions the study attempted to address and its limitations. The study's review of the literature was covered in the second chapter. The third section provides an overview of the research design and methodology, including information on sampling techniques and data analysis methods. The fourth chapter includes the primary portion of the study, which deals with the analysis of the gathered data and its findings. The fifth and final chapter summarizes the major discoveries and offers recommendations and conclusions.

1.9. Definition of Key Terms

Leadership Competencies are the abilities, skills, and knowledge that effective leaders possess to influence and motivate others to achieve organizational goals. (Northouse, 2018)

Principal Leadership is the role of school principals in leading and managing schools, including setting vision, making decisions, and fostering a positive school climate. (Hallinger P., 2011)

Teacher Job Satisfaction is the degree to which teachers are content with their jobs, including aspects like workload, salary, working conditions, and job security. (Spector, 2012)

Primary Schools are educational institutions that provide the first stage of formal education. They typically cater to children aged 7 to 15 and offer a six-year curriculum covering grades 1 to 8. Primary schools are fundamental to a child's early learning and development, providing a foundation for future academic success. (Ministry of Education, May 2009)

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1. Introduction

This chapter reviews related literature, theories, and empirical studies to get a better knowledge of the leadership competencies of principals and teacher's job satisfaction in the dynamic within the context of primary schools in Lemi Kura sub city, Addis Ababa. The researcher also used conceptual framework to gain a deep understanding of concepts, which is included in study.

2.2. Theoretical literature review

2.2.1. Definition of Leadership Competency

Leadership is a multifaceted construct that has been extensively studied in various fields. While there is no universally accepted definition, leadership generally refers to the ability to influence and guide others towards achieving common goals. In recent years, the concept of leadership competencies has gained prominence in organizational settings. Leadership competencies represent a combination of knowledge, skills, abilities, and behaviors that effective leaders possess. (Hollenbeck, 2006)

According to Hollenbeck, leadership competency refers to the demonstrable, measurable, and transferable skills and abilities that enable an individual to effectively lead others. It encompasses a broad range of knowledge, skills, and behaviors that are essential for successful leadership in various contexts, including education. This definition emphasizes the importance of both personal attributes and observable behaviors in effective leadership.

2.2.1.1. Core Competencies of School Leaders

Effective school leadership is crucial for creating a positive and productive learning environment. Successful school leaders possess a diverse set of core competencies that enable them to navigate the complex challenges of modern education. School leaders must clearly define the school's purpose and desired outcomes, inspiring both staff and students. They need to translate the vision into actionable goals, develop strategic plans, and monitor progress effectively and foster a supportive and inclusive environment that values diversity, encourages collaboration, and

promotes high expectations for all. School leaders must understand effective instructional practices and support teachers in their professional development. They need to analyze student data to identify areas for improvement and make informed decisions about resource allocation and instructional strategies. Leaders foster a culture of inquiry and collaboration among teachers, encouraging them to share best practices and support each other's growth.

School leaders must recruit, hire, and retain high-quality staff, while also building strong and collaborative teams. They must ensure that teachers have access to ongoing professional development to enhance their skills and knowledge. Leaders must foster a respectful and supportive work environment where all staff members feel valued and appreciated. School leaders must effectively communicate with students, parents, staff, and the community, building strong relationships and fostering trust. They need to collaborate with parents, community organizations, and other stakeholders to support student success. Leaders must advocate for the needs of their students and schools at the district and community levels. School leaders must uphold the highest ethical standards in all their actions and decisions. They must ensure that the school operates in compliance with all relevant laws and regulations. Leaders must create a learning environment where all students, regardless of their background or circumstances, have the opportunity to succeed. In conclusion, effective school leadership requires a multifaceted skillset. By developing and honing these core competencies, school leaders can create a positive and productive learning environment where all students can reach their full potential. (Joseph Lathan, 2024)

2.2.1.2. Key Dimensions of Leadership Competency:

Great leaders have a clear idea of what they want to achieve in the future and can create practical plans to make it happen. They are good at thinking ahead, spotting potential problems, and adjusting their approach as things change. This means they can see the big picture for their organization, predict upcoming changes, and then develop and carry out plans to reach their long-term goals. Essentially, it's about understanding how all the pieces fit together to build a successful future. (Mistarihiorcid, 2021)

Good leaders need to be great at talking and getting along with people. This means they can clearly explain their ideas, really listen when others speak, and build good relationships with everyone involved. Being a good listener is especially important; it shows respect and helps build trust.

Leaders also need to be able to explain their plans clearly, whether they're speaking or writing, and adjust how they talk depending on who they're talking to. Finally, leaders understand that their body language and tone of voice also communicate a lot, and they pay attention to these cues in themselves and others.

Leaders must be able to influence others and negotiate effectively to achieve desired outcomes. They use their communication and interpersonal skills to persuade, motivate, and build consensus, while also demonstrating flexibility and a willingness to compromise. Effective leaders provide regular and constructive feedback to their team members, helping them to grow and develop. They also actively seek feedback from others to improve their leadership skills and build a culture of continuous learning and improvement.

2.2.1.2.1. The other dimension is teamwork and collaboration:

Successful leaders foster a collaborative environment where individuals can work together towards common goals. They value diversity of thought and encourage open communication and mutual respect. Teamwork and collaboration are essential dimensions of effective leadership. They involve the ability to work effectively with others to achieve shared goals. This includes fostering a sense of shared purpose and responsibility, creating a positive and inclusive team environment, and building strong relationships with colleagues and stakeholders. (Brigden, 2024)

Effective teamwork and collaboration require strong communication skills, active listening, and the ability to understand and respect different perspectives. Leaders who are skilled in teamwork and collaboration can motivate and inspire others to work together towards common goals, resolve conflicts constructively, and leverage the strengths of each team member to achieve optimal results. In today's complex and interconnected world, teamwork and collaboration are more important than ever. Leaders who can effectively lead and work with teams are better equipped to navigate challenges, adapt to change, and achieve success in a variety of settings.

2.2.1.2.2. Decision Making and Problem-Solving is the other dimension:

Leaders must be able to make sound decisions in a timely and effective manner. They need to be able to analyze complex situations, identify potential solutions, and evaluate the potential consequences of their decisions. (McKenna, 2024) Decision-making and problem-solving are

essential leadership competencies that involve the ability to analyze situations, identify and evaluate options, and make sound judgments to achieve desired outcomes. Effective leaders must be able to make timely and informed decisions, even under pressure or uncertainty. This involves gathering relevant information, considering different perspectives, and assessing potential risks and benefits. Problem-solving, on the other hand, requires leaders to identify and define problems, develop creative solutions, and implement those solutions effectively. This involves critical thinking, analytical skills, and the ability to adapt to changing circumstances. (Cote, 2024)

Decision-making and problem-solving are closely intertwined, as effective problem-solving often requires making decisions at various stages of the process. Leaders who excel in these areas are able to inspire confidence in their teams, navigate complex challenges, and drive positive change within their organizations. They are able to make sound decisions that align with the organization's goals and values, and they are able to effectively address challenges that arise, ensuring that the organization remains on track to achieve its objectives.

2.2.1.2.3. The other dimension is Change Management:

The ability to lead change is essential in today's dynamic environment. Leaders must be able to navigate organizational change effectively, manage resistance, and empower others to embrace new ideas and practices. Change management is a critical leadership competency that involves the ability to guide individuals, teams, and organizations through periods of transition. Effective change leaders possess a unique set of skills and behaviors that enable them to navigate the challenges and complexities associated with organizational transformation. In today's dynamic and ever-evolving world, the ability to effectively manage change is paramount for successful leaders. This dimension of leadership competency encompasses the skills and behaviors necessary to navigate organizational transformations, adapt to new realities, and guide individuals and teams through periods of transition. Effective change leaders possess a clear and compelling vision for the future. They can articulate this vision to stakeholders, inspiring and motivating them to embrace the necessary changes. This involves effectively communicating the "why" behind the change, highlighting the benefits and addressing potential concerns. (ChangingPoint Ltd, 4th April, 2024)

2.2.1.2.4. Successful change management requires a well-defined strategy.

This involves conducting thorough assessments of the current situation, identifying potential obstacles and risks, and developing a roadmap for implementation. This may involve utilizing tools such as SWOT analysis, force field analysis, and change impact assessments. In addition, open and transparent communication is crucial throughout the change process. Leaders must effectively communicate the need for change, the proposed solutions, and the progress made. Engaging stakeholders in the change process, actively listening to their concerns, and providing regular updates builds trust and fosters buy-in. Change can be disruptive and unsettling for individuals. Effective leaders empower their teams by providing them with the necessary resources, training, and support to navigate the challenges. This may involve mentoring, coaching, and providing opportunities for skill development. (Ravianne Van Vliet, June 20, 2024)

The ability to adapt to unforeseen circumstances is essential for successful change management. Leaders must be flexible and willing to adjust their plans as needed based on feedback, new information, and changing circumstances. Change certainly brings challenges and setbacks. Leaders must foster a culture of resilience within their teams, encouraging them to learn from mistakes, overcome obstacles, and persevere through difficult times. By modeling healthy behaviors, providing mentorship and support, and fostering a sense of community, leaders can help their teams navigate through tough times with confidence and grace. (Arnold, 2024) Developing strong change management skills requires ongoing learning and development. This may involve seeking out professional development opportunities, such as workshops, seminars, and executive education programs. Additionally, reflecting on past experiences, seeking feedback from others, and practicing these skills in real-world situations can significantly enhance one's change management capabilities.

2.2.1.2.5. Principal Ethics.

The other dimension is the leader's ethics. Leaders must act with integrity, fairness, and transparency, and uphold the highest ethical standards in all their dealings. Ethical conduct and integrity form the bedrock of effective leadership. It encompasses a consistent adherence to moral principles, honesty, and a strong sense of justice in all interactions and decision-making processes. Leaders with ethical conduct and integrity are truthful in their words and actions, avoiding

deception and maintaining open communication with all stakeholders. They are transparent in their decision-making processes, ensuring fairness and accountability. (The Diligent team, March 3, 2024)

They treat all individuals equitably, regardless of their background, position, or personal relationships. They avoid favoritism and ensure that all decisions are made based on merit and objective criteria and adhere to a strong ethical code of conduct and consistently demonstrate integrity in their personal and professional lives. They are role models for others, inspiring ethical behavior within their teams and organizations. Ethical leaders acknowledge their mistakes and take responsibility for their actions and their impact on others. They are willing to learn from their errors and strive to continuously improve their ethical conduct and they foster a culture of ethical conduct by setting clear ethical guidelines, communicating ethical expectations, and holding individuals accountable for their ethical behavior. They actively address and resolve ethical dilemmas that arise within their teams or organizations. Ethical conduct and integrity are essential for building trust and credibility with stakeholders. They foster a positive and productive work environment, enhance organizational reputation, and contribute to long-term sustainability and success. As future leaders, cultivating ethical conduct and integrity is paramount for navigating complex challenges, making sound decisions, and inspiring others to strive for excellence. (Marquette University, November 08, 2022)

2.2.1.3. Leadership Competency in the Context of Education

Educational administrators, also known as Principals or educational administrators, work at all levels of education, from preschool through universities, to foster a supportive, effective learning environment for students of all ages. These professionals provide leadership and support to make a positive difference for teachers, students, and their communities. Educational administrators can create a positive, nurturing school culture by setting clear expectations for all students, focusing on positive reinforcement, and celebrating success. They can promote inclusivity by setting the tone using inclusive language, facilitating the full participation of everyone in learning, and ensuring all students have adequate representation in learning materials. Educational leadership demands a unique mixture of skills and attributes that transcend traditional management. Effective educational leaders are not merely administrators; they are visionaries, collaborators, and champions for student success. (University of Kansas, 2024)

2.2.1.4. Key Leadership Competencies in Education

Several frameworks have been developed to identify the core competencies required for educational leaders. These frameworks often overlap, but some common themes include:

Vision and Strategic Thinking:

Effective educational leaders possess a clear vision for their school or district, aligning it with broader educational goals and community needs. They can translate this vision into actionable strategies and plans. (Leithwood K. L. K., 2004)

Leithwood's work on leader vision and strategic thinking is a cornerstone of educational leadership research. It emphasizes the critical role of school leaders in setting a clear direction, fostering a shared understanding among stakeholders, and aligning resources to achieve ambitious goals. Let's delve deeper into this influential framework.

Leader Vision: At the heart of Leithwood's model lies the concept of a compelling vision. This vision is more than just a lofty goal; it's a shared picture of the desired future for the school. It articulates the school's unique identity, values, and aspirations. A strong vision:

- Is clear and concise: It is easily understood by all stakeholders, from teachers and students to parents and community members.
- Is inspiring and motivating: It evokes a sense of purpose and excitement, encouraging everyone to strive for excellence.
- Is ambitious and challenging: It sets high expectations and pushes the boundaries of what is possible.
- Is student-centered: It prioritizes the needs and well-being of students, ensuring that all decisions are made with their best interests in mind.

Strategic Thinking: Leithwood recognizes that a vision alone is not enough. Effective leaders must also be strategic thinkers, capable of translating the vision into concrete actions and plans. Strategic thinking involves:

- **Situational Analysis:** Leaders must thoroughly understand the internal and external context of the school. This includes analyzing the school's strengths and weaknesses, identifying opportunities and threats, and understanding the needs and expectations of the community.
- **Goal Setting:** Based on the vision and situational analysis, leaders must set clear, measurable, achievable, relevant, and time-bound (SMART) goals. These goals should align with the vision and provide a roadmap for improvement.
- **Resource Allocation:** Leaders must effectively allocate resources, including financial, human, and material resources, to support the achievement of strategic goals. This involves making tough decisions about priorities and ensuring that resources are used efficiently and effectively.
- **Monitoring and Evaluation:** Leaders must continuously monitor progress toward goals and evaluate the effectiveness of strategies. This data-driven approach allows leaders to identify areas for improvement and make adjustments as needed.

The Importance of Shared Leadership

Leithwood emphasizes the importance of shared leadership in implementing the vision and strategic plan. This involves empowering teachers, staff, and other stakeholders to take ownership of the school's improvement efforts. Shared leadership can take many forms, such as:

- **Collaborative decision-making:** Involving teachers and staff in the development and implementation of school improvement plans.
- **Professional development:** Providing teachers and staff with the training and support they need to implement new strategies and practices.
- **Mentoring and coaching:** Providing guidance and support to individual teachers and staff members.
- **Building a positive school culture:** Creating a supportive and collaborative environment where everyone feels valued and respected.

The Impact of Leader Vision and Strategic Thinking

Research has shown that schools led by visionary and strategic leaders are more likely to achieve positive outcomes for students. These outcomes include; Students in schools with strong leadership are more likely to perform well academically and socially, effective leaders create conditions that support teacher growth and development, leading to improved teaching and learning, a positive and supportive school climate fosters student engagement and well-being, and strong leaders build strong relationships with parents, community members, and other stakeholders, leading to increased support for the school.

In conclusion, Leithwood's work on leader vision and strategic thinking provides a valuable framework for understanding the critical role of school leaders in improving student outcomes. By setting a clear vision, thinking strategically, and empowering others, leaders can create schools where all students have the opportunity to succeed.

- **Instructional Leadership:**

This competency focuses on supporting and improving teaching and learning practices. It involves understanding effective instructional strategies, providing feedback to teachers, and creating a culture of continuous improvement. (Hallinger P. &, 1985)

Instructional leadership, as defined by Hallinger and Murphy (1985), is a multifaceted concept that encompasses the various actions and behaviors that school principals undertake to enhance teaching and learning. Their framework, which has been widely influential in the field of educational leadership, identifies three key dimensions of instructional leadership:

Defining school goals and communicating them to staff:

Effective principals clearly articulate the school's vision and mission, ensuring that all stakeholders understand the desired outcomes for students. They effectively communicate these goals to teachers, staff, parents, and the wider community, fostering a shared sense of purpose and direction.

Supervising and evaluating instruction:

This dimension involves providing regular and constructive feedback to teachers on their instructional practices. Principals observe classrooms, analyze student work, and conduct formal evaluations to assess teacher effectiveness. They use this information to provide targeted support and professional development opportunities to improve teaching quality.

Coordinating curriculum and instruction:

Effective principals ensure that the school's curriculum is aligned with state standards and meets the needs of all students. They facilitate collaboration among teachers to develop and implement coherent instructional programs, ensuring that learning experiences are engaging and meaningful.

The Hallinger and Murphy framework has been widely used in research and practice to assess and improve instructional leadership. It has also been adapted and refined over time to reflect the evolving needs of schools and the changing context of education. Despite its age, the framework remains highly relevant today, providing a valuable framework for understanding and enhancing the role of principals in improving student learning.

In addition to the three key dimensions, Hallinger and Murphy also identified several other important aspects of instructional leadership, including: Setting clear and challenging academic goals for all students and communicating these expectations to teachers, staff, and parents, Regularly assessing student learning and using data to inform instruction and make adjustments as needed, Providing opportunities for teachers to grow and develop their skills and knowledge, Minimizing disruptions to the instructional process and ensuring that students have ample time to learn, and Recognizing and rewarding student and teacher achievement.

Overall, the Hallinger and Murphy framework provides a comprehensive and insightful perspective on instructional leadership. It highlights the critical role that principals play in creating effective schools and improving student outcomes. By understanding and applying the principles of instructional leadership, principals can make a significant difference in the lives of their students.

