



College of Education and Behavioral Studies
Department of Educational Planning and Management
Graduate Program of Educational Leadership and
Management

**THE EFFECTS OF PRINCIPALS' LEADERSHIP STYLES ON
TEACHERS' JOB SATISFACTION IN PRIVATE PRIMARY SCHOOLS
AT BOLE SUB-CITY**

MA THESIS

BY

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June 2024

Addis Ababa, Ethiopia

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Daniel Tekeste Ayele

**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL LEADERSHIP AND
MANAGEMENT IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF
DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP**

June 2024

Addis Ababa University, Ethiopia

Declaration

I, the undersigned, declare that this study entitled “The Effects of Principal Leadership Styles on Teachers’ Job Satisfaction in Private Primary Schools at Bole sub-city” is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the study have been duly acknowledged.

Declared by:

Name: - Daniel Tekeste Ayele

Signature: - _____

Certificate

This is to certify that this study, “The Effects of Principal Leadership Styles on Teachers’ Job Satisfaction in Private Primary Schools at Bole sub-city”, undertaken by Daniel Tekeste Ayele for the partial fulfillment of the requirements for the award of Degree of master of arts in school leadership, is an original work and not submitted earlier for any degree either at this University or any other University.

Advisor’s name: Aman Worku (PhD)

Signature: - _____

Date: - _____

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT GRADUATE PROGRAM OF EDUCATIONAL
LEADERSHIP AND MANAGEMENT**

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By: Daniel Tekeste

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Abbreviation and Acronyms

ABE	Alternative Basic Education
EFA	Education for All
EGSEC	Ethiopian General Secondary Education Certificate
EHEEE	Ethiopian Higher Education Entrance Examination
MLQ	Multifactor Leadership Questionnaire
MSQ	Minnesota Satisfaction Questionnaire
NECO	National Examination Council
PhD	Doctor of Philosophy
SPSS	Statistical Package for Social Science
TJS	Teachers' job satisfaction
TJSQ	Teachers' Job Satisfaction Questionnaire
TLS	Transformational Leadership Scale
TVTE	Technical and Vocational Training and Education
USA	United States of America
WASC	West Africa School Certificate

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ABSTRACT

The purpose of this study was to assess the effects of leadership style on teachers' job satisfaction in private primary schools at Bole sub-city of Addis Ababa. The study employed explanatory mixed research design with both quantitative and qualitative research methods. Primary and secondary sources of data were used in the study. In addition, the study employed a convenience sampling method to collect data from the teachers of private primary schools found in Bole sub-city of Addis Ababa. The total population of the study was 1437, from this, 313 questionnaires were distributed and 285 (91.05%) usable questionnaires were obtained valid and used for further analysis. The collected data were analyzed using SPSS software version 26. Descriptive statistics (frequencies, means & standard deviations) and multiple regression analysis were utilized to analyze the collected data. The study revealed that job satisfaction among teachers in private primary schools is significantly influenced by two types of leadership styles: transformational and laissez-fair. Furthermore, it was observed that transformational leadership has a greater impact on teacher job satisfaction compared to laissez-fair leadership. The study also highlighted that transformational leadership is currently the most prevalent type of leadership. As a result, the researcher recommended that leaders at the private primary schools in Addis Ababa should consider adopting the transformational leadership style in order to enhance their job satisfaction and ultimately improve organizational outcomes.

Key words: *leadership style, job satisfaction, teachers' job satisfaction*

CHAPTER ONE

INTRODUCTION

1. Introduction

This chapter deals *with* the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, operational definition of key terms, and organization of the paper.

1.1 Background of the Study

Education is fundamental to the development of modern society. In this regard, teachers are vital for imparting knowledge, skills, and capabilities to students, which are essential for the social and economic development of a nation. Alongside the teacher's professional knowledge and skills, center competencies, educational resources, and strategies, the teacher's job satisfaction and motivation are the determinants of educational success and performance. (Knox & Anfara Jr., 2013).

Research on job satisfaction has a history of no more than sixty years, beginning in 1935 with Hopp's classic study, and different theories have taken shape during this time. Those cited most often by researchers are the need (content) theory and the Herzberg two-factor theory. The need (content) theory maintains that employee job satisfaction depends on the match between individual needs and the characteristics of the job. A high degree of match results in job satisfaction, and vice versa.

Teachers' job satisfaction can be defined as positive, and good mindsets and thoughts toward their job are referred to as job satisfaction (Armstrong, 2006). Bogler 2002), Houchins et al., and Ingersoll, 2001 showed that teachers with high job satisfaction are more likely to be eager to improve their teaching efforts and skills. Satisfied teachers are also found to be more likely to continue their profession. Dinham (1994) revealed that teachers' greatest indicator of fulfillment was students' achievement, and there is a modest relationship between job satisfaction and academic performance—in other words, happy workers are more productive ones. According to Sothina, K., and Ye, Y. et al. (2015), highly satisfied teachers are less likely to change careers or quit teaching, while dissatisfied teachers may be less motivated to work hard at their jobs.

Considering the impact of teacher job satisfaction on education, a number of studies have been made to determine the factors that affect the teacher's satisfaction (Tillman and Tillman, 2008; Sharma and Jyoti, 2006). Teachers' age, gender, career preferences, participation in professional development activities, the locations of the schools they work in, the type of school (state or private), and the gender of the school principals were found to be determinants of teachers' job satisfaction (Özkan, Umut Birkan, and Ertan Akgenç et al., 2020). Nonetheless, many researchers have concluded that one of the most significant factors influencing teachers' satisfaction is the principal leadership style (Herzberg et al., 1959; Kusum and Billingsley, 1996; Perie and Baker, 1997; Dinham and Scott, 1998; Evans, 1998; Tillman and Tillman, 2008; Sharma and Jyoti, 2006).

Numerous leadership philosophies have been put forth, including situational, transactional, charismatic, democratic, autocratic, bureaucratic laissez-faire, participative, and transformational leadership. When running their school, the principal may use one of them. Shum and Cheng (1997) demonstrated repeatedly that an organization's effectiveness and success are determined by the leadership style of the group. Principals require effective leadership styles in order to accomplish their objectives and provide instructors a sense of fulfillment in their work. Educational leaders—in this example, the principal—must be able to convince other educational stakeholders, staff members, and parents of the importance of the schools' stated aims. They accomplish this by making certain that teachers carry out their responsibilities well and that pupil finishes their coursework on time.

The principal leadership styles have an impact that extends beyond how well teachers perform. It is thought that an organization's leadership style directly impacts the interaction between managers and staff, which in turn impacts the staff's productivity, commitment, and sense of fulfillment at work as well as the organization's overall coherence (Wilderom, Berg, and Peter, 2004). Additionally, a number of researchers (Greenleaf, 1977; Podsakoff et al., 1990; Davis, 2003; Yukl, 2002) noted that empirical findings from the study of leadership style validated the impact of that style on employee attitudes, efforts, and performance in-role.

Researchers cannot agree on which kind of principle leadership is most appropriate for a teacher's optimal functioning, even if evidence suggests that the principal's leadership style

affects the teacher's satisfaction. According to Ch, A. H., Ahmad, S., Malik, M., & Batool, A. 2017, teachers are happier with the democratic principal. The study also shows that teachers have the freedom to work freely and present fresh ideas to faculty and staff when they adhere to democratic norms. Teachers that operate in this manner are observed to be dedicated to their jobs.