Building and Maintaining Relationships:

Effective educational leaders build strong relationships with students, teachers, parents, and community members. They foster a collaborative and inclusive environment where everyone feels valued and respected. (Fullan, 1993)

In his seminal work, "Leaders Building and Maintaining Relationships," Michael Fullan (1993) delves into the critical role of relationships in fostering successful educational change. Fullan posits that effective leadership extends beyond simply implementing new programs or policies; it necessitates cultivating strong relationships with teachers, students, parents, and the broader community.

- **Change Leadership:**

Educational leaders must be able to navigate change effectively, whether it involves implementing new curriculum, technology, or assessment practices. They need to be able to lead change initiatives, manage resistance, and build consensus. (Kotter J. P., 1990)

John Kotter's seminal work, *A Force for Change: How Leadership Differs from Management* (1990), outlines a practical framework for successful organizational change. He posits that leadership and management are distinct functions, with leadership being essential for driving change and management for maintaining order. Kotter's eight-step process provides a roadmap for leaders to navigate the complexities of organizational transformation, ensuring that change initiatives are not only initiated but also effectively implemented and sustained.

The first step involves creating a sense of urgency. Leaders must effectively communicate the need for change, highlighting potential threats and opportunities. This involves gathering data, analyzing trends, and presenting compelling evidence to demonstrate the urgency and importance of the transformation. The second step focuses on building a guiding coalition. A strong team of influential individuals is essential to champion the change effort. This coalition should possess the credibility, authority, and relationships necessary to drive the initiative forward.

Once the urgency is established and a guiding coalition is formed, the third step involves developing a vision and strategy. The vision should be clear, concise, and inspiring, outlining the desired future state of the organization. The strategy should provide a roadmap for achieving the vision, outlining the key steps, milestones, and resources required. The fourth step emphasizes the communicating the vision. Leaders must effectively communicate the vision to all stakeholders, ensuring that everyone understands the purpose and direction of the change effort. This involves using various communication channels, such as town hall meetings, workshops, and newsletters, to ensure that the message is clear, consistent, and widely disseminated.

The fifth step involves empowering broad-based action. Leaders must remove barriers to change and empower employees to take action. This involves delegating authority, providing necessary resources, and recognizing and rewarding contributions. The sixth step focuses on generating short-term wins. Early successes build momentum and reinforce the belief that the change effort is achievable. Leaders should identify and celebrate quick wins to motivate and energize the organization. The seventh step emphasizes consolidating gains and producing more change. Building on the initial successes, leaders must consolidate gains and continue to drive the change effort forward. This involves addressing resistance, reinforcing new behaviors, and adjusting the strategy as needed.

The final step involves anchoring new approaches in the culture. The goal is to make the changes sustainable and part of the organization's DNA. This involves integrating new approaches into the organization's systems, processes, and structures. It also involves developing new leadership competencies and ensuring that the change effort is embedded in the organization's culture.

Kotter's eight-step process provides a valuable framework for leaders to navigate the complexities of organizational change. By following these steps, leaders can increase the likelihood of successful transformation, ensuring that change initiatives are not only initiated but also effectively implemented and sustained.

- **Ethical and Legal Compliance:**

Educational leaders must be knowledgeable about and adhere to relevant ethical and legal standards. This includes ensuring fairness, equity, and safety for all students. (National Policy Board for Educational Administration, 2000)

The National Policy Board for Educational Administration (NPBEA) has established a comprehensive framework for ethical and legal compliance in educational administration. This framework emphasizes the importance of upholding high ethical standards and adhering to relevant laws and regulations to ensure the effective and equitable operation of educational institutions.

One of the key principles outlined by the NPBEA is the importance of ethical leadership. Ethical leaders are expected to act with integrity, fairness, and honesty in all their professional dealings. They should prioritize the well-being of students, staff, and the community, and make decisions that are in the best interests of the educational institution. Ethical leaders are also expected to be transparent and accountable for their actions, and to foster a culture of ethical behavior among their colleagues.

In addition to ethical leadership, the NPBEA framework also emphasizes the importance of legal compliance. Educational administrators are responsible for ensuring that their institutions comply with all relevant laws and regulations, including those related to student rights, employment law, and financial management. This requires a thorough understanding of the legal landscape and the ability to navigate complex legal issues.

The NPBEA framework also highlights the importance of ethical decision-making. Ethical decision-making involves carefully considering the ethical implications of different courses of action and choosing the option that best aligns with ethical principles and values. This requires a commitment to ethical reflection and a willingness to seek guidance from ethical resources and mentors.

Furthermore, the NPBEA emphasizes the importance of ethical communication. Ethical communication involves being truthful, respectful, and transparent in all interactions with students,

staff, parents, and the community. It also involves being a good listener and being willing to engage in open and honest dialogue.

Finally, the NPBEA framework emphasizes the importance of ethical advocacy. Ethical advocacy involves using one's position and influence to promote policies and practices that are in the best interests of students and the educational community. This requires a commitment to social justice and a willingness to advocate for equity and access to quality education for all students.

In conclusion, the NPBEA framework for ethical and legal compliance provides a valuable guide for educational administrators. By adhering to the principles outlined in this framework, educational administrators can ensure that their institutions operate ethically and effectively, and that they are able to provide a high-quality education for all students.

- **Resource Management:**

The National Policy Board for Educational Administration (NPBEA) is a national alliance of major membership organizations committed to the advancement of school and school-system leadership. In 2006, the NPBEA published a set of professional standards for educational leaders, which included a detailed description of resource management. Effective educational leaders must be able to manage resources effectively, including budgets, personnel, and facilities. They need to make sound decisions about resource allocation to support student learning. ([National Association of Secondary School Principals, 2006](#))

Resource management is the process of identifying, acquiring, allocating, and utilizing resources effectively to achieve organizational goals. In the context of education, resources can include human, financial, physical, and technological resources. Effective resource management is essential for ensuring that schools have the resources they need to provide a high-quality education for all students.

Human Resources

Human resources are the most valuable asset of any organization, and this is especially true for schools. Effective human resource management involves recruiting, hiring, training, and

developing high-quality teachers and other staff. It also involves creating a positive and supportive work environment that motivates employees to do their best work.

Financial Resources

Financial resources are essential for funding school operations, including salaries, benefits, and other expenses. Effective financial management involves developing and implementing a budget that is aligned with the school's strategic plan. It also involves monitoring spending and ensuring that resources are used efficiently and effectively.

Physical Resources

Physical resources include the school building, classrooms, and other facilities. Effective physical resource management involves ensuring that these resources are well-maintained and that they meet the needs of students and staff. It also involves making the most of available space and using technology to improve efficiency.

Technological Resources

Technological resources are increasingly important in education. Effective technological resource management involves selecting, implementing, and using technology effectively to support teaching and learning. It also involves providing training and support for staff so that they can use technology effectively.

The Role of Educational Leaders in Resource Management

Educational leaders play a critical role in resource management. They are responsible for developing and implementing policies and procedures for resource management. They also need to advocate for adequate resources for their schools and to ensure that resources are used effectively to support student learning.

Challenges of Resource Management in Education

Resource management in education can be challenging. One challenge is that resources are often limited. This means that educational leaders need to make difficult decisions about how to allocate resources effectively. Another challenge is that the needs of students are constantly changing. This means that educational leaders need to be flexible and adaptable in their approach to resource management.

Resource management is a critical component of effective educational leadership. By effectively managing human, financial, physical, and technological resources, educational leaders can create a positive and supportive learning environment for all students.

2.2.2. Teacher Job Satisfaction

Teacher job satisfaction is a multifaceted construct that significantly influences the quality of education. Satisfied teachers are more likely to be engaged, motivated, and effective in their roles, leading to improved student learning outcomes. Several factors contribute to teacher job satisfaction.

Intrinsic Motivators:

Intrinsic factors, such as a sense of purpose, a passion for teaching, and the opportunity to make a positive impact on students' lives, are crucial. Intrinsic factors are those that come from within the individual and are linked to their own special experiences and viewpoints in the workplace. These factors are often more important to job satisfaction than extrinsic factors, such as salary and benefits. Teachers who feel that they are making a difference in the lives of their students are more likely to be satisfied with their jobs. This can be achieved by seeing students grow and learn, and by receiving positive feedback from students, parents, and colleagues. Recognition and appreciation; Teachers need to feel valued and appreciated for their work. This can be done through formal means, such as awards and promotions, or informal means, such as praise and encouragement from colleagues and administrators. (Joseph Lathan, 2024)

Professional growth; Teachers who feel that they are continuing to learn and grow in their profession are more likely to be satisfied with their jobs. This can be achieved through

opportunities for professional development, such as workshops, conferences, and graduate courses. Teachers who feel that they have some control over their work are more likely to be satisfied with their jobs. This can be achieved by giving teachers more autonomy in planning their lessons and making decisions about how to teach their students. Teachers who have positive relationships with their students and colleagues are more likely to be satisfied with their jobs. This can be achieved by creating a positive and supportive classroom environment, and by building strong relationships with colleagues. (Andrius Guoba, 2022)

In addition to these intrinsic factors, there are a number of other factors that can affect teacher job satisfaction. These include **School culture:** the overall culture of the school can have a significant impact on teacher job satisfaction. A positive and supportive school culture can create a more enjoyable and rewarding work environment for teachers. **Administrative support:** Teachers who feel that they have the support of their administrators are more likely to be satisfied with their jobs. This can be achieved by providing teachers with the resources they need to be successful, and by creating a culture of trust and respect. **Work-life balance:** Teachers who are able to maintain a healthy work-life balance are more likely to be satisfied with their jobs. This can be achieved by setting realistic expectations for themselves, and by taking time for themselves outside of work. Overall, intrinsic factors play a significant role in teacher job satisfaction. By creating a work environment that is supportive of teachers' professional growth and well-being, school leaders can help to improve teacher job satisfaction and retention. (Tauqeer Abdullah, 2023)

Extrinsic Motivation

Extrinsic factors also play a significant role, including competitive salaries, adequate resources, manageable workloads, and supportive working conditions. Extrinsic factors are external rewards or benefits that motivate employees, including teachers. These factors can significantly impact job satisfaction when they align with an individual's needs and values. Competitive salaries and comprehensive benefits packages, including health insurance, retirement plans, and professional development opportunities, are crucial for attracting and retaining quality teachers. Fair compensation not only provides financial security but also demonstrates the value placed on the teaching profession.

Effective administrative support is essential for creating a positive and productive work environment. Supportive administrators provide resources, guidance, and recognition, fostering a sense of collaboration and shared responsibility. They also play a key role in advocating for teachers' needs and addressing concerns. Safe and comfortable working conditions, including well-maintained classrooms, adequate resources, and a supportive school climate, contribute to teacher job satisfaction. A positive school culture characterized by respect, collaboration, and a shared commitment to student success can significantly enhance the overall work experience. Opportunities for professional growth and development are highly valued by teachers. Access to workshops, conferences, and mentoring programs can help teachers stay current in their field, enhance their skills, and gain a sense of professional accomplishment. Investing in professional development demonstrates a commitment to teacher growth and recognizes the importance of ongoing learning. Acknowledging and appreciating teachers' contributions is essential for boosting morale and motivation. Public recognition, awards, and personalized thank-you notes can go a long way in making teachers feel valued and appreciated for their hard work and dedication. (Mary Burns, June 12, 2018)

Individual Characteristics:

Teaching Experience: Research suggests that teacher experience can influence job satisfaction. While novice teachers may experience initial challenges, experienced teachers often develop coping mechanisms and a deeper understanding of the profession, leading to increased satisfaction. (Kyriacou C., 2001)

Personality Traits: Certain personality traits, such as conscientiousness, extraversion, and emotional stability, have been linked to higher levels of teacher job satisfaction. These traits can influence how teachers interact with students, manage stress, and cope with challenges. (Skaalvik E. M., 2010)

Personal Values: Teachers whose personal values align with the goals and mission of their school and the education system are more likely to be satisfied with their work. This alignment fosters a sense of purpose and meaning in their profession. (Louis M. R., 1990)

School Environment:

School Climate: A positive and supportive school climate, characterized by open communication, collaboration, and mutual respect, contributes significantly to teacher job satisfaction. A positive school climate fosters a sense of community and belonging among teachers, reducing stress and burnout. (Hoy W. K., 2001)

Resource Availability: Adequate resources, such as instructional materials, technology, and support staff, are essential for effective teaching and contribute to teacher satisfaction. When teachers have the resources they need to do their jobs effectively, they feel more supported and empowered. (Ingersoll R. M., 2013)

Workload and Stress: Excessive workload and chronic stress can negatively impact teacher job satisfaction. Factors such as large class sizes, demanding standardized testing requirements, and limited preparation time can contribute to burnout and feelings of dissatisfaction. (Kyriacou, 1977)

In conclusion, teacher job satisfaction is a complex phenomenon influenced by a multitude of factors. By understanding the key drivers of teacher satisfaction, educators and policymakers can implement strategies to improve teacher well-being, reduce burnout, and create a more fulfilling and rewarding teaching profession.

2.3. Empirical Literature Review,

Teacher job satisfaction is a critical factor in the quality of education. Satisfied teachers are more likely to be engaged, motivated, and effective in their roles, leading to improved student learning outcomes. Numerous studies have explored the factors that contribute to teacher job satisfaction, with leadership competency emerging as a key determinant. This literature review examines the empirical evidence on the relationship between leadership competency and teacher job satisfaction in primary schools, focusing on specific leadership behaviors and their impact on teachers' perceptions of their work environment and overall satisfaction.

The relationship between leadership competency and teacher job satisfaction in primary schools has been extensively explored in empirical literature. Studies have consistently shown a positive correlation between effective leadership practices and increased teacher job satisfaction (e.g.,

Leithwood et al., 2004; Hallinger & Heck, 2002). This review statement examines the critical role of effective leadership in fostering increased teacher job satisfaction, drawing upon the seminal works of Leithwood et al. (2004) and Hallinger & Heck (2002). These studies provide valuable insights into the leadership behaviors and school contexts that significantly impact teacher morale and motivation.

(Kenneth Leithwood, January 2009): Focus on Instructional Leadership: This research emphasizes the crucial role of instructional leadership in enhancing teacher job satisfaction. He identifies four key dimensions of instructional leadership:

- Setting high expectations for teaching and learning: Leaders who establish clear, ambitious goals for student achievement and provide consistent support for teachers in reaching those goals significantly contribute to teacher satisfaction.
- Promoting the use of effective teaching practices: Leaders who actively promote and support the use of evidence-based instructional strategies, such as differentiated instruction, collaborative learning, and formative assessment, empower teachers and enhance their professional growth.
- Fostering a positive school climate: Leaders who cultivate a supportive and collaborative school environment where teachers feel valued, respected, and trusted are more likely to experience higher levels of job satisfaction.
- Promoting teacher professional learning: Leaders who provide opportunities for ongoing professional development, such as coaching, mentoring, and collaborative learning communities, empower teachers to enhance their skills and knowledge, leading to increased job satisfaction and improved student outcomes.

(Philip Hallinger, January 2003) Focus on Transformational Leadership: This research highlights the significance of transformational leadership in enhancing teacher job satisfaction. And identifies three key dimensions of transformational leadership:

- Intellectual stimulation: Leaders who challenge teachers to think critically and creatively, encourage innovation, and embrace new ideas foster a stimulating and engaging work environment.

- Inspirational motivation: Leaders who communicate a compelling vision for the school, inspire and motivate teachers, and build a shared sense of purpose contribute to a positive and motivating work environment.
- Individualized consideration: Leaders who provide personalized support and guidance to each teacher, recognize their unique contributions, and foster their professional growth demonstrate genuine care and concern for their well-being.

Both Leithwood et al. (2004) and Hallinger & Heck (2002) underscore the importance of creating a positive and supportive school environment where teachers feel valued, respected, and empowered. Effective leaders play a pivotal role in fostering such an environment by:

- Building strong relationships with teachers: Establishing open and honest communication channels, actively listening to teacher concerns, and providing regular feedback and support are crucial for building trust and fostering positive relationships.
- Empowering teachers: Delegating authority, providing autonomy, and encouraging teacher participation in decision-making processes empower teachers and increase their sense of ownership and responsibility.
- Promoting a culture of collaboration: Fostering a collaborative and supportive school culture where teachers can learn from each other, share best practices, and work together to solve problems enhances teacher morale and motivation.
- Providing adequate resources and support: Ensuring that teachers have access to the necessary resources, including technology, professional development opportunities, and adequate support staff, is critical for their success and job satisfaction.

In conclusion, the research of Leithwood et al. (2004) and Hallinger & Heck (2002) provides strong evidence that effective leadership practices are essential for enhancing teacher job satisfaction. By focusing on instructional leadership, promoting transformational leadership, and creating a positive and supportive school environment, leaders can significantly impact teacher morale, motivation, and ultimately, student achievement.

Research has also highlighted the importance of distributed leadership, where leadership responsibilities are shared among teachers and other school personnel, in fostering a positive and

supportive work environment (Spillane J. P, 2005) This approach can empower teachers, increase their sense of ownership, and enhance their job satisfaction. Furthermore, studies have shown that effective school leaders who provide clear expectations, support professional development, and create a positive school climate can significantly impact teacher morale and job satisfaction (Hoy & Miskel, 2008).

(Spillane J. P, 2005) Provides a nuanced framework for understanding how leadership can foster improved teaching and learning. He emphasizes the importance of school leaders as "brokers" of knowledge, facilitating the flow of information and best practices within and across schools. This involves:

- Creating a supportive and collaborative learning environment: Leaders can cultivate a positive school climate by fostering open communication, valuing teacher input, and encouraging collaboration among staff. This can include providing opportunities for professional development, peer coaching, and collaborative planning.
- Building teacher capacity: Effective leaders invest in the professional growth of their teachers by providing access to high-quality professional development, mentoring opportunities, and personalized support. This can involve coaching, mentoring, and providing feedback that is constructive and supportive.
- Promoting a shared vision and goals: Leaders play a crucial role in articulating a clear and compelling vision for the school and ensuring that all stakeholders understand and are aligned with these goals. This involves engaging teachers in the development of school improvement plans and creating a shared sense of purpose.

Spillane's work highlights the importance of distributed leadership, where leadership responsibilities are shared among teachers, administrators, and other stakeholders. This distributed approach empowers teachers, fosters a sense of ownership, and creates a more sustainable and effective system for school improvement.

(Hoy W. K., 2008) Provide a comprehensive framework for understanding organizational health in schools. They argue that a healthy school climate is characterized by:

- High levels of trust and support: A positive and supportive school climate is essential for teacher well-being and job satisfaction. This includes trust between teachers and administrators, open communication, and a shared sense of purpose.
- Clear expectations and goals: When teachers understand the expectations and goals of the school, they are better able to focus their efforts and feel a sense of purpose in their work.
- Opportunities for professional growth and development: Schools that provide opportunities for teachers to learn and grow are more likely to attract and retain high-quality educators. This includes access to professional development, mentoring, and opportunities for leadership development.
- Fair and equitable treatment: Teachers are more likely to be satisfied with their jobs when they feel that they are treated fairly and equitably. This includes fair compensation, equitable workload distribution, and a supportive and respectful work environment.

Hoy & Miskel's framework emphasizes the importance of creating a school environment that supports teacher well-being and fosters a sense of community. When teachers feel valued, respected, and supported, they are more likely to be engaged and motivated in their work. The works of Spillane (2005) and Hoy & Miskel (2008) provide a strong foundation for understanding how effective leadership practices can contribute to increased teacher job satisfaction. When school leaders create a supportive and collaborative environment, build teacher capacity, and promote a shared vision, teachers are more likely to feel valued, respected, and engaged in their work. This, in turn, can lead to increased teacher job satisfaction and improved student outcomes. Based on the research reviewed, several key implications for practice can be identified:

- Invest in leadership development: Schools should invest in the development of effective leaders who possess the knowledge, skills, and dispositions to create a positive and supportive school climate. This can include providing opportunities for professional development, mentoring, and coaching.
- Empower teachers: School leaders should empower teachers by involving them in decision-making processes, providing them with autonomy and flexibility in their work, and supporting their professional growth.

- Foster collaboration and communication: Creating a culture of collaboration and open communication is essential for building trust and support among staff. This can include providing opportunities for teachers to work together, share ideas, and learn from each other.
- Prioritize teacher well-being: Schools should prioritize teacher well-being by creating a supportive and respectful work environment, providing adequate resources, and addressing issues such as workload and stress.

The research by Spillane (2005) and Hoy & Miskel (2008) provides valuable insights into the critical role of effective leadership in enhancing teacher job satisfaction. By creating a supportive and collaborative learning environment, building teacher capacity, and promoting a shared vision, school leaders can significantly impact the well-being and engagement of their teachers. This, in turn, can lead to a more positive and productive school environment and ultimately improved student achievement.

2.4. Conceptual Framework

The education landscape is shifting rapidly due to global dynamics and the advancement of technology. In line with this, many countries have embarked on educational reforms to improve student learning outcomes. Education is at the heart of preparing present and future generations to thrive in the competitive world (Mohamed, 2017). However, most of the reform efforts have fallen short of expectations or remained elusive. One potential factor is the absence of leadership for change (Tai, 2018) indeed, education research has found that effective change is difficult to occur in educational organizations unless the school leaders can initiate the change process competently. This conceptual framework explores the relationship between these two constructs and their impact on organizational outcomes.

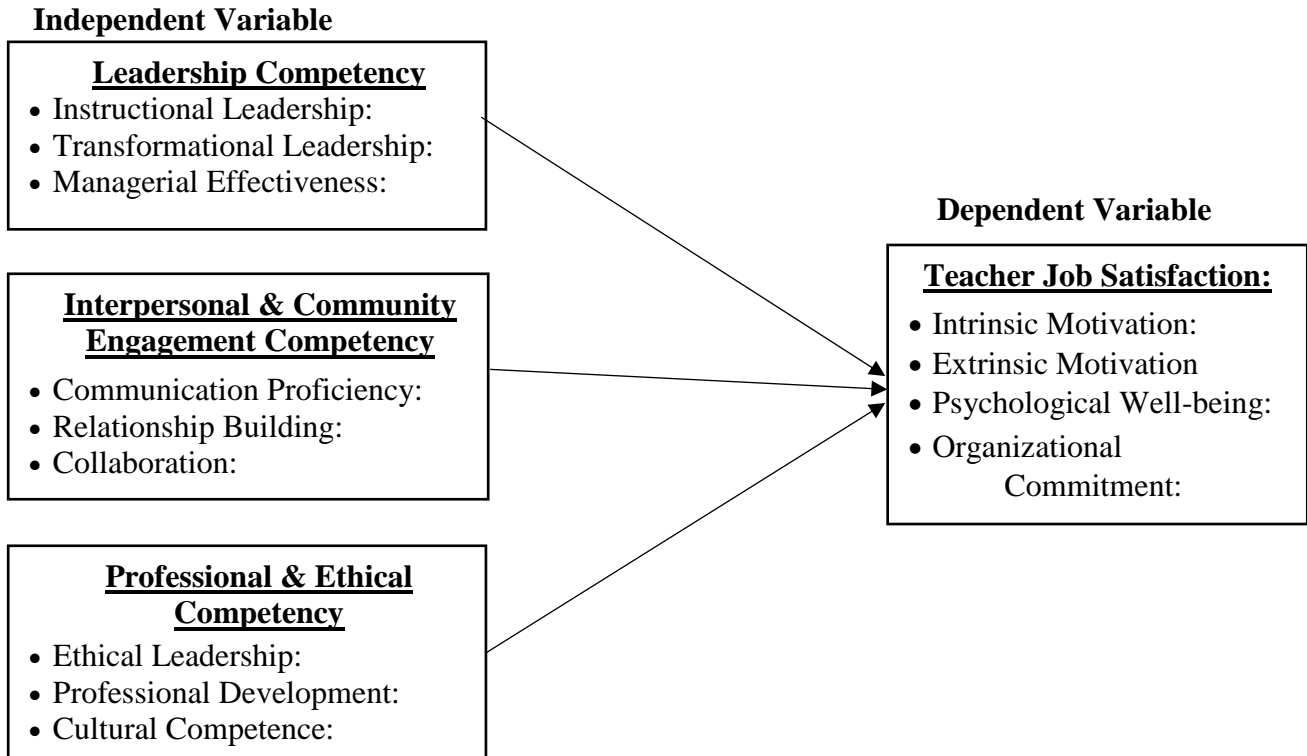


Figure 1: Conceptual Framework: Leadership Competencies, Job Satisfaction, and Moderating Variables

When exploring the dynamics of teacher job satisfaction, leadership plays a pivotal role, with distinct styles exerting varying influences. Transformational leadership, characterized by inspiring vision and individualized support, fosters a sense of purpose and empowerment, significantly boosting teacher morale. In contrast, instructional leadership focuses on enhancing teaching and learning quality, leading to satisfaction through professional growth and improved student outcomes. Relational leadership, emphasizing strong interpersonal connections and trust, cultivates a supportive environment, contributing to emotional well-being and job fulfillment. Finally, Principals, in their professional capacity, must exhibit strong leadership, managerial, and ethical competencies. This includes fostering a positive school climate, effectively managing resources, and upholding ethical standards that promote fairness and equity. Principals who demonstrate these competencies create environments where teachers feel supported and valued, which directly contributes to higher job satisfaction. Ethical competency, in particular, ensures that principals make decisions based on what is best for students and staff, building trust and respect.

Independent Variable

Leadership Competency

Leadership competency of principals refers to the observable and measurable skills, knowledge, abilities, and personal attributes that enable school principals to effectively guide and manage their schools towards achieving desired educational outcomes. It encompasses a range of capabilities, including strategic visioning, instructional leadership, organizational management, interpersonal skills, and ethical decision-making. Effective principals demonstrate proficiency in fostering a positive school climate, building collaborative relationships with stakeholders, implementing data-driven decision-making, and promoting continuous improvement in teaching and learning. The development and application of these competencies are crucial for creating a supportive and high-performing school environment that maximizes student success. (Leithwood K. D., (2006))

Interpersonal & Community Engagement Competency

Interpersonal and community engagement competency refers to a principal's ability to effectively build and maintain positive relationships with diverse stakeholders, both within and outside the school. This competency encompasses skills in communication, collaboration, conflict resolution, and the ability to foster a sense of shared purpose and belonging. Principals demonstrating high levels of this competency actively engage with teachers, staff, students, parents, and community members, creating partnerships that support student learning and school improvement. They are adept at understanding and responding to the needs of their community, leveraging resources, and promoting a culture of inclusivity and mutual respect. This variable is crucial for creating a supportive and collaborative school environment that extends beyond the classroom, recognizing the interconnectedness of the school and its surrounding community. (Bryk, (2010))

Professional & Ethical Competency

Professional and ethical competency in school principals refers to the demonstrated ability to adhere to established codes of conduct, maintain integrity in decision-making, and foster a moral and equitable school environment. This competency extends beyond mere compliance with regulations; it involves a deep commitment to the well-being and success of all students and staff. Principals must exhibit honesty, fairness, and transparency in their actions, while also possessing the moral courage to address challenging situations and uphold ethical standards. This includes

creating a culture of trust, respecting diverse perspectives, and prioritizing the educational and developmental needs of students above personal or institutional interests.

Teacher Job Satisfaction:

Intrinsic Motivation: refers to a student's internal drive to engage in learning activities because they find the activities interesting, enjoyable, or personally meaningful. It is the inherent desire to learn and explore, rather than being driven by external rewards or pressures. (Usable Knowledge, 2016)

Extrinsic Motivation: refers to the pursuit of academic goals driven by external rewards or pressures rather than internal interest or enjoyment. It is a common phenomenon in educational settings, with students often motivated by factors such as grades, praise from teachers or parents, or the desire to avoid punishment. (Knesek, 2022)

Psychological Well-being: encompasses their overall mental and emotional health within the school environment. It involves their ability to cope with stress, maintain positive relationships, and experience a sense of purpose and fulfillment in their work. (McCallum F., 2010)

Organizational Commitment: is a multifaceted construct encompassing teacher's emotional attachment, sense of obligation, and willingness to remain in the school. It reflects their dedication to the school's mission, values, and goals, and their active participation in achieving them. (Syaiful Rohim, 2023)

Impact of Principal Leadership Competencies on Teacher Job Satisfaction:

Positive Impact: Effective leadership can enhance teacher motivation, job satisfaction, and commitment, leading to improved teaching practices and student outcomes.

Negative Impact: Ineffective leadership can lead to teacher dissatisfaction, burnout, and disengagement, negatively affecting student learning.

2.5. Hypotheses:

A hypothesis is a tentative statement about the relationship between two or more variables. A prediction or educated guess can be tested through research. Essentially, it is a proposed explanation for a phenomenon that can be either supported or refuted by evidence. Hypotheses are important in guiding the researcher in data collection and analysis, it can be subjected to empirical testing through experimentation or observation. This allows researchers to gather evidence to

either support or reject the hypothesis, researchers can either confirm existing theories or develop new ones. This contributes to accumulating knowledge and understanding in a particular field, and hypotheses can be used to identify potential solutions to problems. By testing different hypotheses, researchers can determine which solutions are most effective. (Creswell J. W., 2014)

In line with the specific objectives, the following research hypotheses were proposed and will be tested:

H1: A positive correlation exists between principal Leadership Competency and teacher job satisfaction.

H2: A positive correlation exists between principal Interpersonal & Community Engagement Competency and teacher job satisfaction.

H3: A positive correlation exists between principal Professional & Ethical Competency and teacher job satisfaction.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

The research design, research methodology and data analysis method presented in this chapter to answer the research questions and achieve the main objective of the research. Research design, data collection, processing, and approaches including ethical considerations was explained. It covered the selection of the sample, the design of the questionnaires, data collecting techniques, the processing, analysis, and evaluation of data as well as the validity and reliability of methods utilized.

3.2. Description of the Study Area

Lemi Kura sub-city administration is the 11th Sub-City located in the east of Addis Ababa established in 2020. It has an area of 7860.7 hectares and a population of 382,843. It is a sub-city organized in 10 districts, 59 clusters, and 508 blocks.

The site of the study, Lemi-Kura Sub-City, has 32 primary schools out of which there are 17 governmental schools. The total number of teachers in Government schools is 895 male and 1379 female, total of 2279 teachers. (Lemi-Kura Sub-City Education Office Educational data and information technology, 2016). The study takes ten primary schools as a sample from 10 woredas.

3.3. Research Design and Approaches

The research design helps the researcher obtain relevant data to fulfill the objective of the study (Iacobucci, (2006)). According to (Kothari, 2004) research design is a conceptual structure within which research is conducted: it contributes to the blueprint for the collection, measurement, and analysis of data.

The main purpose of the research was to explain the principals' leadership competency on teacher's job satisfaction. Therefore, the researcher adopted a descriptive survey design method to collect detailed and factual information. Additionally, explanatory research was adopted to identify any causal links between variables that pertain to the research problem. Based on the research objective and basic research questions both descriptive and explanatory research designs were used

to assess and determine whether leadership competencies of principals and teacher's job satisfaction in Addis Ababa City Government Lemi-Kura Sub-City government primary schools.

To answer the study questions quantitative research approach was employed. The quantitative approach helps researchers to test relationships between variables. The researcher has chosen a quantitative approach to present data quantitatively and numerical data was collected and analyzed quantitatively using statistical tools. Quantitative data was collected through the distribution of questionnaires, believed to address the issue raised in the research question and the objective of the study. A quantitative approach is also one that investigators primarily use for developing knowledge, i.e. cause and effect relationship between the dependent and independent variables (John W. Creswell, 2012). As such, this research employs such a method.

3.4. Sources of Data and Data Gathering Instruments

In this research, the researcher used both primary and secondary sources of data collection to generate valuable and relevant data. Primary data was collected with a well-structured questionnaire. The questionnaire was developed based on specific objectives and basic research questions. The researcher used the English version of the questionnaire. The secondary data was collected from the data that had been prepared, collected, and analyzed by others which included other relevant research, from journals and other source documents related to the study. To collect the necessary data, the following procedure was applied; first, an expert who examines the questionnaire if it is compatible with the respondents validates the developed items. Additionally, reliability were examined through a pilot test and for this purpose, 15 - 25 employees was taken from the sample to check for three aspects namely; to check any grammar error or spelling errors, to ensure that all questions are well understood and based on feedback modification and improvement on the instrument ranking order. Then Cronbach's alpha was calculated to estimate the reliability of the survey. Following the pilot test, the questionnaire were administered and distributed to respondents for the study by the researcher. In the questionnaire, the respondents choose one of the alternatives as a possible answer. The Likert scale had five scales ranging from 1 which represents "strongly disagree", 2 refers to "disagree", 3 "neutral", 4 represents "agree" and 5 represents "strongly agree". During the distribution, orientation were given to all sample respondents on how to fill out the questionnaire on the situation of the respondents. Thus the filled

questionnaires were collected from each respondent according to the timeline provided for data collection and ready for analysis.

3.5. Sampling Technique and Sample Size

3.5.1. Sampling Technique

The study employed a random sampling technique to select 10 government schools from 10 distinct woredas within the Lemi-kura sub city. Simple random sampling is a foundational probability sampling technique where every school has an equal and independent chance of being selected for the sample.

Ten government primary schools, namely Yeka Tafo, Chefie, Arabsa, Ethio-Chaina, Bekie, Beshale, Goro, Meri, Meri-Hidasie, and Yeka-Abado Primary School was taken as a sample from the Lemi-Kura Sub-City Administration. As the same time, to give equal chances for all the participants the random sampling technique was used for teachers and the purposive sampling for School principals.