Aydin, Ayhan, Yilmaz Sarier, and Sengul Uysal et al. (2013) have indicated that there is a favorable association between teacher job satisfaction and transformational leadership styles as opposed to transactional leadership types. If teachers are happy to work on their intellectual development rather than achieving the set of goals found in transformational leadership, this is a better option than transactional leadership. Research by Mckinnon, Harrison, Chow, and Wu (2003) has demonstrated that flexible organizations with a participative leadership style that emphasizes communication and employee rewards are more likely to have satisfied employees, which boosts organizational effectiveness.

Lüleci, Caner, and Adil Çoruk et al., (2018) indicates that there are differences in job satisfaction based on a teacher's sex, employment location, and class. Compared to male teachers, female instructors were shown to be more satisfied with their jobs. Male instructors do not view teaching as a career, while female teachers believe it to be the most ideal employment for them. The female teacher's sense of fulfillment in the teaching profession stems from their belief that it is a fit for them. However, other studies reveal that men teachers are deemed to be more content than their female counterparts. Another study reveals a considerable difference between primary and high school teachers' work satisfaction levels with regard to teaching levels. This difference was in favor of teachers working in primary schools.

Research carried out in many nations, within various organizational contexts, and within both educational and non-educational companies has yielded both theoretical and empirical evidence supporting the relationship between leadership styles and job satisfaction. A comparable stream of study in educational contexts has been extremely sparse, despite substantial research and mounting data on the effects of leadership style on performance and job satisfaction (Leithwood et al., 1999). Edwards G. (2012) therefore made a compelling case for the necessity for

additional study to fully comprehend how principal leadership styles affect teachers' work satisfaction in educational settings.

Regarding Principals leadership and teachers' job satisfaction, there were few researches in Ethiopia. Accordingly, it was reported that poor school leadership was ranked as the most demotivating issue in the teaching profession. Besides, teachers indicated that the school principals employed authoritarian leadership style which impacted school effectiveness (Voluntary Services Overseas [VSO], 2008)A local study directly related with the current study was conducted by Tesfaw (2014) who studied the relationship between principals' transformational leadership style and teachers' job satisfaction in secondary schools of Addis Ababa, Ethiopia. Tesfaw (2014) suggested further study on the same issue in other parts of the country to confirm theoretical claims.

This study attempts to fill the gap in scarcity of school leadership literature in Ethiopia as well as current status of leadership styles and teacher job satisfaction in private primary schools of Addis Ababa City Administration in particular those schools located at Bole Sub city. The objective of this study, therefore, was to examine the perception of teachers about their principals' leadership style and their job satisfaction, and to determine the relationship between the two variables. This study will have importance in understanding school leadership and teachers' job satisfaction in private primary schools.

1.2 Statement of Problem

Any organization's leadership style has a significant effect on two key factors: employee job satisfaction and organizational success. The question of what kind of principal's leadership style corresponds with teachers' work happiness in educational settings (institutions) has persisted throughout the globe, including in many African nations. Principal Leadership style and teachers job satisfaction are two very important factors from the view of school works. Many studies have concluded that the school leadership style is one of the most important factors in teacher satisfaction (Henry Gaziel, 1986; Kusum and Billingsley, 1996; Perie and Baker, 1997; Dinham and Scott, 1998; Evans, 1998; Tillman and Tillman., 2008; Sharma and Jyoti, 2006). There are different styles among leaders. These include autocratic, situational, laissez-faire, democratic, transformational, charismatic, participatory, transactional, and bureaucratic (Rad, 2006).

A single leadership style however may not be applied in different situations. Among these styles, leaders should adopt a combination of some traits of these styles for effective management of personnel. Therefore, the kind of principal's leadership style that promotes teachers' job satisfaction in educational setting (institutions) has remained a problem in many countries all over the world including Ethiopia.

Moreover, the role of principals in enhancing teacher job satisfaction is a determinant factor in educational successes (Ibrahim & Wahab, 2012). The same source enhances the capacity of teachers to function effectively by contributing significantly to the realization of the outcomes of school instruction. Therefore, without suitable principal's leadership style practices being in place in the school, success of getting educational mission and visions of schools are difficult. The achievements of schools are negatively impacted by principals' appropriate leadership style use and the level of job satisfaction of teachers (Wahab et al., 2014).

According to resources such as Abdo (2000), British Teachers and VOS (2008) and Mengistu (2012), Ethiopia's education system is currently challenged by high teacher turnover, a low number of qualified teachers and low educational attainment, low level of motivation, low teacher morale and poor quality of work environment. Fekede (2015), Mengistu (2012) and Tesfaw (2014) all reported low levels of satisfaction and turnover among private primary school teachers. There appears to be little research in Ethiopia that examines the effect of the principal leadership styles on teachers' job satisfaction. In the area of educational leadership and specifically, school leadership variables such as political interference seems to be related to principal leadership and teacher job satisfaction. However, these areas have not been intensely researched resulting in an empirical study gap in the area.

According to Teklemariam (2020) study unveiled statically significant relationships between principals' leadership styles and teachers' job satisfaction. In his study, however, he did not show which leadership style is appropriate for teachers' job satisfaction.

The study conducted by Ali and Dahie, (2015) stated that; the most indicator of teacher satisfaction was laissez-faire leadership style; the teachers like the principal who let them take their decision concerning their own work; the one who give more space of freedom.

The researcher's personal experience as a private school teacher and later as a principal and also as a person who owns his own private school for the last 15 years illustrate the existence of problems connected to schools like high rate of employee turnover, delaying promoted employee, excessive leader commands, little interest in feelings of subordinates, communication and decision making problems. However, as the source available in the education office report shows that the office has not yet undertaken a survey or any assessment related to leadership style on private primary schools.

This research assesses the level of the job satisfaction of the teachers who mainly works at the different private primary schools at Bole Sub -city. The paper has also assessed the wide coverage of Bole sub-city private primary schools in particular emphasis to the principals' leadership styles which are practiced in the schools by the principals. The different scholars and their thesis that the researcher has got the chance to examine (Tomas Tadesse 2015, Million Shenkute 2020, and Girma Bekele, 2020) mainly focused on schools located out of Addis Ababa. Therefore, the study intends to know how leadership style affects the teacher's job satisfaction in private primary schools in Addis Ababa city in case of Bole sub-city.

1.3 Research Questions

The following research questions were addressed in this study.

- What is the dominant principal's leadership style in private primary schools of Bole sub-city?
- What was the level of teachers' current job satisfaction in the schools?
- Which leadership style greatly influences teachers' job satisfaction in the schools?

1.4. Objective of the Study

1.4.1 General objective of the study

The general objective of the study was examining principal's leadership style on teachers' job satisfaction in private primary schools of Addis Ababa City Administration in Bole sub-city.

1.4.2 Specific objective of the study

- i. To identify the dominant principal's leadership style in private primary schools of Bole sub-city.

- ii. To examine the level of teachers' job satisfaction in the schools?
- iii. To identify the leadership style that greatly influences teachers' job satisfaction in the schools?

1.5 Significance of the Study

Since each study can have its own meaning, this research can be important to the field of education in the sense that it builds on the knowledge related to leadership style and teacher job satisfaction. The results might provide principals with important information about how to promote teacher job satisfaction. The findings of the study may help stakeholders such as school principals, educational leaders and other researchers interested in research in this area. It may help school principals to recognize and acknowledge strengths in their leadership style that can be encouraged and weaknesses that can be improved in school management. The study may help educational leaders plan and provide leadership training to principals to better respond to current and future teacher's professional development needs.