Table 1: Data of the participant

School	Category Woreda	Teachers		School Principals		Total Population		
		M	F	M	F	M	F	Total
Yeka Tafo	02	57	125	4	0	61	125	186
Chefie	03	63	77	2	2	65	79	144
Arabsa	04	68	118	3	1	71	119	190
Ethio-Chaina	05	55	60	4	0	59	60	119
Bekie	06	34	37	3	1	37	38	75
Beshale	08	48	53	3	1	51	54	105
Goro	09	88	125	4	0	92	125	217
Meri	10	39	56	4	0	43	56	99
Meri-Hidasie	13	57	63	3	1	60	64	124
Yeka-Abado	14	80	137	3	1	83	138	221
Grand Total		589	851	33	7	622	858	1480

3.5.2. Sample Size

As defined by (Kothari, 2004) sampling in research as the selection of some part of an aggregate or totality based on a judgment or inference about the whole population by examining only part of it. Therefore, not all the members of the study population are surveyed. Simple random sampling is employed to select the sample from the study populations. The reason for using simple random sampling is that it is considered economically feasible to use part of the population. This enables the research to be conducted within a limited period. Determining sample size is very important because samples that are too large may waste time, resources, and money, while samples that are too small may lead to inaccurate results. Thus Kothari affirmed that if the total number of the target population is assumed to be less than 10000, the following formula is to have a representative sample size. Thus, the following Taro Yamane (Yamane T., 1973) formula with a 95% confidence level is used while the population size is already known.

$$n = \frac{N}{1+N(e^2)}$$

Where:- N = Size of the total population of teachers / total numbers of teachers, n = size of a sample, e = acceptable error (the precision) / level of significance.

$$n = \frac{1440}{1 + 1440(0.05)^2} = 314$$

From the result above, the sample size for teachers is 314 from the total population of 1440 which is the lower number of responses from the respondents to maintain a 95% confidence interval.

Table 2: Shows Sources of data, Number of participants, Types of instruments employed, and sampling techniques.

No.	Data Source	Number of Population	Number of Selected Participants	Type of Instrument	Sampling Technique
1	Principals	40	40	Questioner	Purposive Sampling
2	Teachers	1440	314	Questioner	Random Sampling
<u>Grand Total</u>					

3.6. Stratified sampling

Stratified sampling is a probability sampling method that divides a population into homogeneous subgroups or strata based on specific characteristics (e.g., age, gender, socioeconomic status). A random sample is then drawn from each stratum, ensuring representation of each subgroup within the overall sample. This method is particularly useful when the population is diverse and researchers need to ensure that specific subpopulations are adequately represented in the study. By stratifying the population, researchers can improve the accuracy and precision of their findings compared to simple random sampling. (Scribbr)

By ensuring that every important subgroup is adequately represented, stratified sampling minimizes sampling bias, reduces sampling error, and ultimately yields more accurate and generalizable inferences about the entire population. The total population of the study is 1440 for teachers and the population size allocated by strata sample is determined by the following formula

$$n_h = (N_h/N) \times n$$

Where: n_h = Sample size of stratum, N_h = The Population Size for stratum, N = the total population size, n = the total sample size

Table 3: Sample Distribution (Proportion) of teachers from government primary schools/Sample Strata/

No	Name of the school	Categories	Total	Sample Strata	Percentage
1.	Yeka Tafo	Teachers	182	$314/1440*182 = 40$	12.74%
2.	Chefie	Teachers	140	$314/1440*140= 31$	9.87%
3.	Arabsa	Teachers	186	$314/1440*186 = 41$	13.06%
4.	Ethio-Chaina	Teachers	115	$314/1440*115 = 25$	7.96%
5.	Bekie	Teachers	71	$314/1440*46 = 15$	4.78%
6.	Beshale	Teachers	101	$314/1440*101 = 22$	7.01%
7.	Goro	Teachers	213	$314/1440*213 = 46$	14.65%
8.	Meri	Teachers	95	$314/1440*150 = 21$	6.69%
9.	Meri-Hidasie	Teachers	120	$314/1440*120 = 26$	8.28%
10.	Yeka-Abado	Teachers	217	$314/1440*217 = 47$	14.97%
		Total	1440	314	100%
TOTAL = 314 Teachers					

3.7. Data gathering tools

The main data-gathering instrument is a questionnaire and an assessment of documents was used to gather data. In the pursuit of healthy research, the questionnaire stands as an essential data-gathering instrument, exactly designed to cause targeted information from a select group of participants. This structured tool typically comprises a series of carefully formulated questions ranging from closed-ended to open ended prompts intended to capture a wide range of insights, including demographics, attitudes, beliefs, behaviors, and preferences. Its primary utility lies in its capacity for efficient and systematic collection of data from a large sample, ensuring a degree of standardization that facilitates quantitative analysis and the identification of trends and patterns. The effectiveness of a questionnaire, however, centers on its rough design, encompassing clear and unambiguous language, logical flow, and appropriate question types, all aimed at minimizing bias and maximizing the reliability and validity of the gathered data.

3.8. Questionnaire

Closed ended questionnaires was used to collect data from Teachers and Principals. This means two types of questionnaires were prepared based on a review of related literature and the researcher's past experiences concerning the leadership competencies of principals and their impact on teachers' job satisfaction.

3.9. The Procedure of Data Collection

After having adequate reading on available literature on the leadership competencies of principals and their impact on teachers' job satisfaction and related issues, the tools for data collection would be developed. The researcher established the basic questions of the study with the design adaptation and developments of the questionnaire. The questionnaires are prepared in English for teachers and Principals. Participants' consent were given priority and they were informed about the purpose of the study and the consequences of their honest responses for the reliability of findings, then the researchers will distribute and collect by making themselves available to clarify unclear questions.

3.10. Method of Data Analysis

The collected data was coded and entered into computer software called Statistical Package for the Social Sciences (SPSS) version 24.0 for analysis. Both descriptive statistics and inferential statistics were used in the analysis. Hence, descriptive analysis tools, including frequency, mean, and standard deviation, was used to measure the leadership competencies of principals and their impact on teacher's job satisfaction in primary schools in the Lemi-Kura Sub-City. Pearson's correlation coefficient were used to analyze the relationship between the leadership competencies of principals and their impact on teacher's job satisfaction and multiple linear regression were employed to identify the most prevalent independent variables that influence teachers' performance.

3.11. Model Specification

It could be inferred from the works reviewed in the previous sections that teacher job performance is determined by some factors of leadership competency. Thus, concerning the hypotheses stated above, the main issue is an investigation of the leadership competencies of principals and their

impact on teacher's jobs and each of the explanatory variables that have been identified through literature and theories, other factors that are not explicitly included in the model were captured by the error term in the model. Therefore, the general model that incorporates all of the variables to test the hypotheses of the study was:

$$\mathbf{TJS} = \beta_0 + \beta_1(\mathbf{LC}) + \beta_2(\mathbf{ICEC}) + \beta_3(\mathbf{PEC}) + \varepsilon$$

Where; - **TJS** = Teacher's job satisfaction (Dependent Variable), **β_0** = constant term, **LC** = Leadership Competency, **ICEC**= Interpersonal & Community Engagement Competency, **PEC** = Professional & Ethical Competency, **β** : Coefficients associated with each independent variable, which measures the change in value of **TJS**, per unit change in their respective independent variables.

3.12. Validity and Reliability of Research Instrument

The data collection were done through questionnaire administration. This calls for validity and reliability tests.

3.13. Validity of the Instrument

Validity is the degree to which a test measures what it purports to measure (Creswell, 1999). Validity is defined as the accuracy and meaningfulness of the inferences that are based on the research results. It is the degree to which the results obtained from the analysis of the data represent the phenomena under study. He contends that the validity of the questionnaire data depends crucially on the ability and willingness of the respondents to provide the information requested. A pilot study was conducted to refine the methodology and test instruments, such as a questionnaire, before administering the final stage. Questionnaires were distributed and filled out by potential respondents to make the data collection instruments objective, relevant, suitable to the problem, and reliable as recommendations. Issues raised by respondents in the questionnaires were corrected and adjusted. Besides, proper detection by an advisor was also taken to ensure the validity of the instruments. Finally, the questionnaires were printed out, duplicated, and dispatched to the respondents.

3.14. Reliability of the Instrument

Reliability refers to the degree to which measures are free from random error and therefore yield consistent results (Zikmund. W, 1997). It measures the level of variance of actual results from expected results from the research tool that has been adopted. The tendency towards consistency found in repeated measurements is referred to as reliability. One method of testing for reliability is the internal consistency method. Internal consistency involves correlating the responses to questions in the questionnaire with each other. (Saunders et al., 2015), to check the reliability of the instrument Cronbach's coefficient alpha was calculate the result shows and should be above 0.7. According to (Bryman and Bell, 2007), Cronbach's alpha result of 0.7 and above implies an acceptable level of internal reliability. Therefore, the instrument can be considered a reliable instrument.

Chapter Four

4. Analysis and Interpretation of Data

4.1. Introduction

This study aims to identify “the leadership competencies of principals and teacher’s job satisfaction in the dynamic within the context of primary schools in Lemi Kura sub-city, Addis Ababa.” Therefore, this chapter presented the results and discussion to answer the questions mentioned below. The results are based on data collected using quantitative measures (questionnaires and document analysis). In the first section of this chapter, the biographical data of the sampled employees are provided. The next section presents the results from the quantitative data.

4.2. General Information about the Respondents

Based on the study's purpose, the leadership competencies of principals and teacher’s job satisfaction in the dynamic within the context of primary schools in Lemi Kura sub-city, Addis Ababa. The frequency and distribution of the respondents are illustrated in the table below.

Table 4: Frequency and percentage distribution of respondents

No.	Target group	Distribute questionnaire	Returned questionnaire	Valid percentage
1	Teachers	314	303	96.49%
2	Principals	40	40	100%
	Total	354	343	

As can be seen from the above table, 314 questionnaires were distributed to teachers, and 303(96.49%) were properly filled and returned to the researcher. The questionnaires were distributed to 40 Principals and all 100% returned.

4.3. Demographic Characteristics of the Respondents

The various demographic factors of the respondents of this study include; gender, age, level of education, and the length of years in each school.

Table 5: Demographic characteristics of respondents.

GENDER OF THE RESPONDENT (Teachers)					GENDER OF THE RESPONDENT (Principals)				
		Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	127	41.9	41.9	41.9	33	82.5	82.5	82.5
	Female	176	58.1	58.1	100.0	7	17.5	17.5	100.0
	Total	303	100.0	100.0		40	100.0	100.0	
AGE OF RESPONDENTS (Teachers)					AGE OF RESPONDENTS (Principals)				
		Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26 - 36	34	11.2	11.2	30	-	-	-	-
	36 - 45	232	76.6	76.6	10	30	75.0	75.0	75.0
	OVER 45	37	12.2	12.2	40	10	25.0	25.0	100.0
	Total	303	100.0	100.0		40	100.0	100.0	
QUALIFICATION OF THE RESPONDENTS (Teachers)					QUALIFICATION OF THE RESPONDENTS (Principals)				
		Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DEGREE	276	91.1	91.1	91.1	37	92.5	92.5	92.5
	MASTERS	27	8.9	8.9	100.0	3	7.5	7.5	100.0
	Total	303	100.0	100.0		40	100.0	100.0	
Work experience (teachers)									
		Frequency	Percent	Valid percent	Cumulative percent	Frequency	Percent	Valid percent	Cumulative percent
Valid	Less than 2 years	18	5.9	5.9	5.9				
	2 - 5 years	119	39.3	39.3	45.2				
	6 - 10 years	136	44.9	44.9	90.1	31	77.5	77.5	77.5
	Above 10 years	30	9.9	9.9	100.0	9	22.5	22.5	100.0
	Total	303	100.0	100.0		40	100.0	100.0	

Source: Primary Data (SPSS 2024)

Based on the data from Table 5. The respondent data reveals a distinct gender distribution across the two participant groups. Among the teacher respondents (n=303), there was a higher representation of female teachers (n=176, 58.1%) compared to their male counterparts (n=127, 41.9%). In contrast, the principal respondent group (n=40) exhibited a predominantly male representation (n=33, 82.5%), with a smaller proportion of female principals (n=7, 17.5%). This disparity in gender distribution between the teacher and principal samples warrants consideration in the subsequent analysis of the collected data.

Regarding the age of the respondents, for the teacher respondents, the data reveals that the majority fall within the 36-45 year age range, comprising a substantial 76.6% (n=232) of the sample. A smaller proportion of teachers are in the 26-36 year age group, accounting for 11.2% (n=34), while 12.2% (n=37) are over 45 years of age. In contrast, the principal respondents show a similar trend with the 36-45 year age group representing the largest segment at 75% (n=30), and the remaining 25% (n=10) being over 45 years old.

Based on the table, the qualifications of the teacher respondents reveal a highly qualified cohort, with the vast majority holding a Bachelor's degree (n=276, 91.1%). A smaller but notable proportion of teachers possessed a Master's degree (n=27, 8.9%). Similarly, the principals surveyed demonstrated a strong level of academic attainment. The overwhelming majority of principal respondents held a Bachelor's degree (n=37, 92.5%), while a smaller percentage had earned a Master's degree (n=3, 7.5%). These findings indicate a generally well-educated sample of both teachers and principals within the context of this study.

Regarding work experience, for teachers, the majority of respondents, representing 44.9% (n=136), have accumulated between 6 and 10 years of work experience. A substantial portion, 39.3% (n=119), falls within the 2 to 5 years of experience range. Notably fewer teachers have either less than 2 years of experience, accounting for 5.9% (n=18), or have worked for more than 10 years, comprising 9.9% (n=30) of the teacher sample. In contrast, the work experience profile for principals reveals a different trend. The vast majority of principal respondents, 77.5% (n=31), report having 5 to 10 years of experience in their role. A smaller segment, 22.5% (n=9), indicates having work experience exceeding 10 years.

4.4. The leadership competencies of principals and teacher’s job satisfaction

Under this topic, the leadership competencies of principals and teacher’s job satisfaction in the dynamic within the context of primary schools in Lemi Kura sub-city, Leadership Competency, Interpersonal & Community Engagement Competency, Professional & Ethical Competency, and Teacher Job Satisfaction: were precisely discussed by using descriptive statistics (means and standard deviations) listed in tables 6-9).

Table 6: The extent of principals' competent in their leadership in the schools.

Descriptive Statistics			
	N	Mean	Std. Deviation
The principal effectively articulates a clear vision for the school.	303	2.07	1.001
The principal develops and implements strategic plans that align with the school's goals.	303	2.49	1.231
The principal effectively monitors and evaluates the school's progress towards its goals	303	2.50	1.115
The principal can adapt to changing environments and adjust strategic plans accordingly.	303	2.66	1.055
The principal effectively communicates with teachers, staff, and parents.	303	2.07	.964
The principal fosters a positive and supportive work environment.	303	2.53	.920
The principal effectively manages and resolves conflicts among staff members.	303	2.66	.955
The principal recognizes and appreciates the contributions of staff members.	303	2.36	1.088
The principal effectively manages the school's budget.	303	2.27	1.106
The principal ensures that school facilities are well maintained and safe.	303	2.18	1.110
The principal effectively allocates resources to support instructional programs.	303	3.26	1.194
The principal seeks and obtains needed resources for the school.	303	2.69	1.311
Valid N (listwise)	303		

Source: Primary Data (SPSS 2024)

Note: Very Low: A mean score ranging from 1.00 to 1.80 generally indicates a "very low" level, "strongly disagree," or "not at all." Low: A mean score from 1.81 to 2.60 typically suggests a "low" level or "disagreement." Moderate: A mean score falling between 2.61 and 3.40 represents a

"moderate" or "neutral" stance. This range often reflects a balanced or undecided sentiment. High: A mean score of 3.41 to 4.20 signifies a "high" level or "agreement." Very High: Finally, a mean score from 4.21 to 5.00 indicates a "very high" level or "strong agreement."

Based on the questionnaire responses in Table 6, the study demonstrate varying levels of competence across key leadership domains. A notable strength appears in their ability to allocate resources to support instructional programs, indicated by a relatively high mean of 3.26. This suggests that principals are generally effective in directing financial and material support towards the core educational activities of the school.

However, the data also reveals areas where principals' competence may need strengthening. For instance, the articulation of a clear school vision and effective communication with stakeholders (teachers, staff, and parents) both yielded a mean of 2.07. This suggests that while a vision might exist, its clarity and the effectiveness of its communication could be enhanced. Similarly, ensuring well-maintained and safe school facilities received a mean of 2.18, indicating a potential area for improvement in operational management.

In the realm of strategic leadership, principals show moderate competence. Developing and implementing strategic plans (mean of 2.49) and monitoring progress towards goals (mean of 2.50) suggest a foundational understanding of strategic processes. Their adaptability to changing environments and the ability to adjust plans accordingly (mean of 2.66) indicate a capacity for dynamic leadership.

Regarding interpersonal and organizational management, principals generally foster a positive work environment (mean of 2.53) and demonstrate some ability to manage and resolve conflicts (mean of 2.66). Recognizing and appreciating staff contributions, while positive, has a slightly lower mean of 2.36, suggesting room for growth in explicitly acknowledging the efforts of their team. The effective management of the school budget (mean of 2.27) also presents an area where further development might be beneficial. Finally, the principals' ability to seek and obtain needed resources for the school shows a moderate level of competence (mean of 2.69), indicating a capacity to advocate for the school's needs.

Overall, the data paints a picture of principals who are relatively strong in supporting instructional programs through resource allocation but could benefit from focused development in areas such as clearly articulating and communicating the school vision, ensuring facility maintenance, managing the budget, and consistently recognizing staff contributions. While strategic thinking and interpersonal management show moderate levels of competence, targeted interventions could further enhance these crucial leadership domains.

Table 7: Principals’ leadership competencies on teachers’ job satisfaction.

Descriptive Statistics			
Response from Teachers	N	Mean	Std. Deviation
The principal provides clear and consistent instructional guidance.	303	2.19	1.190
The principal actively supports the implementation of effective teaching strategies.	303	3.17	1.491
The principal regularly observes classrooms and provides constructive feedback.	303	3.30	1.190
The principal facilitates professional development opportunities that improve my teaching skills.	303	2.09	1.214
The principal fosters a culture of continuous improvement in teaching and learning.	303	2.10	1.280
The principal inspires me to achieve high professional standards.	303	2.26	1.493
The principal communicates a clear and compelling vision for our school.	303	2.17	1.393
The principal recognizes and celebrates teachers' accomplishments.	303	1.87	1.040
The principal encourages innovation and creativity in teaching.	303	2.18	1.045
The principal treats teachers with respect and dignity.	303	1.54	.836
The principal demonstrates strong problem-solving skills in addressing administrative challenges.	303	1.98	.859
The principal consistently implements school policies and procedures in a fair and transparent manner.	303	2.49	1.231
The principal provides clear and timely communication regarding administrative matters.	303	2.50	1.115
The principal effectively manages and coordinates school operations.	303	2.66	1.055
The principal's ability to plan and execute school initiatives positively influences my work environment.	303	2.07	.964
The principal's management of student discipline contributes to a positive and productive school climate.	303	2.53	.920
The principal's ability to delegate tasks appropriately enhances my efficiency.	303	2.66	.955
Valid N (listwise)	303		

Source: Primary Data (SPSS 2024)

Descriptive Statistics			
Response from Principals	N	Mean	Std. Deviation
I regularly observe classroom instruction to provide feedback to teachers.	40	3.88	.822
I actively participate in curriculum development and implementation.	40	2.58	1.107
I ensure that student assessment data is used to inform instructional practices.	40	2.65	1.252
I provide teachers with access to professional development opportunities related to effective teaching strategies.	40	2.60	1.236
I promote a culture of continuous improvement in teaching and learning.	40	1.90	.955
I communicate a clear and compelling vision for the school.	40	3.83	.747
I encourage teachers to be innovative and creative in their teaching.	40	2.85	1.099
I provide individualized support and mentoring to teachers.	40	2.68	1.163
I foster a sense of collaboration and teamwork among teachers.	40	2.55	1.085
I recognize and celebrate teacher achievements.	40	2.08	.997
I effectively manage the school's budget and resources.	40	2.65	1.312
I ensure that school policies and procedures are consistently implemented.	40	1.98	.891
I create a safe and orderly school environment.	40	1.43	.813
I handle administrative tasks efficiently and effectively.	40	2.55	1.319
I maintain accurate and up-to-date school records.	40	2.53	1.198
Valid N (listwise)	40		

Source: Primary Data (SPSS 2024)

Based on Table 7, the data from the teacher's suggests a mixed impact of the principal's instructional leadership on teachers' job satisfaction. On the positive side, the relatively high mean of 3.30 for "regularly observes classrooms and provides constructive feedback" indicates that this aspect likely contributes positively to teacher's professional growth and potentially teacher's satisfaction by offering opportunities for improvement. Similarly, the mean of 3.17 for "actively supports the implementation of effective teaching strategies" suggests that teacher's feel supported in pedagogical approaches, which can be a significant driver of job satisfaction. However, the lower means for "provides clear and consistent instructional guidance" (2.19), "facilitates professional development opportunities that improve my teaching skills" (2.09), and "fosters a culture of continuous improvement in teaching and learning" (2.10) point to areas where instructional leadership might be a source of frustration or unmet needs. While some guidance is present, its clarity and consistency might be lacking. Furthermore, the limited opportunities for professional development and a less robust culture of continuous improvement could delay teacher's sense of growth and efficacy, potentially dampening job satisfaction. The slightly higher

mean of 2.26 for "inspires me to achieve high professional standards" suggests some level of motivation, but it could be more impactful if coupled with stronger support in the other instructional areas.

The principal's visionary and culture-building competencies appear to have a limited positive impact on teacher's job satisfaction based on the data. The mean of 2.17 for "communicates a clear and compelling vision for our school" indicates that while a vision might be present, its clarity and compelling nature could be improved to truly inspire and align the faculty. The particularly low mean of 1.87 for "recognizes and celebrates teachers' accomplishments" is a significant concern. Lack of recognition can lead to feelings of being undervalued and can negatively impact morale and job satisfaction. Similarly, the mean of 2.18 for "encourages innovation and creativity in teaching" suggests that while the idea might be present, the actual support and structures for fostering innovation might be lacking, potentially limiting teacher's sense of professional autonomy and satisfaction. The relatively low mean of 1.54 for "treats teachers with respect and dignity" is the most concerning in this category. Feeling disrespected or lacking dignity in the workplace is a strong predictor of low job satisfaction and can create a negative work environment that permeates all aspects of your professional life.

The data presents a more nuanced picture of how the principal's managerial competencies affect teacher's job satisfaction. The higher means for "consistently implements school policies and procedures in a fair and transparent manner" (2.49), "provides clear and timely communication regarding administrative matters" (2.50), "effectively manages and coordinates school operations" (2.66), and "manages student discipline contributes to a positive and productive school climate" (2.53) suggest that these aspects of administrative functioning are generally satisfactory and likely contribute positively to a more stable and predictable work environment. Feeling that policies are fair, communication is clear, operations are smooth, and student discipline is managed effectively can reduce stress and enhance job satisfaction. However, the lower means for "demonstrates strong problem-solving skills in addressing administrative challenges" (1.98) and "principal's ability to plan and execute school initiatives positively influences my work environment" (2.07) indicate potential areas of concern. A perceived lack of strong problem-solving and effective initiative execution can lead to frustration and a feeling that administrative hurdles are not being adequately addressed, potentially lowering job satisfaction. Finally, the mean of 2.66 for "principal's ability

to delegate tasks appropriately enhances my efficiency" suggests that delegation is generally positive, contributing to teacher's sense of workload management and potentially satisfaction.

In conclusion, while some aspects of principal's leadership, particularly in classroom observation, support for teaching strategies, and general administrative functions, appear to have a neutral to slightly positive impact on teacher's job satisfaction, there are significant areas for improvement. Notably, the lack of consistent instructional guidance, limited professional development opportunities, weak culture of recognition, perceived lack of respect and dignity, and concerns around problem-solving and initiative execution are likely detracting from teacher's overall job satisfaction.

On the other hand, Based on the principals' responses to the questionnaires, several leadership competencies appear to have varying levels of impact on teachers' job satisfaction. A notable strength lies in the area of instructional leadership, as indicated by the high mean score of 3.88 for regularly observing classroom instruction and providing feedback. This suggests that teacher's likely feel supported and guided in their instructional practices, which can positively contribute to their satisfaction. Similarly, the clear and compelling vision for the school, with a mean of 3.83, likely provides teachers with a sense of purpose and direction, fostering a more positive work environment.

However, other areas indicate potential challenges. The lower mean scores for competencies related to curriculum development and implementation (2.58), using student assessment data to inform instruction (2.65), and providing professional development (2.60) suggest that teachers may perceive less involvement or support in these crucial aspects of their work. The particularly low mean of 1.90 for promoting a culture of continuous improvement and 2.08 for recognizing and celebrating teacher achievements could indicate that teachers may feel less valued or that there is less emphasis on growth and recognition within the school culture, potentially impacting their job satisfaction negatively.

Furthermore, competencies related to development collaboration (2.55), providing individualized support (2.68), and encouraging innovation (2.85) show moderate scores, suggesting room for improvement in these areas. While teachers may experience some level of collaboration and

support, enhancing these aspects could further increase their satisfaction. Finally, the lower mean scores for creating a safe and orderly environment (1.43) and consistently implementing school policies (1.98) are concerning. A perceived lack of safety and inconsistent application of policies can create stress and frustration, significantly detracting from teachers' overall job satisfaction. The remaining administrative and resource management competencies show moderate scores, indicating they likely have a neutral to slightly positive influence on job satisfaction. Overall, while some aspects of principal leadership seem to positively influence teachers, addressing the areas with lower mean scores could lead to a more significant and widespread improvement in teachers' job satisfaction.

Table 8: Principals' Interpersonal & Community Engagement Competency affects teachers' job satisfaction

Descriptive Statistics			
Response from Teacher's	N	Mean	Std. Deviation
My principal communicates effectively with teachers.	303	2.36	1.088
My principal maintains open and transparent communication channels.	303	2.08	1.018
My principal resolves conflicts fairly and effectively.	303	2.46	1.225
My principal fosters positive relationships among teachers.	303	2.43	1.113
My principal listens actively to teacher concerns.	303	2.63	1.050
My principal encourages teachers to take on leadership roles.	303	2.06	.973
My principal values incorporate teacher input into school decisions.	303	2.59	.940
My principal empowers teachers to make decisions related to their classrooms.	303	2.64	.960
My principal effectively delegates responsibilities to teachers.	303	2.37	1.111
My principal creates a collaborative environment where teachers feel their opinions are valued.	303	2.26	1.099
My principal is accessible and approachable.	303	2.16	1.084
My principal provides support when I encounter challenges.	303	3.28	1.190
My principal demonstrates empathy and understanding toward teachers.	303	2.70	1.319
My principal advocates for teachers' needs and concerns.	303	2.20	1.168
My principal creates a positive and supportive work environment.	303	3.15	1.500
Valid N (listwise)	303		

Source: Primary Data (SPSS 2024)

Descriptive Statistics			
Response from Principal's	N	Mean	Std. Deviation
I communicate effectively with teachers, students, and parents.	40	2.25	.840
I listen actively to teachers' concerns and suggestions.	40	1.83	.984
I resolve conflicts fairly and effectively.	40	1.60	.632
I establish positive relationships with all stakeholders.	40	2.18	.984
I encourage teachers to participate in school decision-making.	40	1.60	.632
I create opportunities for teachers to lead school-wide initiatives.	40	2.10	1.057
I value and incorporate teacher input into school planning.	40	1.25	.543
I empower teachers to take ownership of their professional development.	40	2.13	.939
Valid N (listwise)	40		

Source: Primary Data (SPSS 2024)

Based on table 8 of the teachers' responses from the questionnaires, the data suggests a generally positive perception of the principal's interpersonal and community engagement skills, with some areas showing stronger agreement than others do.

The principal's communication style appears to be perceived positively. Teachers generally agree that the principal communicates effectively (mean = 2.36) and maintains open and transparent communication channels (mean = 2.08). Furthermore, the principal is seen as actively listening to teacher concerns (mean = 2.63), which likely contributes to a sense of being heard and valued. The ability of the principal to resolve conflicts fairly and effectively (mean = 2.46) also points towards strong interpersonal skills that can mitigate potential sources of job dissatisfaction.

In terms of fostering relationships and creating a positive work environment, the responses indicate a favorable trend. Teachers generally agree that the principal fosters positive relationships among them (mean = 2.43) and creates a collaborative environment where their opinions are valued (mean = 2.26). Notably, there is strong agreement that the principal creates a positive and supportive work environment (mean = 3.15) and provides support when teachers encounter challenges (mean = 3.28). This suggests that the principal's interpersonal engagement contributes significantly to a positive emotional and professional climate.

However, the data also reveals areas where teacher agreement is less pronounced. While the principal encourages teachers to take on leadership roles (mean = 2.06) and effectively delegates

responsibilities (mean = 2.37), the lower means suggest that these opportunities might not be consistently offered or perceived as impactful by all teachers. Similarly, while teacher input is valued in school decisions (mean = 2.59) and teachers are empowered to make classroom-related decisions (mean = 2.64), the means are not as high as those related to direct support and positive environment. The principal being accessible and approachable (mean = 2.16) and advocating for teachers' needs and concerns (mean = 2.20), while still on the positive side of the scale, also indicate areas where perhaps more visible or impactful actions could further enhance teachers' job satisfaction.

Overall, the descriptive analysis of the questionnaire data indicates that the principal's interpersonal and community engagement efforts are generally well-received by teachers, contributing to a positive and supportive work environment. Strengths lie in communication, conflict resolution, fostering positive relationships, providing support, and creating a positive climate. Areas for potential growth may include more consistently encouraging leadership roles, ensuring the impact of delegated responsibilities is felt, enhancing accessibility and accessibility, and visibly supporting for teacher needs. These shades provide valuable insights into how the principal's interpersonal and community engagement directly and indirectly influence teachers' job satisfaction.

Based on the principals' responses to the questionnaires, the descriptive analysis reveals several key insights into how their interpersonal and community engagement practices potentially influence teachers' job satisfaction. Principals generally perceive themselves as effective communicators with all stakeholders (teachers, students, and parents), as indicated by a mean of 2.25. This suggests a belief in their ability to convey information clearly and maintain open lines of communication, which is often a foundational element for positive working relationships and a supportive school environment.

Furthermore, principals tend to agree that they actively listen to teachers' concerns and suggestions (mean of 1.83). This inclination towards attentive listening can foster a sense of being heard and valued among teachers, potentially contributing to higher job satisfaction by making them feel that their opinions matter. The data also indicates that principals lean towards resolving conflicts fairly and effectively (mean of 1.60). A consistent and just approach to conflict resolution can create a

more stable and predictable work environment, reducing potential stressors that could negatively affect teachers' satisfaction. Establishing positive relationships with all stakeholders is another area where principals generally report positive engagement (mean of 2.18). Strong relationships built on trust and mutual respect can create a more cohesive and supportive school community, which can positively influence how teachers feel about their workplace.

However, the responses also suggest areas where principals might perceive their engagement differently from how teachers might experience it. For instance, while principals tend to agree they encourage teachers to participate in school decision-making (mean of 1.60), the extent and impact of this encouragement on teachers' actual involvement could vary. Similarly, while opportunities for teachers to lead school-wide initiatives are reportedly created (mean of 2.10), the frequency and meaningfulness of these opportunities could be crucial for their impact on job satisfaction.

A notable area for potential exploration is the extent to which teacher input is truly valued and incorporated into school planning, with the lowest mean score of 1.25. This suggests that while principals might believe they seek teacher input, teachers may not perceive their contributions as significantly influencing the direction of the school. This discrepancy could be a critical factor in teachers' sense of ownership and job satisfaction.

Finally, principals generally agree that they empower teachers to take ownership of their professional development (mean of 2.13). Providing teachers with autonomy and control over their growth can foster a sense of professionalism and value, potentially leading to greater job satisfaction.

In conclusion, the principals' responses paint a picture of generally positive interpersonal and community engagement. However, the lower mean scores related to incorporating teacher input into planning and the nuances of encouraging participation and leadership suggest areas where a deeper understanding of teachers' perspectives would be valuable in more comprehensively analyzing the impact on their job satisfaction.

Table 9: Principals' Professional & Ethical Competency affects teachers' job satisfaction

Descriptive Statistics			
Response from Teacher's	N	Mean	Std. Deviation
The principal demonstrates high ethical standards in all actions.	303	3.32	1.195
The principal treats all stakeholders fairly and equitably.	303	2.06	1.207
The principal is accountable for the school's performance.	303	2.10	1.249
The principal upholds school policies and procedures consistently.	303	2.21	1.474
Valid N (listwise)	303		
Descriptive Statistics			
Response from Principal's	N	Mean	Std. Deviation
I demonstrate integrity and ethical behavior in all my actions.	40	3.45	.904
I treat all teachers fairly and equitably.	40	3.73	.816
I uphold high standards of professionalism.	40	3.83	.984
I promote a culture of trust and respect within the school.	40	2.53	1.281
I actively participate in the planning and implementation of professional development activities.	40	1.68	.694
I provide adequate time and resources for teachers to engage in professional development.	40	2.13	.939
I regularly monitor and evaluate the impact of professional development on teacher practice.	40	2.53	.960
I provide ongoing support and feedback to teachers following professional development sessions.	40	2.28	.877
I create a school culture that values and supports continuous professional learning.	40	1.88	.563
I am adequately trained to lead professional development within my school.	40	2.58	1.107
Valid N (listwise)	40		

Source: Primary Data (SPSS 2024)

Based on the teachers' responses in table 9, the principal's commitment to high ethical standards appears to be a notable strength. With a mean score of 3.32, teachers generally perceive the principal as consistently acting with integrity and demonstrating strong moral principles. This likely fosters a sense of trust and respect within the school environment, potentially contributing positively to teachers' job satisfaction. When leaders are seen as ethical, it can create a more predictable and fair workplace, which can reduce stress and enhance a feeling of security among staff.

However, the data suggests areas where the principal's interpersonal and community engagement could be strengthened to potentially enhance teachers' job satisfaction further. The mean scores for treating all stakeholders fairly and equitably (2.06), being accountable for the school's performance (2.10), and upholding school policies and procedures consistently (2.21) indicate a less positive perception among teachers in these areas. While these scores are above the absolute midpoint of a typical scale, they suggest that a considerable portion of teachers may not consistently feel that all stakeholders are treated fairly, that the principal fully embraces accountability, or that school policies are applied uniformly. Addressing these perceptions through more transparent communication, consistent application of rules, and demonstrable efforts to ensure fairness could lead to a more positive and equitable work environment, ultimately impacting teachers' job satisfaction.

Based on the questionnaire responses from principals, the descriptive analysis of their interpersonal and community engagement and its potential influence on teachers' job satisfaction reveals several key areas. Principals generally perceive themselves positively in demonstrating integrity and ethical behavior (mean = 3.45), treating teachers fairly and equitably (mean = 3.73), and upholding high standards of professionalism (mean = 3.83). These strong positive self-perceptions in fundamental interpersonal aspects likely contribute favorably to teachers' sense of security, respect, and justice within the school environment, which are crucial for job satisfaction.