1.6 Scope of the Study

There are different styles among leaders. These include autocratic, situational, laissez-faire, democratic, transformational, charismatic, participatory, transactional, and bureaucratic (Rad, 2006). Therefore, this study would be limited to transformational, transactional and laissez-faire leadership styles among the leadership styles proposed by researchers. This is because these leadership styles form a new paradigm for understanding the lower and higher aspirations of leadership styles. This paradigm builds on earlier groupings of autocratic versus democratic or prescriptive versus participative leadership (Avolio and Bass, 2004).

Since there is little literature on leadership style and job satisfaction in schools, especially private schools, this study would be limited to private primary schools in the Addis Ababa city administration, especially in the sub-city of Bole, where the researcher owns and manages private schools for the past 15 years.

Addis Ababa City Administration is the capital of the country, where the majority of private primary schools are located (ESA, 2006). Thus, the findings are applicable to the region under consideration. Even though in the sub-city 51 private schools are found, the researcher takes only

10 private schools for the study; thereby the researcher will select the school through lottery method. The study examined the three leadership styles mentioned (laissez-faire, transformational and transactional) above along with teachers' jobs satisfaction (intrinsic and extrinsic factors).

1.7 Limitations of the Study

The study has practical and contextual limitations. Since the study is delimited to private primary schools in the capital of the country in particular to those schools found in Bole Sub City, the results cannot be generalized to all private primary schools in Addis Abeba as well as in the country. Secondly, it was difficult to reach respondents because of the time and finance in various schools. However, my employment history at private schools in the city and my acquaintance with them has helped to establish rapport with the study institutions to access data. This study is limited in that the participants were selected purposively rather than randomly. With purposive selection of participants, there is always the opportunity for the participants to provide rich in-depth data for the study. Thirdly, the study interviews were conducted by Amharic language (official language). Therefore, translation of data to English language is done and this process could have been creating slight deference on the contextual and cultural meaning of original interview.

Finally, in addition to principals' leadership style, teachers' job satisfaction is influenced by many factors such as: the working condition, work itself, supervision policy, advancement, compensation, interpersonal relationships and empowerment (Castillo and Cano 2004). Therefore, the study was confronted as to how the different leadership styles were linked with job satisfaction aspects. Thus, limitations were observed in the collection, analysis and interpretation of data.

1.8 Definitions of Key Terms

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

Leadership: Leadership is defined as an influence process relationship among leaders and followers to perform in such a way to reach a defined goal or goals (Bennis and Nanus 1985; Burns, 1978; Yukl and Vanfleet, 1992).

Leadership styles: - refer to the behavioral approach employed by leaders to effect, motivate, and direct their followers.

Job satisfaction is associated with a positive attitude that teachers have of their job within their work environment (Sailaja & Naik, 2021). According to Armstrong (2009:343), job satisfaction refers “to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job lead to engagement and therefore job satisfaction. Negative and unfavorable attitudes toward the job indicate job dissatisfaction”.

Teacher is a classroom practitioner who translates educational instruction and curriculum policy and objectives into knowledge, skills and attitude. During formal instruction, teachers facilitate learning in students in the classroom (Haile E, 2020).

Teachers' job satisfaction (TJS):- can be defined as the emotional reactions of teachers to their jobs or teaching roles.

Transformational leadership is defined as a style of leadership that strives in inspiring, supporting, identifying individual interests and encouraging followers to be creative and inventive to achieve beyond the expected goals (Burns, 1978).

Transactional leadership is conceptualized as synonymous with managerial leadership (Bass, 1985). It is a leadership type that uses an ‘exchange model’ to achieve the set goals. Leader and followers agree on the duties and responsibilities that need to be undertaken within a given time period for the benefit of the institution.

Laissez-fair Leadership:-Laissez-fair leadership is a passive kind of leadership style where there are no relationship exchange between the leader and the followers (Alonderiene, R., & Majauskaite, M., 2016)).

Principal: The principal is the one who is the head of the school, the educational leader who has the most opportunity to exercise leadership in a school (Steyn, G. M., 2012).

Primary School: - In Ethiopian context, the primary school structure involves schools which includes Grades 1 to 8. It is a term that describes school structure in which the ending stage of general schooling takes place (Admas, F., 2019).

1.9 Organization of the Thesis

This thesis was consist of five chapters:-Chapter 1 consists of an overall introduction, background, statement of the problem, objectives and research questions of the study; significance, scope, limitations, definitions of key terms and organization of the thesis are also provided in this chapter. Chapter 2 reviews relevant literature and provides a theoretical rationale for the study and conceptual framework on which the present study draws; it includes theoretical and conceptual aspects of school leadership styles and teacher job satisfaction. Chapter 3 presents the research paradigm, the research approach and design as well as the methodology; site selection and participant sampling is discussed and instruments used for data collection, the procedure followed and procedures of data collection and analyses employed in this study are discussed. Chapter 4 contains data analysis, results and discussion; the qualitative data was presented, analyses and findings are also discussed according to emerging themes. The last chapter of the thesis, chapter 5, provides the summary, conclusions, recommendations and implications for further studies. Each chapter has its own introduction. At the end of this thesis is a list of cited sources, appendices and relevant verbatim qualitative reports.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, the literature related to leadership styles and job satisfaction will be reviewed to get a better understanding of the effect of leadership styles on teacher' job satisfaction. The most important reviews which are relevant for this study, and which will be explained in the following sections are leadership, leadership styles, job satisfaction, and the effect between leadership styles and teachers' job satisfaction.

2.2 Leadership and Leadership Styles

2.2.1 Leadership

Most leadership research has explained the construct as an effect process effect between leaders and followers that is arranged in such a way to achieve a defined goal or goals (eg, Bennis and Nanus 1985; Burns 1978, Yukl and Vanfleet, 1992). According to most of the literature, such influential effects are directed by the leader, where he tries to effect followers to achieve a common goal (Fleshman, 1973). Building on the above points, school leadership (Sisungo, 2002; Aghento, 2001; Black and Mouton) is described as the principal's ability to the effect of teachers, students and other stakeholders so that they do everything enthusiastically and willingly to achieve the goals of the school.

Several previous studies have found an answer to the pattern of interaction between school leaders (principals) and teachers. Therefore, the following section of the literature review compares the strengths and limitations of research on these main leadership models or styles in relation to principals of private primary schools found in the Bole-Sub-city.

2.2.2 Leadership Styles

Many researchers believe that leaders differ in their interactions with subordinates (Hersey and Blanchard, 1996; Miller et al., 2007). This statement states that leaders can use different behaviors or patterns to influence their followers. This also applies to principals of private primary schools in the city government of Addis Ababa found at Bole Sub-city. Based on the methods and techniques used by principals to influence teachers, researchers have looked at

several models and styles of school leadership. Authoritarian or autocratic, democratic or participatory, and laissez-faire or passive were identified by Kurt Lewin and his colleagues, the most famous social scientists, in 1939.

According to Kurt Lewin, an authoritative leader makes all decisions regardless of member input; a democratic leader welcomes group input and facilitates group discussions and decision-making; and the laissez-faire leader gives the group complete decision-making freedom without participating himself. Kurt Lewin's statement shows that the more the principal takes the decision-making sphere, the more autocratic he would be, and the more the teachers take the participation and decision-making sphere, the more democratic and free the principal would be.