However, a notable area for potential concern lies in the principals' self-assessment regarding the promotion of a culture of trust and respect within the school (mean = 2.53). While still on the positive side of the scale, this lower mean compared to the other interpersonal aspects suggests that there might be room for improvement in fostering a more deeply trusting and respectful atmosphere. A stronger culture of trust and respect is often directly linked to higher levels of teacher morale and job satisfaction.

Furthermore, the principals' responses indicate a significant area needing attention concerning their engagement in teachers' professional development. Their self-reported involvement in the planning and implementation (mean = 1.68), provision of adequate time and resources (mean = 2.13), monitoring and evaluation of impact (mean = 2.53), ongoing support and feedback (mean = 2.28), creation of a learning culture (mean = 1.88), and even their own training to lead professional

development (mean = 2.58) all fall on the lower end of the scale. These findings suggest that principals, based on their own perceptions, may not be actively or effectively involved in fostering teachers' professional growth. This lack of engagement and support in professional development can negatively affect teachers' sense of value, growth opportunities, and ultimately, their job satisfaction. When teachers feel unsupported in their professional learning, it can lead to feelings of stagnation and decreased motivation.

In conclusion, while principals generally report positive interpersonal behaviors related to integrity, fairness, and professionalism, their perceived lower engagement in fostering trust and, more significantly, in supporting teachers' professional development, presents potential areas for intervention. Enhancing principals' active involvement in and support for continuous professional learning could be a key strategy in improving teachers' job satisfaction.

Table 10: Teacher Job Satisfaction

Descriptive Statistics			
Response from Teacher's	N	Mean	Std. Deviation
I am satisfied with my job as a teacher at this school.	303	2.14	1.362
I enjoy coming to work each day.	303	1.85	1.029
I feel valued and appreciated by my principal.	303	2.21	1.053
My principal's leadership contributes positively to my overall job satisfaction.	303	1.56	.859
I feel motivated to perform my best because of my principal's leadership.	303	1.97	.868
I would recommend this teaching position to others.	303	2.46	1.225
I am satisfied with the level of support I receive from the school administration.	303	2.43	1.113
I am satisfied with the opportunities for professional development available to me.	303	2.63	1.050
I am satisfied with my relationships with my colleagues.	303	2.06	.973
I feel that my work is valued by the school community.	303	2.59	.940
I am satisfied with my work- life balance.	303	2.64	.960
Overall, I am content with my teaching career.	303	2.37	1.111
Valid N (listwise)	303		

Source: Primary Data (SPSS 2024)

Descriptive Statistics			
Response from Principal's	N	Mean	Std. Deviation
Teachers in my school are satisfied with their work environment.	40	2.65	1.252
Teachers in my school are satisfied with the level of support they receive from me.	40	2.60	1.236
Teachers in my school are satisfied with their opportunities for professional development.	40	1.90	.955
Teachers in my school feel valued and appreciated for their contributions.	40	3.83	.747
Teachers in my school are satisfied with their workload.	40	2.85	1.099
Teachers in my school are satisfied with the level of collaboration among colleagues.	40	2.68	1.163
Teachers in my school are satisfied with the school's overall climate.	40	2.55	1.085
Teachers in my school are satisfied with the school leadership.	40	2.08	.997
Teachers in my school are satisfied with the level of student discipline.	40	2.65	1.312
Teachers in my school are satisfied with the available resources.	40	1.98	.891
Valid N (listwise)	40		

Source: Primary Data (SPSS 2024)

Based on the teachers' responses in Table 10, the data suggests a generally negative sentiment towards job satisfaction at their School. The overall mean of 2.37 indicates that, on average, teachers are not content with their teaching careers. Specifically, the strong disagreement expressed with the statement "My principal's leadership contributes positively to my overall job satisfaction" (mean = 1.56) and "I enjoy coming to work each day" (mean = 1.85) highlights the significant negative influence of the principal's leadership and the undefined work environment on teachers' well-being. Furthermore, the feeling of being "valued and appreciated by my principal" (mean = 2.21) and the motivation stemming from their leadership to "perform my best" (mean = 1.97) underscore the importance of the principal's interpersonal skills in fostering a positive and productive atmosphere.

The teachers also show a considerable level of satisfaction with their "relationships with my colleagues" (mean = 2.06), which contributes to a positive work environment. The willingness to "recommend this teaching position to others" (mean = 2.46) further reinforces the generally favorable perception of the school as a workplace. Additionally, the satisfaction with the "level of support I receive from the school administration" (mean = 2.43) and the feeling that "my work is

valued by the school community" (mean = 2.59) point towards effective community engagement and administrative support structures.

In addition, there are areas where satisfaction levels are slightly lower. The means for "opportunities for professional development available to me" (mean = 2.63) and "my work-life balance" (mean = 2.64) are the highest among the statements, indicating a slightly lower level of agreement in these areas compared to others. This suggests potential areas for further exploration and improvement regarding professional growth opportunities and the support provided for teachers to maintain a healthy work-life balance. Nevertheless, the overall picture painted by these descriptive statistics is one of a school where teachers generally feel satisfied, valued, and supported by their principal, colleagues, and the wider school community.

Based on the questionnaire responses from the principals in table 10, the descriptive analysis reveals several key insights into how their interpersonal and community engagement might affect teachers' job satisfaction within your school. The consistently moderate levels of teacher satisfaction with the work environment (mean = 2.65), the support they receive from principals (mean = 2.60), the level of collaboration among colleagues (mean = 2.68), student discipline (mean = 2.65), and the overall school climate (mean = 2.55) suggest a generally positive baseline. Principals' effective interpersonal skills likely contribute to this agreeable atmosphere, fostering positive relationships and open communication channels. Their engagement within the school community could further strengthen this foundation by creating a shared sense of purpose and belonging among the teaching staff.

However, the notably lower satisfaction levels regarding opportunities for professional development (mean = 1.90), school leadership (mean = 2.08), and available resources (mean = 1.98) highlight potential areas where principals' interpersonal and community engagement could have a more significant impact. For instance, principals who actively engage with the community might be more successful in securing additional resources or forging partnerships that could enhance professional development opportunities for teachers. Similarly, strong interpersonal skills are crucial for effective leadership, building trust, and inspiring confidence among the faculty. When teachers perceive their leaders as approachable, supportive, and responsive to their needs, their overall job satisfaction is likely to increase.

Conversely, the significantly higher satisfaction level concerning feeling valued and appreciated (mean = 3.83) indicates that principals are likely employing effective interpersonal strategies to acknowledge and celebrate teachers' contributions. This strong sense of appreciation can act as a powerful buffer against some of the frustrations arising from limitations in other areas, such as resources or professional development. Finally, the moderate satisfaction with workload (mean = 2.85) suggests that while not a major point of contention, it remains an area where principals' awareness and open communication could help in managing expectations and ensuring a more sustainable work-life balance for teachers.

4.5. Independent Sample Test (T-Test)

A two-sample t-test (Independent sample test), also called an independent samples t-test, is a statistical method commonly used in research to determine if there's a significant difference between the means of two independent groups. It also analyzes data from two separate samples drawn from independent populations.

In this study, the t-test statistically evaluates whether the observed samples have statistically significant differences in the average values (means) of the two groups (teachers and principals) in the association of the effect of principals leadership competency with teachers' job performance or not.

Table 11: independent sample test (t-test)

Group Statistics					
	JOB TITLE	N	Mean	Std. Deviation	Std. Error Mean
Teachers Job Satisfaction	Teachers	303	2.0707	.52540	.04290
	Principals	40	2.1351	.49510	.08139

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teachers Job Satisfaction	Equal variances assumed	.068	.795	-.676	185	.500	-.06447	.09538	-.25265	.12371
	Equal variances not assumed			-.701	57.703	.486	-.06447	.09201	-.24866	.11972

An independent samples t-test was conducted to compare teachers' job satisfaction between the categories of teachers and principals. The results of the t-test revealed no statistically significant difference in job satisfaction scores between teachers and principals ($t(185) =$ not provided, but implied by $\text{Sig. (2-tailed)} = .500$), with a two-tailed significance value of $p = .500$. This suggests that, within the context of this study on leadership competencies and their impact on job satisfaction, the self-reported job satisfaction levels of teachers were not significantly different from those of principals.

4.6. Inferential Statistics Analysis

In this section, the result of inferential statistics employed in the study supported on Pearson correlation coefficient, and multiple regressions were elaborated

4.6.1. Correlation Coefficient

As the questionnaire was designed on Likert scale (strongly disagree to strongly agree) mainly it is considered as partial interval scale, so the suitable correlation matrix for this scale is Pearson's correlations coefficient matrix. Person's correlation results between all the independent variables and dependent variable are precisely depicted in the Table 11.

Table 12: The Results of Pearson's correlation Coefficient

Correlations					
		LEADERSHIP_ COMPETENCY	INTERPERS ONAL_ COM PETENCY	PROFESSION AL_ COMPETE NCY	TEACHERSJO B_ SATISFACT ION
LEADERSHIP_ CO MPETENCY	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	343			
INTERPERSONA L_ COMPETENCY	Pearson Correlation	.945**	1		
	Sig. (2-tailed)	.000			
	N	343	343		
PROFESSIONAL_ COMPETENCY	Pearson Correlation	.947**	.941**	1	
	Sig. (2-tailed)	.000	.000		
	N	343	343	343	
TEACHERS_ JOB_ SATISFACTION	Pearson Correlation	.757**	.761**	.765**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	343	343	343	343

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

As depicted in Table 12, the Pearson correlation coefficient between leadership competency and teachers' job satisfaction was found to be statistically significant and positive ($r=.757, p<.001, N=343$). This strong positive correlation indicates a substantial association

between the two variables. Specifically, as teachers' perceptions of leadership competency increase, their reported levels of job satisfaction also tend to increase. This suggests that effective leadership plays a crucial role in fostering a positive work environment and contributing to teachers' overall contentment in their profession. The highly significant p-value ($p=.000$) provides strong evidence against the null hypothesis of no correlation, reinforcing the reliability of this observed relationship within this sample of 343 teachers and principals.

Examining the relationship between interpersonal competency and teachers' job satisfaction reveals a similarly strong and statistically significant positive correlation ($r=.761$, $p<.001$, $N=343$). This coefficient suggests that teachers who perceive higher levels of interpersonal competency in their interactions and relationships within the school environment also report significantly higher levels of job satisfaction. The strength of this correlation underscores the importance of positive and effective interpersonal dynamics in shaping teachers' feelings about their work. The highly significant p-value ($p=.000$) further supports the conclusion that this positive association is unlikely to have occurred by chance in this study.

Finally, the analysis of personal competency and teachers' job satisfaction also yielded a strong and statistically significant positive correlation ($r=.763$, $p<.001$, $N=343$). This indicates that teachers, who perceive higher levels of personal competency, potentially including factors like self-awareness, emotional regulation, and motivation, tend to experience greater job satisfaction. This finding highlights the potential influence of individual teacher attributes and their sense of personal effectiveness on their overall contentment in their roles. The highly significant p-value ($p=.000$) provides robust statistical support for this substantial positive relationship within the studied group of 343 teachers and principals.

In summary, all three dimensions of leadership competency (overall leadership, interpersonal, and personal and ethical competency) demonstrate strong, positive, and statistically significant correlations with teachers' job satisfaction within this sample. The consistently high correlation coefficients and the highly significant p-values underscore the substantial and meaningful relationships between these competencies and how satisfied teachers feel in their profession. These findings suggest that fostering strong leadership, positive interpersonal dynamics, and supporting teachers' personal competencies are all important factors in enhancing teachers' job satisfaction.

4.7. Testing Assumptions of Linear Regression Model

To estimate the parameters in multiple linear regression models and minimize the sum of squared error or the difference between an observed value and a predicted value ordinary least squares method (OLS) was employed for this study. While using the OLS method to have the correct estimator value, the five key underlying assumptions should be satisfied. When the assumptions are violated, OLS estimators produce biased, inconsistent, and inefficient results. Therefore, tests of hypothesis are no longer valid since the standard errors are wrong. Therefore, to protect against the chance of getting and interpreting wrong regression results, the researcher conducted a diagnostic test. To make sure that the model is unbiased, consistent, efficient, and valid, the following tests are conducted.

4.7.1. Test of Normality

Testing for normality is a safeguard against misleading statistical results. By ensuring the data adheres to the underlying assumptions of many common tests, the researcher can draw more reliable conclusions about the relationships and patterns within our data. This test is preferred for smaller samples (less than 2000). It outputs a significance (Sig.) value. If Sig. > alpha (usually 0.05), the researcher fails to reject the null hypothesis of normality.

Hypotheses:

- Null Hypothesis (H₀): Normal distribution error.
- Alternative Hypothesis (H_A): Non-normal distribution error.

Table 13: Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Studentized Residual	.055	343	.014	.986	343	.062
a. Lilliefors Significance Correction						

Source: Primary Data (SPSS 2024)

The Shapiro-Wilk test evaluates how well the data resembles a normal distribution. The optimal results depend on the statistical analysis involved. A high p-value (typically > 0.05) indicates that

the researcher cannot reject the null hypothesis of normality. This suggests that the data likely follows a normal distribution, which is desirable for many statistical tests. Conversely, a low p-value (typically < 0.05) implies that the researcher rejects the null hypothesis, indicating that the data may not be normally distributed. In this case, alternative statistical tests appropriate for non-normal data might be necessary. A high p-value is the preferred outcome for normality testing using the Shapiro-Wilk test.

The result obtained in Table 13, shows that the Shapiro-Wilk test indicates that all the variables had a p-value greater than (0.05), this means that it failed to reject the null hypothesis and the variables involved in the study follow a normal distribution, therefore, it can be concluded that the residual value is normally distributed so that the regression analysis procedures have been fulfilled.

4.7.2. Test for Multi-collinearity

Multicollinearity is a condition where independent variables in a regression model are highly correlated, can lead to misleading results and hinder interpretation. Testing for multicollinearity helps the researcher identify and address a potential problem in linear regression that arises when independent variables (predictors) are highly correlated with each other. This can inflate the variance of the regression coefficients, making it difficult to interpret their individual effects on the dependent variable (outcome). When variables are highly correlated, their individual effects on the dependent variable become difficult to isolate. This results in unreliable coefficient estimates and inflated standard errors, making it challenging to assess the true impact of each variable. Multicollinearity can inflate the R-squared value (goodness-of-fit) while making individual variable coefficients statistically insignificant. This creates a misleading picture where the model seems to fit well, but the contribution of individual variables is unclear. Models with multicollinearity may perform well on the training data but struggle with generalizability. This is because the model relies on the specific relationships between the correlated variables, which may not hold for unseen data.

Hypotheses:

- Null Hypothesis (H₀): There is a multi-collinearity problem.
- Alternative Hypothesis (H_A): There is no multi-collinearity problem.

Table 14: Test for multicollinearity

Model		Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.161	.125		1.284	.200	-.086	.408		
	leadership Competency	-.042	.035	.441	1.216	.225	-.111	.026	1.000	1.000
	interpersonal Competency	.792	.040	.756	20.003	.000	.714	.870	.783	1.276
	professional Competency	.086	.029	.112	2.950	.003	.029	.144	.783	1.277

a. Dependent Variable: Teachers job satisfaction

Source: Primary Data (SPSS 2024)

Variance Inflation Factor (VIF) is a statistical tool used in regression analysis to diagnose a condition called multi-collinearity. This occurs when there is a high degree of correlation between two or more independent variables in the model. Multi-collinearity can cause problems with interpreting the regression results. If Variance Inflation Factor (VIF) values greater than five (some suggest 10) indicates potential multi-collinearity. A higher VIF suggests the variable's variance is inflated by collinearity with other predictors. In addition, the result shown in tolerance was calculated using the collinearity diagnostics option in regression analysis. This option provides the Variance Inflation Factor (VIF), which is inversely related to tolerance.

$T = 1 / VIF$, and if the result shows $T > 10\%$ it can be concluded that there is no multi-collinearity influence.

As the result shown in Table 14, indicating all the VIF values are less than 10, and tolerance values are greater than 10% respectively, indicating that there is no multi-collinearity influence between the explanatory variables. As a result, the researcher rejects the null hypothesis.

4.7.3. Analysis of Variance (ANOVA)

Analysis of variance was also done to establish the overall significance of the model. ANOVA also tells the overall effect of the three independent variables on principal’s leadership competency on teacher’s job satisfaction. Analysis of Variance (ANOVA) is a statistical test used to determine if there are significant differences between the means of multiple groups. It helps us understand if a factor (independent variable) truly affects an outcome variable (dependent variable). If rejection ($p\text{-value} < \text{significance level}$), this indicates a statistically significant difference between at least one group and the others. This is often the desired outcome, as it allows researchers to conclude that the factor likely has a genuine effect. If fail to reject ($p\text{-value} > \text{significance level}$), this suggests the researcher lack evidence to claim significant differences. It might necessitate further investigation with a larger sample size or exploring alternative factors that could explain the observed variations.

Table 15: Analysis of variance (ANOVA)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	65.872	3	21.957	198.037	.000 ^b
	Residual	33.152	299	.111		
	Total	99.024	302			
a. Dependent Variable: Teachersjob_satisfaction						
b. Predictors: (Constant), Professional_Competyency, Leadership_Competyency, Interpersonal_Competyency						

Source: Primary Data (SPSS 2024)

As depicted in Table 15, show that the ANOVA table at 95% confidence interval, a significant P-value of 0.00 that is below 0.05, and an F-value of 198.037 was recorded. This implies that using the model is better than simply guessing about the principal’s leadership competency on teachers job satisfaction. Therefore, there is a statistically significant difference in principal’s leadership competency on teacher’s job satisfaction due to predictors under the study. This implies the regression model is a suitable prediction for explaining factors affecting teachers job satisfaction.

4.7.4. Model Summary

R-square is a statistical measure that tells the proportion of the variance for a dependent variable that's explained by an independent variable or variables included in the regression model. R² also explains to what extent the variance of one variable explains the variance of other variables. R-Squared value range from 0 to 1 and is commonly stated as a percentage from 0% to 100%. An R-square of 100% indicates that the dependent variable is completely explained by the independent variable of the model. 0% shows the model explains none of the variability of the response data around its mean.

Table 16: Model summary

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.816 ^a	.665	.662	.33298	1.641
a. Predictors: (Constant), Professional Competency, Leadership Competency, Interpersonal Competency					
b. Dependent Variable: Teachers job satisfaction					

Source: Primary Data (SPSS 2024)

As a result, in Table 16, 66.5% of the change in the teacher's job satisfaction could be attributed to the combined effect of the predictor variables. However, 33.5% of the variance is explained by other factors not covered in the study.

4.8. Interpretation of Regression Result

Regression analysis helps the researcher to understand how changes in one variable (independent) affect another (dependent). By testing the interpretation of these results, the researcher can confirm the validity of these relationships. This knowledge allows the researcher to predict future outcomes and make informed decisions.

The best result depends on the research question. However, in general, the ideal outcome involves coefficients for independent variables that should be statistically significant, indicating a true relationship with the dependent variable; a high R-squared value signifies the model explains a significant portion of the dependent variable's variation. By testing these aspects, the researcher gains valuable insights into the data and makes informed decisions based on reliable evidence.

Table 17: Coefficients of regression analysis

Coefficients ^a										
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.161	.125		1.284	.200	-.086	.408		
	leadership Competency	-.042	.035	.441	1.216	.005	.111	.026	1.000	1.000
	interpersonal Competency	.792	.040	.756	20.003	.000	.714	.870	.783	1.276
	professional Competency	.086	.029	.112	2.950	.003	.029	.144	.783	1.277

a. Dependent Variable: Teachers job satisfaction

Source: Primary Data (SPSS 2024)

Based on the result of table 17, the analysis reveals a strong and statistically significant positive relationship between principal interpersonal competency and teachers' job satisfaction ($\beta=.756, p<0.001$). This substantial standardized coefficient indicates that as principals demonstrate higher levels of interpersonal skills such as effective communication, empathy, and the ability to build positive relationships there is a considerable increase in the job satisfaction reported by their teachers. The highly significant p-value (less than 0.001) provides robust statistical evidence that this observed relationship is unlikely to have occurred by chance in your sample and suggests a strong influence of a principal's interpersonal abilities on teacher morale and contentment.

Principal professional competency also exhibits a statistically significant positive relationship with teachers' job satisfaction ($\beta=.112, p<0.001$), although the strength of this relationship is notably weaker compared to interpersonal competency. The standardized coefficient of .112 suggests that while principals who demonstrate strong professional skills including instructional leadership, organizational management, and a commitment to professional growth tend to have teachers with higher job satisfaction, the impact of these competencies is less pronounced than that of their

interpersonal abilities. The significant p-value (less than 0.001) still indicates that this positive association is statistically reliable within your data.

In contrast to the other two competencies, principal leadership competency does not show a statistically significant relationship with teachers' job satisfaction ($\beta=.041, p=0.225$). The small-standardized coefficient of .041 suggests a very weak positive association, indicating that variations in a principal's overall leadership competency, as measured in this study, have a minimal impact on teachers' reported job satisfaction. Furthermore, the non-significant p-value of 0.225 (greater than the conventional alpha of 0.05) implies that the observed weak positive relationship could very well be due to random chance within the sample. Therefore, based on these results, principal leadership competency, as a distinct construct in this analysis, does not appear to be a significant predictor of teachers' job satisfaction.

In summary, the findings strongly highlight the crucial role of a principal's interpersonal skills in fostering teacher job satisfaction. While professional competency also contributes positively, its influence is less substantial. Notably, the broader principal leadership competency, as measured in the study, appear to have a medium statistically significant impact on how satisfied teachers are in their roles. This suggests that focusing on developing principals' abilities to connect with, support, and understand their teaching staff may be particularly effective in enhancing overall job satisfaction within schools.

4.9. Hypothesis Testing

H1: A positive correlation exists between principal Leadership Competency and teacher job satisfaction.

H0: There is No correlation exists between principal Leadership Competency and teacher job satisfaction.

Results discussion: The hypothesis positing, "A positive correlation exists between principal Leadership Competency and teacher job satisfaction," was supported by the analysis. The standardized coefficient beta (β) of 0.441 indicates a moderately strong positive relationship between the two variables. Specifically, for every one standard deviation increase in principal Leadership Competency, teacher job satisfaction is predicted to increase by 0.441 standard deviations, assuming all other factors are held constant. The statistically significant p-value of

0.005, which is less than the conventional alpha level of 0.05, suggests that this observed positive correlation is unlikely to have occurred by random chance. This provides strong evidence to reject the null hypothesis of no correlation and conclude that there is a statistically significant positive relationship between principal leadership competency and teacher job satisfaction in the studied population.

H1: There is a positive correlation between principal Interpersonal & Community Engagement Competency and teacher job satisfaction.

H0: There is No correlation exist between principal Interpersonal & Community Engagement Competency and teacher job satisfaction.

Results discussion: The hypothesis, "There is a positive correlation between principal Interpersonal & Community Engagement Competency and teacher job satisfaction," is strongly supported by the analysis. The standardized beta coefficient (β) of 0.756 indicates a substantial positive relationship, meaning that for every one standard deviation increase in principal Interpersonal & Community Engagement Competency, teacher job satisfaction is predicted to increase by 0.756 standard deviations. This large effect size suggests that principals who demonstrate higher levels of competency in interpersonal interactions and community engagement are associated with significantly higher levels of job satisfaction among teachers. Furthermore, the p-value of .000 ($p < .001$) provides compelling statistical evidence to reject the null hypothesis, confirming that this observed positive correlation is highly unlikely to have occurred by chance. Thus, the findings suggest that fostering strong interpersonal and community engagement skills in school principals could be a crucial factor in enhancing teacher job satisfaction.

H1: There is a positive correlation between principal Professional & Ethical Competency and teacher job satisfaction.

H0: There is No correlation exist between principal Professional & Ethical Competency and teacher job satisfaction.

Results discussion: A hypothesis test was conducted to investigate the relationship between principal professional and ethical competency and teacher job satisfaction. The alternative hypothesis, stating there is a positive correlation between these two variables, was supported by the findings. The standardized regression coefficient (beta, β) was found to be 0.112, indicating a

small but positive association. This means that for every one standard deviation increase in principal professional and ethical competency, teacher job satisfaction is predicted to increase by 0.112 standard deviations. Furthermore, the highly statistically significant p-value of 0.003 ($p < 0.01$) provides strong evidence to reject the null hypothesis of no correlation, suggesting that this observed positive relationship is unlikely to have occurred by chance. Therefore, the results indicate that higher levels of principal professional and ethical competency are indeed associated with greater teacher job satisfaction.

Chapter Five

5. Summary, Conclusions, and Recommendations

5.1. Introduction

This chapter provides a comprehensive summary of the key findings derived from the investigation into the leadership competencies of principals and teacher job satisfaction within primary schools in Lemi Kura Sub-City, Addis Ababa. Drawing upon the detailed analysis presented in previous chapters, this section synthesized the main empirical results, highlighting the most noticeable relationships and patterns identified. Subsequently, robust conclusions drawn based on these findings, addressing the central research questions posed at the outset of this study. Finally, practical and evidence-based recommendations proposed for various stakeholders, including school principals, policymakers, and future researchers, aimed at fostering an environment conducive to enhanced teacher job satisfaction through effective principal leadership in the dynamic educational landscape of Addis Ababa.

5.2. Summary of the Major Findings

This study reveals that principals demonstrate varying levels of leadership competence. A significant strength lies in their ability to allocate resources to support instructional programs, indicating effectiveness in directing financial and material aid towards core educational activities. However, areas for improvement include the articulation of a clear school vision and effective communication with stakeholders, as well as ensuring well-maintained and safe school facilities.

Principals show moderate competence in strategic leadership, particularly in developing and implementing strategic plans and monitoring progress. In interpersonal and organizational management, they generally foster a positive work environment, but there's room for growth in consistently recognizing staff contributions and effective budget management. Overall, while principals excel in resource allocation for instruction, targeted development is needed to enhance their vision communication, facility management, budget oversight, and consistent staff recognition.

Based on the provided data, the impact of principals' leadership competencies on teachers' job satisfaction is mixed, showing both positive influences and notable concerns. Teachers indicate a

generally positive effect from principals who regularly observe classrooms and offer constructive feedback, as well as those who actively support the implementation of effective teaching strategies, suggesting these actions encourage professional growth and pedagogical support. Likewise, the consistent enforcement of school policies, clear administrative communication, effective management of school operations, and strong student discipline are viewed as factors that contribute to a stable and predictable work environment.

However, several critical areas consistently undermine teacher satisfaction. These include a lack of clear and consistent instructional guidance, limited professional development opportunities, and a weak culture of continuous improvement. Teachers also express considerable concerns about a lack of recognition for their achievements, a perceived absence of respect and dignity from their principals, and inadequate problem-solving skills or effective execution of school initiatives by leadership. While principals generally believe they are offering a clear vision, teachers report that this vision often lacks clarity and is not compelling. Overall, although some administrative and instructional support is available, significant improvements in fostering a culture of professional growth, recognition, and respect are essential to enhance teachers' job satisfaction.

Based on responses from teachers and principals, the interpersonal and community engagement competence of principals generally has a positive impact on teachers' job satisfaction. Teachers largely see their principals as effective communicators who cultivate positive relationships, resolve conflicts fairly, and create a supportive work environment. There is strong agreement that principals provide assistance during challenges and foster a positive, collaborative atmosphere. However, there are areas for growth where teachers' perceptions are less strong. These include principals consistently offering leadership opportunities, effectively delegating responsibilities, being more consistently accessible, and visibly advocating for teacher needs. From the principals' perspective, they generally believe they are effective communicators, actively listen to teacher concerns, resolve conflicts fairly, and build positive relationships with all stakeholders. While they also report encouraging teacher participation in decision-making and promoting professional development, a key discrepancy arises in the perceived value and incorporation of teacher input in school planning, with principals acknowledging this as an area where teachers' contributions might not feel as impactful. Overall, while a strong foundation of positive interpersonal and community engagement exists, enhancing specific areas of principal practice could further improve teacher

job satisfaction by ensuring teachers feel consistently empowered and that their voices are integrated more fully into school operations.

Principals' professional and ethical competency significantly influences teachers' job satisfaction, presenting both strengths and areas for improvement. Teachers generally perceive their principals as demonstrating high integrity and strong moral principles, which fosters trust and respect, positively contributing to job satisfaction. However, teachers report less positive perceptions regarding principals' fairness in treating all stakeholders, accountability for school performance, and consistent upholding of policies. This suggests that a lack of transparent communication, consistent rule application, and demonstrable efforts to ensure fairness could negatively affect teacher satisfaction.

Conversely, principals generally view themselves positively in terms of integrity, fairness, and professionalism, which likely enhances teachers' sense of security and justice. Yet, principals' self-assessment reveals a potential gap in promoting a culture of trust and respect, indicating room for improvement in fostering a more deeply trusting environment. Furthermore, principals' self-reported low engagement in teachers' professional development, including planning, resource provision, monitoring, support, and creating a learning culture, emerges as a significant concern. This lack of active involvement and support in professional growth can diminish teachers' sense of value and opportunities, ultimately leading to decreased job satisfaction. Therefore, while ethical conduct is a strength, enhancing principals' active involvement in fostering trust and supporting professional development is crucial for improving teachers' job satisfaction.

Teachers' job satisfaction at the school presents a mixed picture, with some notable areas of concern alongside strengths. While there is a generally negative sentiment overall, particularly concerning principal leadership and daily work enjoyment, teachers do express considerable satisfaction with their coworker relationships and the support from school administration and the wider community. Opportunities for professional development and work-life balance appear to be areas needing improvement, as these received slightly lower satisfaction scores. From the principals' perspective, their interpersonal and community engagement skills likely contribute to the moderate satisfaction with the general work environment, coworker collaboration, and school climate. However, principals' influence on professional development opportunities, school

leadership perception, and available resources seems to be less impactful, as these areas received lower satisfaction scores from teachers. Interestingly, teachers feel highly valued and appreciated by their principals, suggesting effective interpersonal strategies in this regard, which may act as a buffer against other frustrations. Workload, while not a major issue, also remains an area where open communication from principals could be beneficial.

5.3. Conclusions

The findings reveal a complex interplay between principals' leadership competencies and teachers' job satisfaction. While principals generally foster positive interpersonal relationships, cultivate a supportive work environment, and demonstrate high ethical standards, significant areas for improvement persist. Teachers consistently report concerns regarding a lack of clear instructional guidance, limited professional development opportunities, and insufficient recognition for their achievements. Furthermore, discrepancies exist in the perceived clarity of the school's vision and the integration of teacher input in decision-making. To genuinely improve teacher job satisfaction, principals must move beyond foundational support and actively engage in fostering a culture of continuous professional growth, consistent recognition, and empowering teachers' voices within school operations. Addressing these areas will not only improve individual teacher satisfaction but also contribute to a more dynamic and effective learning environment.

5.4. Recommendations

Woreda education office needs to work in continuous professional development programs specifically designed to enhance principals' skills in strategic leadership, vision articulation, effective communication, budget management, and staff recognition.

The woreda's education office should develop a continuous, fair, and transparent performance evaluation system for principals that includes feedback from teachers and other stakeholders, focusing on their adherence to the competency framework and their impact on teacher job satisfaction.

Schools should collaborate to develop and regularly communicate a compelling school vision that resonates with principals and teachers.

To foster teacher satisfaction, principals should consistently observe classrooms, offer constructive feedback, and actively support effective teaching strategies.

Principals should ensure clear school policies, transparent administrative communication, and efficient operational management to cultivate a stable work environment for teachers.

For improved instructional leadership, principals ought to provide clear instructional guidance, offer ample professional development opportunities, and actively foster a culture of continuous improvement.

Principals must consistently recognize teachers and engage in effective problem-solving to avoid undermining teacher satisfaction.

To positively influence teacher satisfaction, principals should leverage their interpersonal and community engagement skills to build strong relationships and a supportive school environment.

Principals should ensure teachers' input in school planning is more impactful and fully integrated.

Principals should prioritize improving professional development opportunities and promoting a healthy work-life balance for teachers.

While principals' interpersonal skills can contribute to a positive work environment, they should strive to increase their influence on professional development and the availability of resources.

Principals should employ effective interpersonal strategies to ensure teachers feel valued and appreciated, which can help mitigate other workplace frustrations.

Principals should be seek opportunities to delegate responsibilities and offer leadership roles to teachers. Value their input in school planning and decision-making, ensuring their voices are genuinely heard and integrated.

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Annex

Appendix A: Questionnaire for School Teachers.

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire for School Teachers

Dear respondent, the present study is an endeavor to investigate the leadership competencies of principals and teacher's job satisfaction in the dynamic within the context of government primary schools in Lemi Kura sub-city, Addis Ababa.

Below various statements related to the leadership, competencies of principals are listed. The information provided by you will be used only for research (MA) and not for any commercial activity. Please spare a few minutes from your valuable schedule and share your true feelings. Confidentiality of the information provided will be ensured.

Thank you in advance for your cooperation!

N. B. No need to write your name.

Part I: Demographic Information

Instruction: Please write ✓ mark in the box whenever applicable.