Considering the views of Kurt Lewin Likert R. (1947) proposed other styles: exploitative authority, benevolent authority, consultative and participatory. An exploitative authoritarian style leader does not care about people and uses threats and punishments to achieve comfort. When an authoritative leader cares about people, a benevolent, authoritative leader emerges. The leader now uses rewards to encourage appropriate action and listens more to concerns, although what he hears is often limited to what subordinates think the leader wants to hear. In a consultative style, the leader tries to sincerely listen to ideas; however, big decisions are still mostly made centrally. At the participatory level, the leader involves people in decision-making; the people around the organization are psychologically closer and work well together at all levels.

Further research by Burns (1978) introduced another set of school leadership styles: transactional leadership and transformational leadership. These two styles have dominated scholarly debate since the early 1980s as the main conceptual models of school leadership (Hallinger, 2003; Marks and Printy, 2003). Along with passive/avoidant leadership, transactional and transformational leadership form a new paradigm for understanding lower- and higher-order aspirations of leadership styles. This paradigm builds on earlier groupings of autocratic versus democratic or prescriptive versus participative leadership (Avolio and Bass, 2004). Considering the statement made earlier, the next part of the review deals with the basic assumptions and descriptions of transactional leadership, transformational leadership and laissez-faire leadership.

2.2.2.1 Transactional Leadership Style

The review of transactional leadership literature covers three topics: namely, studies that focus on the ability-related characteristics of principals and define the rewards and compensations expected for successful task performance; studies related to the leader's role in maintaining the status quo and studies on the dimensions of transactional leadership. In the following, these issues made in various literatures are explained.

Considerable work in understanding the condition of transactional leadership has shown that transactional leaders use rewards, praise and promises that meet the immediate needs of followers (Northouse, 2010; Bogler, 2001; Burns, 1978). Such a relationship is considered an exchange relationship, where each of them (principal, teacher) participates in the transaction because they expect their own benefit (Bogler, 2001). In such cases, if a teacher in Bole Sub-city Private Primary Schools does something good, he is rewarded; if he does something wrong, he can be punished.

Other bodies of literature describe the transaction leader as one that focuses on continuing the works of the past and carrying them forward into the future (Tengilimoğlu, 2010). This statement emphasizes that the role of the leader in such cases is to maintain the status quo (Bogler, 2001). Consistent with them, Nguni, Slegers, and Denessen (2006) suggest that transactional leaders prefer policies that aim to maintain the status quo. According to the studies stated earlier, principals who worked in a private primary school in Bole Sub-city are considered transactional leaders when they motivate their teachers and make them work through extrinsic motivators such as organizational rewards (Bass, 2000).

Research focusing on the dimensions of transactional leadership found that transactional leadership consists of three dimensions, namely contingent rewards, management by exception (active) and management by exception (passive) (e.g. Bass and Avolio, 1995). When a leader explains the work to be done and uses rewards for good work, it is said to be contingent reward (Bass and Steidlmeier, 1999). Management by exception (passive) refers to leaders who intervene only when a problem arises, while management by exception (active) refers to leaders who actively monitor the performance of followers and ensure that standards are met (Antonakis

et al., 2003). Other studies (Bass, 2000; Karip, 1998) added laissez-faire as a fourth dimension of transactional leadership.

Laissez-faire is a leadership style in which the leader never interferes in the management processes and gives followers unlimited freedom (Bass and Steidlmeier, 1999; Karip, 1998). Based on the above research, being a transactional leader is a function of contingent reward, management by exception (active), management by exception (passive), and sometimes laissez faire. This means that a principal practicing transactional management in private primary schools in the Addis Ababa city administration at Bole Sub-city can demonstrate all dimensions of transactional management to varying degrees.

2.2.2.2 Transformational Leadership Style

In this section previous research is reviewed to understand the assumptions behind the transformational leadership style. The review of these literatures is summarized in two areas, namely: studies that describe the behavior of transformational leaders and studies that focus on the dimensions of transformational leadership.

Much of the literature is devoted to describing transformational leaders as leaders who provide a vision and sense of mission, inspire, pride, and gain respect and trust through their charisma (e.g., Bass et al., 1990). Unlike transactional leaders, transformational leaders are change agents and visionaries who motivate people and are able to deal with complexity, ambiguity and uncertainty (Tichy and Devanna, 1996). This means that transformational principals can fit into today's dynamic and complex school environments, especially private schools where principals are often seen as ideal agents of change (Bogler, 2001).

In addition, several publications on transformational leadership have asserted that leaders provide every opportunity to respond to followers' needs in order to promote followers' commitment to organizations and inspire them to exceed their expected performance (Basso, Avolio, Jung, & Benson, 2003; Currie & Lockett, 2007; Sivanathan & Fekken, 2002; Ali, 2006). Based on the concepts presented earlier, principals of private schools in the Addis Ababa city administration can be considered transformative when they provide inspirational guidance to teachers and staff to achieve higher morale and motivation at work (Burns, 1978). Several studies on the dimensions of transformational leadership have identified four dimensions of

transformational leadership styles, such as paying attention to the teacher, inspiring motivation, promoting intellectual stimulation, and prioritizing individualization (e.g., Avolio et al., 1999; Bass 1985, Bass and Steidlmeier, 1999). The following paragraphs provide an overview of the four dimensions of transformational leadership.

First, according to many studies on the idealized influence dimension of transformational leadership is understood as formulation and articulation of a vision and challenging goals and motivating followers to act towards common goals beyond self-interest (Karip, 1998; Avolio et al., 1991; Basso and Riggio, 2006). Based on the previous statements, it can be believed that private school principals are idealized influencers when they define the vision and mission of the institutions involving teachers in the process (Karip, 1998).

Second, inspirational motivation is described in many literatures as the ability of leaders to foster strong team spirit as a means of guiding group members toward desired goals (Hall, Johnson, Wysocki, & Kepner, 2002; Bass & Riggio, 2006; Antonakis, Avolio, & Sivasurbramaniam, 2003). According to these studies, principals of private schools can be considered inspirational motivators if they explicitly and typically emphasize the need for teachers to succeed in a team and contribute to the goals of the school.

Third, according to many literatures, intellectual stimulation is the ability of leaders to support their followers to be creative and innovative (Bass, 2000, Bass and Riggio, 2006; Nicholason, 2007). Similarly, it has been argued that private school principals possess such skills when they stimulate the innovation and creativity of their teachers by questioning assumptions and approaching old situations in new ways (Bass and Riggio, 2006). For example, when a principal gives teachers the opportunity to develop their own lesson planning methods to improve the teaching-learning process, he is said to have the capacity for intellectual stimulation.

Fourth, research dedicated to individual reflection explained the concept of creating an appropriate and supportive environment that takes into account individual consideration and needs (Bass, 1989) and values the ideas of followers (Tourish and Pinnington, 2002). According to the studies, individual differences are identified and tasks are delegated to observers to provide opportunities for learning (Avolio et al., 1991). Private school principals are said to

possess such skills when they pay close attention to each teacher's need for achievement and growth as a coach and mentor.

2.2.2.3 Laissez-faire leadership style

A leader who avoids or does not interfere with the work assignments or may entirely avoid responsibilities and does not guide or support the followers can be considered as a laissez-faire style of leader. This leader's style is compared with dissatisfaction, unproductiveness, and ineffectiveness (Limsila & Ogunlana, 2008). According to Morreale (2002), the leader fails to lead the team, does not fulfill the responsibilities as a leader, overall, effective leadership is not attempted. Laissez-faire style leaders maintain a hands-off approach and are rarely involved in decision-making and contributing any guidance and direction. This leadership style enables the subordinates to make their own decisions, as the leader exhibits no real authority. The leader only responds to questions and provides information or gives support to the group. The subordinates of laissez-faire leaders have to seek other sources to assist them in making final decisions (Liphadzi, Aigbavboa, & Thwala, 2015).

It is also the least performing and least effective leadership style. This style of leadership does not make decisions regularly and offers little care, guidance, sense of encouragement to their subordinates. Laissez-faire leadership negatively impacts subordinates' work outcomes (Avolio, Waldman & Einstein, 1988; Bass, 1990). Further studies on laissez faire leadership style pointed out that the style is the most effective in cases where followers are mature and highly motivated (Zervas and Lassiter, 2007). Private school principals can be expressed as laissez faire leaders if they give all the authority or power to teachers to determine, make decisions and resolve problem on their own (Doran, 2003).

2.3 Job Satisfaction

In many literatures, job satisfaction is understood as a positive emotional response to the evaluation of a task or certain aspects of work (Locke 1976; Smith et al. 1969). In addition, much of the literature on job satisfaction focuses, among other things, on what effects job satisfaction, what explains job satisfaction and the effect between job satisfaction with organizational commitment, and teacher ratings of job satisfaction.

The concept of job satisfaction seems to have been widely discussed by many researchers and teachers and has evolved over time. Currently, the school topic in the study of views related to job success is job satisfaction. For the more active and effective development of human capital in education, the central focus and research area has been the evaluation of work performance and satisfaction (Ali et al., 2011).

The educational leadership, management, curriculum and teaching time that teachers deal with as curriculum implementers in leader contribute to the growing problem of poor satisfaction. To maintain high levels of job satisfaction, school leaders must be more engaged in addressing emerging challenges and complexities. This is because schools have more teachers who can provide excellent teaching and guide students to academic success (Demirtau, 2010). Teachers' positive and good mindset and thoughts about one's work is called job satisfaction (Armstrong, 2006). In this study, the level of teacher and job satisfaction is defined as how safe, valued and effective they feel in their current work environment, i.e. school.

One of the biggest factors affecting teachers' job satisfaction is working conditions (Gedefaw, 2012). Working condition, he said, means salary, frontier benefits, administrative support, school leadership and Leadership style, and workload. Some working conditions have a positive effect on teacher satisfaction, while others have a negative effect.

As stated in many literatures, teacher job satisfaction has important consequences. This means that teachers are happy, committed and engaged and this helps them bring their best qualities to their schools so that students, parents and society benefit from their services (Ofoegbu, 2013).

Regarding the status of teacher satisfaction in Ethiopia, studies have confirmed that poor teacher satisfaction is evident (Elton- Chalcraft,2017). Although many factors have been identified as contributing to poor teaching in satisfaction in Ethiopia, the problem is schools due to the low esteem and weak status of teachers in relation to the living conditions of teachers, inadequate salaries and failed school Leadership (Evans, 2000; Papanastasiou and Zembylas, 2006; VSO, 2008).

In other parts of the world, it is widely known that leadership style is cited as one of the factors affecting teacher job satisfaction; however, the effect of this factor on teachers' job satisfaction

has not been studied much. In particular, there is a need for more information on the effect of leadership style on job satisfaction in private primary schools in Addis Ababa city administration.

2.4. Leadership Style and Teacher Job Satisfaction

The importance of leadership was first researched in the 1920s with studies using surveys reporting that favorable attitudes toward supervision helped to achieve employee job satisfaction (Bass, 1990). Several studies were conducted during the 1950s and 1960s to investigate how managers could use their leadership behaviors to increase employees 'level of job satisfaction (Northouse, 2004). These studies confirmed the significance of leadership in making differences in employees 'job satisfaction (Bass, 1990). Some researchers discovered that different leadership styles will engender different working environment and directly affect the job satisfaction of the employees (Bogler, 2002; Timothy & Ronald, 2004).

Transformational leaders tend to encourage and motivate their followers to take on more responsibility and thereby enhancing employees 'sense of accomplishment and satisfaction with their job autonomy (Emery & Barker, 2007). Improving the employees 'working situation, fulfilling their needs, and helping them to perform better are positively related to transformational leadership (Liu, 2003). Research by Chen & Silverthorne (2005) states that job satisfaction depends on the quality of the relationship of an employee with his or her supervisor or employer, along with the quality of the physical environment in which he works, and the degree of fulfillment in his work. Negative leader-employee relations reduce productivity and increase absenteeism and the turnover to the organization can be quite high.

Hayes (2000) found that workers who had autocratic supervisors became stressed since their leaders rarely allowed them to participate in the decision making.

Transformational leadership has been widely linked to positive individual and organizational successes (Bass, 1990). These leadership styles are found to correlate positively with employee perceptions of job, leader and organizational satisfaction (Felfe & Schyns, 2006). Good principals encourage interactions and relationships among people and achievement of goals through engagement, motivation, and collaboration (Murphy et al., 2007). Principals should

communicate the school's vision to teachers and students so as to engage them in the process of reshaping the organization and articulating essential beliefs regarding learning (Davies et al., 2005; Jenkins, 2009).

Good communication skills help build consensus among staff and other stakeholders for the policies, practices, and supporting systems designed to achieve goals of the school (Leithwood et al., 2004). Effective principals recognize that collaborative networks among educators were essential for successful teaching and learning. They embrace teamwork, provide time for collaborative work, and actively advocated sharing and peer observation (Blase & Blase, 2000). It is important for the principal to have connections with the family and/or other people and institutions in the community that advance academic and social learning for good academic performance of the students (Henderson & Mapp, 2002).

Very few literatures and empirical studies have found that transactional leadership is effective in some of its dimensions. For example, Shieh et al. (2001) argued that leaders must understand the social environment of the school and understand the needs of their staff. To meet these needs, a transactional leadership style can set rewards for good performance, which in turn provides constructive feedback to the employee (Bass, 1999). This means that the exchange relationship between the teacher and the principal increases the satisfaction of the teachers. In addition, by using transactional leadership, a leader can motivate followers with higher goals rather than immediate self-interest, towards achievement and self-fulfillment rather than safety and security (Murray and Feitler, 1989).

Leaders empower followers to develop higher levels of commitment when they are related to the organizational goals of the school (Leithwood and Jantzi, 2000). Some others such as Bass and Avolio (1997) support the idea that transactional leadership is effective and have suggested a combination of both transactional and transformational leadership. This combination, according to research, generates more effort from followers and in turn leads to better job performance and better teacher satisfaction. However, little or no experimental research has been done to confirm the above fact.

Researchers have consistently reported that laissez-faire leadership styles (neither transformational nor transactional) are the least rewarding and least effective leadership styles

(Bass, 1990b). This is because such leadership behavior involves little sense of achievement, little clarity, and little sense of group cohesion (Bass, 1990b).

Evidence from VSO (2008:35) and interviews with teachers in Ethiopia show that authoritarian leadership styles used by school principals who have not received leadership training have a profound effect on teacher satisfaction and school performance, and thus on the quality of education.