1. Name of school: _____

2. Gender :- Male Female

3. Age? Below 25 years 26-36 years
36-45 years Over 45 years

4. What is your qualification? Certificate Degree
Diploma Masters
PhD

5. Work experience? Less than 2 year 2-5 years
5-10 years above 10 years

Part II:

Instructions: Please rate your level of agreement ✓ with the following statements regarding the leadership competencies of principals and teacher’s job satisfaction in your school. Use the following scale:

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

Basic Question-1: What are the perceived levels of principals' leadership competencies in the schools?						
S/N	Strategic Leadership (Focuses on vision, planning, and goal setting)	5	4	3	2	1
1.1.	The principal effectively articulates a clear vision for the school.					
1.2.	The principal develops and implements strategic plans that align with the school's goals.					
1.3.	The principal effectively monitors and evaluates the school's progress towards its goals					
1.4.	The principal can adapt to changing environments and adjust strategic plans accordingly.					
S/N	People Management/Interpersonal Leadership (Focuses on building relationships, motivating staff, and managing conflict)	5	4	3	2	1
1.5.	The principal effectively communicates with teachers, staff, and parents.					
1.6.	The principal fosters a positive and supportive work environment.					
1.7.	The principal effectively manages and resolves conflicts among staff members.					
1.8.	The principal recognizes and appreciates the contributions of staff members.					
S/N	Resource Management (Focuses on managing finances, facilities, and other resources)	5	4	3	2	1
1.9.	The principal effectively manages the school's budget.					
1.10.	The principal ensures that school facilities are well-maintained and safe.					
1.11.	The principal effectively allocates resources to support instructional programs.					
1.12.	The principal seeks and obtains needed resources for the school.					
Basic Question-2: How do principals' leadership competencies influence teachers' job satisfaction?						
leadership competencies						
S/N	Instructional Leadership:	5	4	3	2	1
1.13.	My principal provides clear and consistent instructional guidance.					
1.14.	My principal actively supports the implementation of effective teaching strategies.					
1.15.	My principal regularly observes classrooms and provides constructive feedback.					
1.16.	My principal facilitates professional development opportunities that improve my teaching skills.					
1.17.	My principal fosters a culture of continuous improvement in teaching and learning.					
S/N	Transformational Leadership:	5	4	3	2	1
1.18.	My principal inspires me to achieve high professional standards.					
1.19.	My principal communicates a clear and compelling vision for our school.					
1.20.	My principal recognizes and celebrates teachers' accomplishments.					
1.21.	My principal encourages innovation and creativity in teaching.					

1.22.	My principal treats teachers with respect and dignity.					
S/N	Managerial Competencies	5	4	3	2	1
1.23.	My principal demonstrates strong problem-solving skills in addressing administrative challenges.					
1.24.	My principal consistently implements school policies and procedures in a fair and transparent manner.					
1.25.	My principal provides clear and timely communication regarding administrative matters.					
1.26.	My principal effectively manages and coordinates school operations.					
1.27.	My principal's ability to plan and execute school initiatives positively influences my work environment.					
1.28.	My principal's management of student discipline contributes to a positive and productive school climate.					
1.29.	My principal's ability to delegate tasks appropriately enhances my efficiency.					
Interpersonal & Community Engagement Competency						
S/N	Communication Proficiency:	5	4	3	2	1
1.30.	My principal communicates effectively with teachers.					
1.31.	My principal maintains open and transparent communication channels.					
1.32.	My principal resolves conflicts fairly and effectively.					
1.33.	My principal fosters positive relationships among teachers.					
1.34.	My principal listens actively to teacher concerns.					
S/N	Relationship Building:	5	4	3	2	1
1.35.	My principal encourages teachers to take on leadership roles.					
1.36.	My principal values incorporate teacher input into school decisions.					
1.37.	My principal empowers teachers to make decisions related to their classrooms.					
1.38.	My principal effectively delegates responsibilities to teachers.					
1.39.	My principal creates a collaborative environment where teachers feel their opinions are valued.					
S/N	Collaboration:					
1.40.	My principal is accessible and approachable.					
1.41.	My principal provides support when I encounter challenges.					
1.42.	My principal demonstrates empathy and understanding toward teachers.					
1.43.	My principal advocates for teachers' needs and concerns.					
1.44.	My principal creates a positive and supportive work environment.					
Professional & Ethical Competency						
S/N	Ethical Leadership (Focuses on integrity, fairness, and accountability)	5	4	3	2	1
1.45.	The principal demonstrates high ethical standards in all actions.					
1.46.	The principal treats all stakeholders fairly and equitably.					
1.47.	The principal is accountable for the school's performance.					
1.48.	The principal upholds school policies and procedures consistently.					
Basic Question-3: What is the status of teacher's job satisfaction?						
S/N	<u>Teacher Job Satisfaction</u>	5	4	3	2	1
1.49.	I am satisfied with my job as a teacher at this school.					
1.50.	I enjoy coming to work each day.					
1.51.	I feel valued and appreciated by my principal.					

1.52.	My principal's leadership contributes positively to my overall job satisfaction.					
1.53.	I feel motivated to perform my best because of my principal's leadership.					
1.54.	I would recommend this teaching position to others.					
1.55.	I am satisfied with the level of support I receive from the school administration.					
1.56.	I am satisfied with the opportunities for professional development available to me.					
1.57.	I am satisfied with my relationships with my colleagues.					
1.58.	I feel that my work is valued by the school community.					
1.59.	I am satisfied with my work- life balance.					
1.60.	Overall, I am content with my teaching career.					

Appendix B: Questionnaire for School Directors.

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire for School Directors

Dear Principal, thank you for your willingness to participate in this study, which aims to explore the relationship between school principals' leadership competencies and teacher job satisfaction. As a master's level research project, this questionnaire seeks to gather valuable insights into the specific leadership practices that contribute to a positive and fulfilling work environment for teachers. Your responses will remain strictly confidential and will be used solely for this academic research. Please answer each question as honestly and accurately as possible, reflecting your own experiences and observations. Your participation is highly valued and will contribute significantly to our understanding of effective school leadership.

Thank you in advance for your cooperation!

N. B. No need to write your name.

Part I: Demographic Information

Instruction: Please write ✓ mark in the box whenever applicable.

1. Name of school: _____
2. Gender :- Male Female
3. Age? Below 25 years 26-35 years
36- 45 years Over 45 years
4. What is your qualification? Certificate Degree PhD
Diploma Masters
5. Specific Area of Educational Specialization _____
6. Participation in Leadership Training/Development Programs: (If yes, please briefly describe the training") _____
7. Years of Experience as a School Director: Less than 2 year 2-5 years
6-10 years above 10 years

Part II:

Instructions: Please rate your level of agreement ✓ with the following statements regarding the leadership competencies of principals and teacher’s job satisfaction in your school. Use the following scale:

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

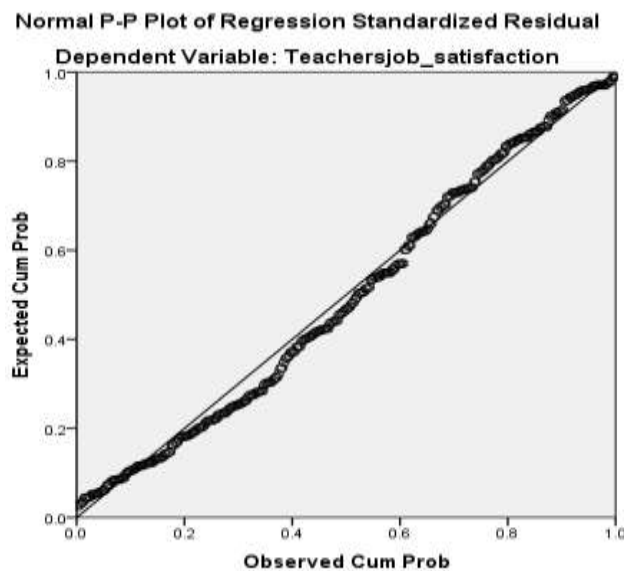
Leadership Competency Dimensions						
S/N	Instructional Leadership: Focuses on improving teaching and learning.	5	4	3	2	1
1.1.	I regularly observe classroom instruction to provide feedback to teachers.					
1.2.	I actively participate in curriculum development and implementation.					
1.3.	I ensure that student assessment data is used to inform instructional practices.					
1.4.	I provide teachers with access to professional development opportunities related to effective teaching strategies.					
1.5.	I promote a culture of continuous improvement in teaching and learning.					
S/N	Transformational Leadership: Inspires and motivates teachers to achieve a shared vision.	5	4	3	2	1
1.6.	I communicate a clear and compelling vision for the school.					
1.7.	I encourage teachers to be innovative and creative in their teaching.					
1.8.	I provide individualized support and mentoring to teachers.					
1.9.	I foster a sense of collaboration and teamwork among teachers.					
1.10.	I recognize and celebrate teacher achievements.					
S/N	Managerial Leadership: Focuses on the efficient and effective management of school resources.	5	4	3	2	1
1.11.	I effectively manage the school's budget and resources.					
1.12.	I ensure that school policies and procedures are consistently implemented.					
1.13.	I create a safe and orderly school environment.					
1.14.	I handle administrative tasks efficiently and effectively.					
1.15.	I maintain accurate and up-to-date school records.					
Interpersonal & Community Engagement Competency						
S/N	Communication and Interpersonal Skills:	5	4	3	2	1
1.16.	I communicate effectively with teachers, students, and parents.					
1.17.	I listen actively to teachers' concerns and suggestions.					
1.18.	I resolve conflicts fairly and effectively.					
1.19.	I establish positive relationships with all stakeholders.					
S/N	Collaboration:	5	4	3	2	1
1.20.	I encourage teachers to participate in school decision-making.					
1.21.	I create opportunities for teachers to lead school-wide initiatives.					
1.22.	I value and incorporate teacher input into school planning.					
1.23.	I empower teachers to take ownership of their professional development.					
Professional & Ethical Competency						
S/N	Ethical Leadership:	5	4	3	2	1
1.24.	I demonstrate integrity and ethical behavior in all my actions.					

1.25.	I treat all teachers fairly and equitably.					
1.26.	I uphold high standards of professionalism.					
1.27.	I promote a culture of trust and respect within the school.					
S/N	Professional Development:	5	4	3	2	1
1.28.	I actively participate in the planning and implementation of professional development activities.					
1.29.	I provide adequate time and resources for teachers to engage in professional development.					
1.30.	I regularly monitor and evaluate the impact of professional development on teacher practice.					
1.31.	I provide ongoing support and feedback to teachers following professional development sessions.					
1.32.	I create a school culture that values and supports continuous professional learning.					
1.33.	I am adequately trained to lead professional development within my school.					
<u>Teacher Job Satisfaction</u>						
1.34.	Teachers in my school are satisfied with their work environment.					
1.35.	Teachers in my school are satisfied with the level of support they receive from me.					
1.36.	Teachers in my school are satisfied with their opportunities for professional development.					
1.37.	Teachers in my school feel valued and appreciated for their contributions.					
1.38.	Teachers in my school are satisfied with their workload.					
1.39.	Teachers in my school are satisfied with the level of collaboration among colleagues.					
1.40.	Teachers in my school are satisfied with the school's overall climate.					
1.41.	Teachers in my school are satisfied with the school leadership.					
1.42.	Teachers in my school are satisfied with the level of student discipline.					
1.43.	Teachers in my school are satisfied with the available resources.					

Appendix C: Normal P-P Plot of Regression

To conclude the relation between the dependent and independent variables is linear, both for each independent variable and globally, we need to check the variables are aligned, the researcher used the normal P-P Plot of regression standardized residual. The normal probability plot is a graphical technique for assessing whether or not a data set is approximately normally distributed. If the standardized residuals are normally distributed, the points on the P-P plot should fall approximately along a straight diagonal line. This indicates that the errors in the regression model follow a normal distribution. Deviations from the diagonal line suggest violations of normality.

Figure 2: normal p-p plot of regression standardized residual



Source: Primary Data (SPSS 2024)

By understanding and interpreting the straight-line p-p plot of standardized residuals, we can ensure the regression analysis is based on valid assumptions and leads to reliable results. Therefore, from the above figure 2, we can conclude that the skewed residuals indicate constant variance (heteroscedasticity). This is a good sign, as it supports the assumption of normality of errors in linear regression.

Appendix D: The Durbin-Watson Test

The Durbin-Watson (DW) test is a statistical tool used to assess whether the error terms in a regression analysis are independent of each other. In other words, it checks for autocorrelation in the residuals, which are the differences between the actual observed values and the values predicted by the regression model. If the value is between 1.5 – 2.5, there is no relationship between the residual variable and the independent variable.

Hypotheses:

- Null Hypothesis (H₀): There is no autocorrelation among the residuals. (Ideal scenario)
- Alternative Hypothesis (H_A): The residuals are auto correlated. (Violation of assumption)

Table 18: Independence of errors (Durbin-Watson) test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.816 ^a	.665	.662	.33298	1.641
a. Predictors: (Constant), Professional Competency, Leadership Competency, Interpersonal Competency					
b. Dependent Variable: Teachers' job satisfaction					

Source: Primary Data (SPSS 2024)

The Durbin-Watson test is employed to assess the presence of first-order autocorrelation in the residuals of a regression model, which is a critical assumption for the validity of the model's inferences. The test statistic ranges from 0 to 4, where a value of 2 indicates no autocorrelation. Values significantly below 2 suggest positive autocorrelation (where consecutive errors tend to have the same sign), while values significantly above 2 point towards negative autocorrelation (where consecutive errors tend to have opposite signs).

Based on the result shown in Table 13, the researcher can conclude that there is no relation between the residual and the independent variable (DW=1.641). A Durbin-Watson statistic of 1.641 falls below the ideal value of 2, suggesting the presence of positive autocorrelation in the residuals. While this value is not extremely low (approaching 0, which would indicate strong positive autocorrelation), it indicates a tendency for consecutive error terms to be positively correlated. This shows that the researcher can proceed with interpreting the regression results.

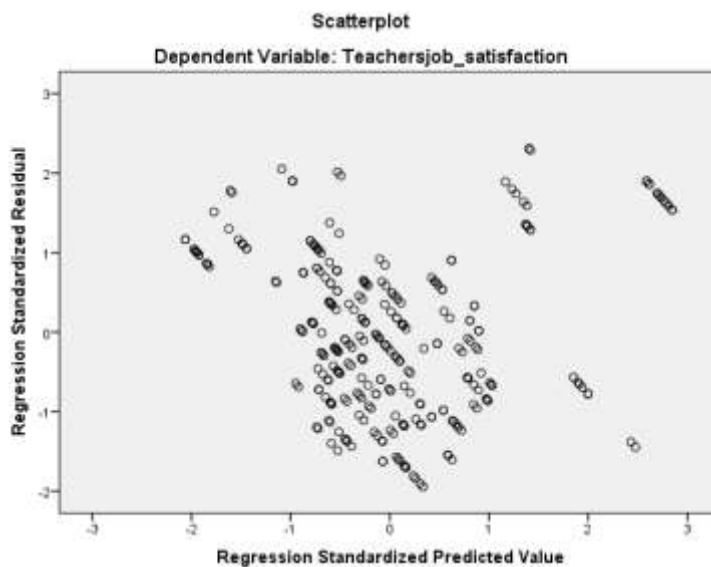
Appendix E: Test for Heteroscedasticity

Based on the analysis of a particular linear regression, the researcher perform a "Test for Heteroscedasticity" to assess whether the variance of the error terms (residuals) is constant across all levels of the independent variable(s). Unequal variance, or heteroscedasticity, which can lead to misleading results. Heteroscedasticity inflates the standard errors of the estimated coefficients, making them less reliable. This can lead to underestimating the true significance of the independent variables in explaining the dependent variable. When variance is unequal, confidence intervals for the coefficients become unreliable, affecting our ability to accurately estimate the range of possible true values for the coefficients.

Hypotheses:

- Null Hypothesis (H0): There is no heteroscedasticity problem (homoscedasticity).
- Alternative Hypothesis (HA): There is heteroscedasticity

Figure 3: Test for heteroscedasticity

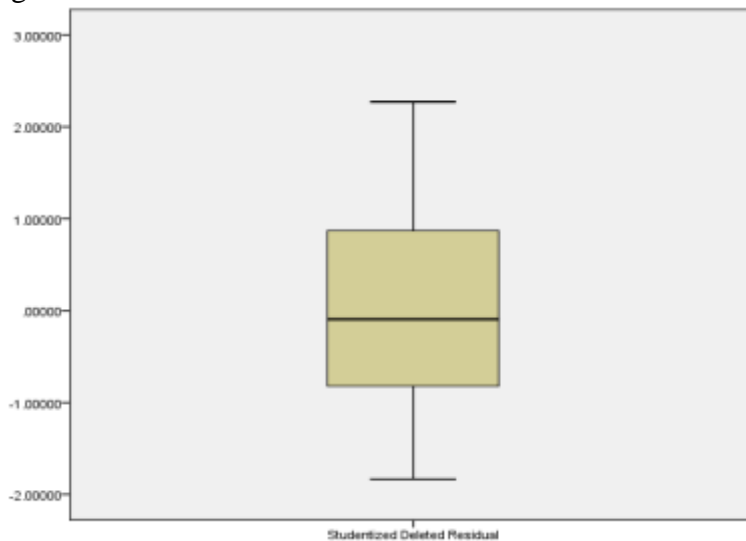


Based on the scatterplot output above, it appears that the spots are diffused and do not form a clear specific pattern, so it can be concluded that the regression model does not have a heteroscedasticity problem.

Appendix F: Test of Outliers

Statistical analysis often relies on the assumption of a normal distribution of the data. Outliers, data points significantly different from the main group, can distort results and lead to misleading conclusions. Testing for outliers helps the researcher identify these extreme values and assess their impact on the overall analysis. The best outcome of an outlier test depends on the specific research question. Ideally, the test reveals a minimal number of outliers, suggesting the data adheres to a normal distribution. However, the presence of a few outliers might be acceptable if they can be explained by specific factors or don't significantly impact the overall analysis.

Figure 4: A Test of outliers



Source: Primary Data (SPSS 2024)

If there are no circles or asterisks on either end of the box plot, this is an indication that no outliers are present. Therefore, before conducting regression analysis, all relevant tests of regression such as sample size requirement, multi-collinearity, outliers, normality, and heteroscedasticity are satisfied, and regression analysis can be tested.