The above literature review shows that there is a growing concern about the impact of transformational, transactional and laissez faire on teacher job satisfaction. However, schools, especially private primary schools in developing countries, have been less studied in the literature. In Ethiopia, for example, there has been little or no research on the effects of these leadership styles on teacher job satisfaction in a private primary school.

In this study; therefore, to fill the gap, the effect of the mentioned leadership styles on the job satisfaction of private primary school teachers in the city administration of Addis Ababa is investigated with particular interest to those private primary schools at Bole sub-city.

2.5 Review of Empirical Studies

Chen (2005) in a survey of 244 nursing school faculty members found that Taiwanese nursing directors were more transformational leaders than transactional or laissez-faire ones. The results also indicate that the nursing faculty members were moderately satisfied with their jobs and felt that the heavy workloads as opposed to the directors' leadership styles were possible reasons for their dissatisfaction with their jobs. In another study Chen et al. (2005) surveyed 18 of 47 Taiwan's higher education nursing schools that had a minimum of 20 full-time faculty members. They found that idealized consideration, a transformational leadership factor, and contingent reward, a transactional leadership factor, were positively significant predictors of faculty job satisfaction.

Paracha (2012) determined whether Transformational leadership style has an impact on employee performance in Pakistan. Data was collected from 6 schools in Rawalpindi and Islamabad. Result indicated that transformational leadership style has a significant positive

relationship with employee performance. Another important discovery made was that Job satisfaction mediates with transformation leadership and employee performance.

Amin, et al (2013) in a study of 287 faculty members in a public university in Pakistan, examined the effect of Principal's/Director's leadership style on job satisfaction. The study found that transformational leadership style had significant positive effect on faculty's intrinsic, extrinsic and overall job satisfaction. On the other hand, laissez-faire and transactional leadership styles had insignificant relations with job satisfaction. Gatabu (2012) in a study of teachers in Westlands, Nairobi, found that teachers were highly motivated. He further revealed that principals had a positive perception of their leadership styles. It was evidenced that principals used democratic leadership styles which in turn influenced teachers' motivation positively. In addition the findings indicated that principals used different methods of motivating teachers with which the teachers were satisfied and motivated.

Chweya (2011) conducted a study to determine the effects of principals' leadership styles on students' performance in Marani district. The findings revealed that democratic leadership style had high performance in their schools compared to their counterparts. Dick and Wagner (2001) in a study of German school teachers found that teachers who had high workload and were overwhelmed by the tasks became highly stressed; however principal support reduced the perception of workload and feeling overwhelmed. In exploring teacher stress in primary schools in Taiwan, Kyriacou and Chien (2004) found that 26 per cent of the teachers reported that being a teacher was very stressful.

Ololube (2006) in a study of the relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State, Nigeria, found that teacher dissatisfaction was associated with educational policies, administration, pay and fringe benefits, material rewards and advancement. Kyriacou and Chien (2004) in a study of primary school teachers in Taiwan concluded that the most effective action that schools or the government could take to reduce teacher stress was to decrease teachers' workload.

Kyriacou (2001) highlighted the positive impact of working in a school with a positive climate in terms of social support. The author noted that teachers and senior managers in schools must avoid creating unnecessary sources of stress through poor management (e.g. setting unrealistic

targets for the completion of tasks or failing to communicate adequately with others. Amin, Shah and Tatlah (2013) in a study of 287 faculty members in a public university in Pakistan, examined the effect of Principal's/Director's leadership style on job satisfaction. The study found that transformational leadership style had significant positive effect on faculty's intrinsic, extrinsic and overall job satisfaction. On the other hand, laissez-faire and transactional leadership styles had insignificant relations with job satisfaction.

2.6 Theoretical Framework of the Study

Developing a conceptual framework for this study draws on the reviewed literature discussion and comprises understanding school leadership (2.6.1) with its relevant theories and understanding job satisfaction (2.6.3) with Content (need)theory (2.6.3.1)and Herzberg's Two Factors Theory (2.6.3.2) relating to job satisfaction being discussed.

2.6.1 Understanding school Leadership

Scholars have conceptualized leadership in many ways (Achua & Lussier, 2010; Glynn & DeJordy, 2010; Hackman, 2010). There is no single agreed definition among scholars for the concept of leadership (Bennis, 2007; Bennett, Crawford & Cartwright, 2003:33; Thomas &Thomas, 2011) but most disclose that leadership involves processes whereby the planned effects of leaders over their followers, direct, structure and facilitate activities and effects in an organization or a group (Bush, 2008:2; Yukl, 2013:21).

Thill and Bovee (2015) stated that a leader is a person who can inspire the effect of his/her followers. A leader is also responsible for creating a credible and trustworthy environment and achieving the organization's goals. Northouse (2016:6) defines leadership as "a process whereby an individual has effect on a group of individuals to achieve a common goal". The familiar concept that prevails in the above definitions is that leadership is a process; it involves effect, occurs in a group and involves a common goal.

Educational Leaders and leadership are fields of study and practice related to the operation of schools and other educational sectors (Bush, 2008:1). According to Bush and Glover (2014:554), as with other organizational leadership, school leaders also strives to achieve the goals of the school by influencing, inspiring and sharing the vision to teachers and staff in the schools.

Teacher effectiveness, school effectiveness and student achievement have been the result of successful principals leadership practices (Bush, 2007:391).

Principal's leadership goes beyond the implementation of leadership functions. It is the process of influencing teachers and staff toward the better achievement of goals (Bush & Glover, 2014:554; Stronge, Richard & Catano, 2008). According to Edwards and Aboagye (2015) and Leithwood (2006), school leadership is a leadership activity that involves actively influencing teachers, staff, student, and parent towards the effective achievement of principals' goals. In general, the definition of educational leadership is like the concept of leadership in another organization (Tesfaw, 2014:2).

Successful principals leadership is identified by its leaders' practice and leadership style (Huber, 2004:2). A role is a position that is defined by a set of tasks and responsibilities attributed to it. School leaders have several responsibilities which they perform within and outside of the school. According to Raihani (2008), motivating teachers and students, creating an attractive instructional environment, promoting positive intra-communication between school communities and engaging educational stockholders are the core responsibilities of the school leaders. In addition, school leaders should also contribute to crafting and developing a vision for their school and voicing the school vision for teachers, staff and other education activists (Bush & Glover, 2014:554).

According to Huber (2004:4), the primary roles of school leaders are to develop the school, establish smooth communication channels among the internal and active external school environments. Moreover, they play a significant role in administration and organizational activities such as staffing, financing, organizing, leading and motivating. Therefore, successful schools are the outcome of educational leaders, especially effective schools principals. School leaders have an irreplaceable role in establishing effective school systems (Hansson & Anderson, 2007).

The quality of school leadership has been seen as a factor in ensuring positive school and student outcomes. School leadership, with a focus on leadership for learning, is considered to be second only to classroom teaching in its potential to be effective to student academic achievement and generate school improvement (Bush & Glover, 2014:554; Leithwood, Harris & Hopkins, 2008:27). Thus, school leaders have core responsibilities in developing the school vision, organizing and managing human and material resources and learning programmes

(Leithwood, Day, Sammons, Harris & Hopkins, 2006). Moreover, Day *et al.* (2010) list eight key dimensions of successful leadership practices. Each of these key dimensions is discussed below:

Drafting and developing the vision, values and directions is one of the significant roles of schools. Schools set solid and brave ideas and value that effect and inspire teachers, staff and stakeholders (Leithwood *et al.*, 2008:29). This dimension of leadership practices entails activities such as motivating and inspiring, clarifying roles and planning and organizing (Yukl, 2013:30).

Improving conditions for teaching and learning ensures that the school environment is safe and is conducive to the teaching learning process. In addition to this, essential equipment necessary to the teaching-learning process should be provided.

Restructuring, organization, redesigning roles and responsibilities ensures that educational activities and the curriculum are not stagnant; rather that they are dynamic. Therefore, school leaders have the responsibility to continuously restructure, reorganize, and redesign roles as well as distribute leadership as strategies to enhance staff engagement and ownership (Leithwood *et al.*, 2008:30).

Introducing effective curriculum involves the preparation of an effective curriculum and its implementation which is the central element of the instructional process. School leaders have the role of facilitating the development, implementation and timely revision of the curriculum. Schools must support and supervise teachers during the implementation and the revision of curriculum should be involving the participation of teachers, staff and stakeholders (Leithwood *et al.*, 2008:31).

Work on teachers' growth and development is crucial and school leaders should have inspirational strategies in place for their teachers. This can include long-term education as well as continuous professional development. According to Yukl (2013:30), this domain of leadership entails leadership practices such as individual support and consideration, intellectual stimulation and modeling of appropriate values and behaviors.

Engaging community in the school activities ensures that all schools serve the entire community. In reverse, the community has the important role of strengthening the school capacities. The robust effect among educational activists in their respective communities tends to be of benefit to schools.

Creating an attractive school environment is vital with schools developing trust among teachers, students and parents as well as truthfulness among school staff. The principals' role to ensure that good working environment is also extended to the effects amongst staff at the lowest levels.

To achieve the goals of the school, school leaders have an irreplaceable role. Effective principal's instructions become real through effective mobilizing of human, material and technological resources. The school leaders should create an attractive and non-violent setting for teachers trying an innovative teaching approach to deliver quality education to all students (Day *et al.*, 2010). School leadership models are underpinned by school leadership theories, which are discussed in the following section.

2.6.2 School Leadership Theories

According to Bush (2008:9), no single educational management theory works for all education systems. Educational management theories are derived from several leadership theories, such as early leadership theory (trait and behavioral theory), contingency leadership theory, and contemporary leadership theory (transactional and transformational theory).

Research has shown that an effective school leadership style has a positive effect on the school's academic success (Aydin *et al.*, 2013:808; Ibrahim & Wahab, 2012; Wahab *et al.*, 2014:46).

Several studies have confirmed that effective schools create an attractive and conducive instructional environment and contribute to developing a school culture that promotes school community active participation in instruction and raising student success (Alonderiene & Majauskaite, 2016:157; Day, Gu & Sammons 2016:252; Griffith, 2004:350; Paletta, Alivernini & Manganelli, 2017:110). This means that the instructional activities of the school depend on the leadership of the school (Donkor & Asante, 2016:67), and thus an effective school leader is mainly the result of good leadership style that the schools practice (Hood, Poulson & Masonet, 2009; Ross & Cozzens, 2016:171).

Therefore, teacher motivation is raised where a good school leadership style is in place and the reverse is true. Teachers, who are satisfied in their jobs, dedicate their time and energy to the successful achievement of principal's goals (Nguni *et al.*, 2006:173).

In contemporary school leadership theory, there are two influential leadership styles. These are instructional leadership and transformational leadership styles (Bayler, 2012; Daly, Moolenaar & Slegars, 2010). Both theories have been found to encompass leadership practices that enhance teacher job satisfaction and student achievement.

2.6.3 Theories relating to job satisfaction

The various theories of job satisfaction are categories in different categories. From them we will see as follows: -

2.6.3.1 Content (Need) theory

As the name suggests, content theories of motivation focus on “what” motivates a person (Efero, 2005). Content theories of motivation focus primarily on individual needs; in other words, physiological or psychological deficits that we feel compelled to reduce or eliminate. In addition, the theory aims to explain work behavior through the influence of need satisfaction pathways and blocked needs (Schermerhorn et al., 2011).

The content theory of motivation suggests that leaders should be able to understand individual needs and create a work environment that positively responds to them. Some well-known content theories of motivation include Maslow's hierarchy of needs, Alderfer's ERG theory, McClelland's acquired needs theory, and Herzberg's two-factor theory. Robbins and Coulter (2009, p. 357) describe that "although more valid explanations of motivation have been developed, these early theories are important because they represent the foundation from which contemporary theories were developed and because many practicing manager still use them.

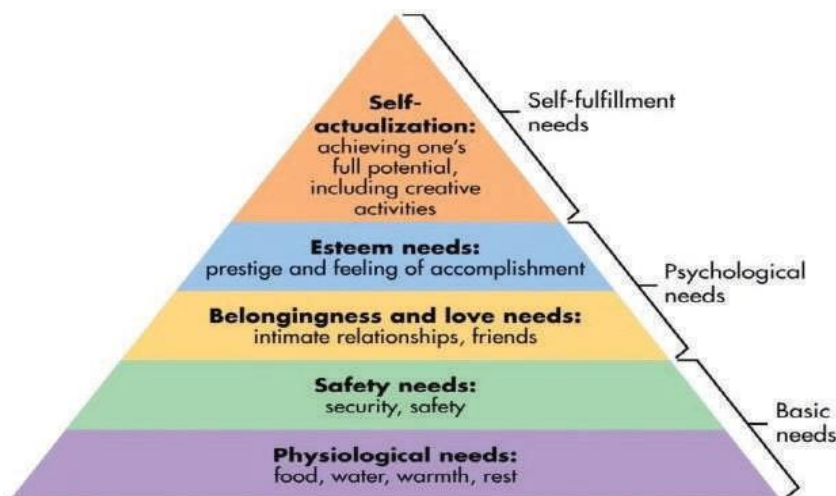


Figure 2.1: Maslow's hierarchy of need

Source: Jahid Hasan *et al IST Journal on Business & Technology. Vol. 8 (2017). Job Satisfaction Theories: A Literature Review. p.99*

Physiological needs are basically the needs of the human body that must be met to maintain or survive life, including: shelter, food, water, breathable air, clothing, rest, sleep and sex. Security needs refer to a person's desire to live in a safe, secure, stable, non-hostile and peaceful environment. Since all employees have (some) dependent relationship with the organization, security needs can be very important. This would include: physical safety, health safety and occupational safety.

The requirements for Love and Belonging, often referred to as the need for belonging, encompass the longing for individuals to form connections with others or the yearning to be part of a group. This encompasses friendships, affection, social interactions, family bonding, giving and receiving love, a sense of belonging, and human interaction.

Ego and self-esteem needs are essential human needs that encompass the aspiration to achieve, possess a well-developed sense of self-worth, confidence, reputation, independence, freedom, prestige, recognition, respect, attention, and acknowledgment from others. These needs significantly impact the formation of diverse relationships based on sufficiency, autonomy, and the expression and reception of recognition and acceptance (Rue and Byars, 2009). On the other hand, self-actualization needs represent the pinnacle of self-fulfillment, signifying the urge for individuals to fully utilize their abilities and interests to function effectively within their surroundings. They encompass the longing to cultivate and exhibit one's creativity, skills, talents, and the aspiration to become an expert in a specific domain. The need for self-actualization is perpetual, as there is always room for further growth and advancement (Rue and Byars, 2009).

According to Maslow, individuals prioritize fulfilling their physiological needs first. Once these needs are met, a natural mechanism allows for the automatic fulfillment of safety needs. Once safety needs are satisfied, the focus shifts to fulfilling the needs of love and belonging, ultimately leading to self-actualization. Maslow argued that once a need is satisfied, it no longer serves as a motivator, creating a constant desire to fulfill the next layer of needs. Maslow believed that by assisting employees in meeting their needs, managers can effectively motivate them in the workplace. Therefore, managers should strive to understand their employees well enough to successfully apply this theory.

Towards this theory, Schermerhorn and others (2011) describe that the concept of hierarchy of needs assumes that some needs are more important than others and that they must be satisfied before other needs can act as motivators. In addition, research by Schermerhorn et al shows that needs vary according to an individual's career, organizational size, and even geographic location.

2.6.3.2 Herzberg Two-Factor theory

In the 1950's a psychologist Frederick Herzberg proposed a theory of motivation that focuses on the job and on the environment where work is done. Herzberg, however, has concentrated on studying how Maslow's needs operate at work, in the employment situation (Robinson, 2004). To Herzberg, there are two groups of needs. One set of the needs causes "dissatisfaction; these related to the job environment or the context in which the job was performed and thus extrinsic to the job itself. Herzberg labeled these as the Hygiene or Maintenance factors.

Rue and Byars (2009, p. 270) describe "maintenance factors are preventive in nature", meaning that they do not create motivation but can prevent dissatisfaction. Therefore, proper consideration of maintenance factors is a necessary but not a sufficient condition of motivation. Meeting the needs of another brings a sense of satisfaction. It refers to the work itself and Herzberg called it motivators or growth factors. The following figure shows a clear distinction between Herzberg's hygiene and motivational factors.



Figure 2.2: Herzberg two factors

Source: Retrieved from

http://www.examtutor.com/business/resources/studyroom/people_and_organisations/motivation_theory/4-herzbergstwofactortheory.php

The main difference between motivators and hygiene factors is that while motivators can create positive satisfaction, hygiene factors can only prevent dissatisfaction. The hygiene factor does not positively promote good health, but only acts as a preventive measure against disease (Cole, 2004). Thus, the two scales are independent and appeared on two different continuums. Both can be high during training to be effective. The diagram below shows their different continuum.

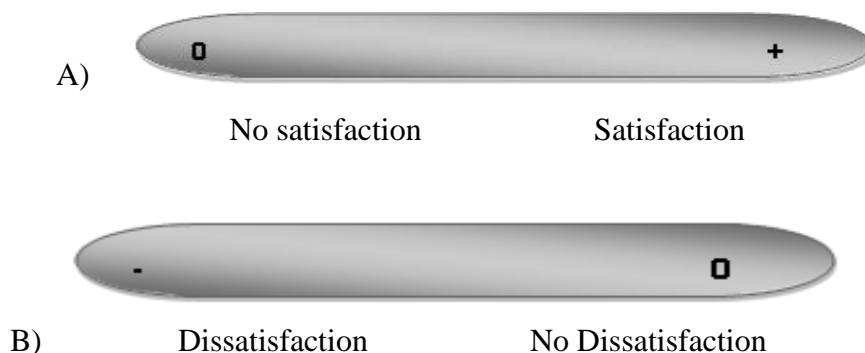


Figure 2.3: (A) Motivator Continuum and (B) Hygiene Continuum

As Cole (2004) describes hygiene factors are more related to the context or environment of work than to its content. When in line with employee requirements, such factors could smooth the path of working life, but in a taken-for-granted way. When these factors were out of line with employees expectations, they could be a source of difficulty and complaint and definitely provide grounds for dissatisfaction at work.

2.7 Teacher Job Satisfaction

The issue of teacher job satisfaction has been a major educational issue in Ethiopia (Mengistu 2012:135). Scholars such as Akililu (1967); Aweke (2015); Ayalew (1991); Fekede (2015); Fenot (2005); Getachew (1999); Manna and Tesfaye (2000); Mengistu (2012) and Teferi, Bekalu and Abebe (2016:381) have all conducted studies on teacher job satisfaction.

In the earlier studies conducted by Aklilu (1967) and Ayalew (1991), it was indicated that the low level of Ethiopian teacher job satisfaction was the result of inadequate remuneration and inadequate access to professional growth and advancement opportunities. Similarly, findings by Getachew (1999) and Manna and Tesfaye (2000) confirmed that education in Ethiopia was suffering from low job satisfaction and low organizational commitment of teachers.

Correspondingly, Fenot's (2005:78) study showed that out of 278 randomly selected primary school teachers in Addis Ababa, 64.7 percent had a tentative plan or intention to leave the profession. Only 23.3 percent of respondents intended to remain in the profession until their retirement. The study concluded that teacher job satisfaction was positively related to intrinsic factors such as the opportunity for professional growth and development.

Moreover, as part of his PhD. thesis, Mengistu investigated factors that affect teacher job satisfaction (Mengistu, 2012:102-151). The study used a mixed-methods and sequential explanatory design approach. Stratified random sampling and purposive sampling techniques were employed to select 300 respondents for the quantitative 10 participants for the qualitative part, respectively. The study suggested that teachers who teach in primary schools in Addis Ababa, Ethiopia were significantly dissatisfied. Salary and benefits emerged as the key causes of dissatisfaction.

In addition, factors such as reduced fringe benefits and opportunities for promotion, leadership style of schools, lack of participatory decision-making, as well as the lack of possibilities to develop personally and the poor effect teachers have with schools and parents, were the main areas of dissatisfaction. The study also revealed that there was a difference in teacher job satisfaction based on their demographic aspects. Amongst the respondents of the study, teachers aged 50 years and above were significantly more satisfied with their work than those younger. Similarly, teachers who had 21 years' experience and more were also considerably more satisfied with their work than less experienced teachers.

Close to a decade ago, Aweke (2015:140) conducted a phenomenological qualitative case study on the issues of teacher motivation and professionalism in public primary schools in Addis Ababa, Ethiopia. About 15 teachers and two schools participated in the study, which revealed that salary and benefits, principal's administrative support, student misbehavior and social perception of the profession were key factors in determining low teacher job satisfaction. Primary school teachers stated that their salary is low and as a result, it does not cover basic needs. Teachers indicated that they were subjected to lack of leadership support in their schools, particularly manifested in limited access to training and workshops, as well as professional development opportunities. Student misbehavior was identified as a primary factor affecting

teacher job dissatisfaction. This study showed that the society in Ethiopia does not give recognition to teaching as a profession in comparison to other fields of work. Accordingly, 93.7 percent of respondents reported that they joined the profession regardless of their interest or choice.

Supporting the previous study, Fekede (2015:169-186) researched teacher motivation for teaching and professional development. The study used a qualitative research design with 32 participating teachers. Data were collected through interviews and focus group discussions. The study showed that factors such as low salary and lack of reward for high performing teachers were the main cause of dissatisfaction. In addition to these factors, the decline in value given to the teaching profession in the community was also indicated as one of the key causes of low teacher motivation.

Most of the studies conducted on the issue of teacher job satisfaction in the developing country like Ethiopia, revealed that teachers have low job satisfaction levels. These factors, low job satisfaction levels and high attritions rate, were positively related to low salary, poor working conditions, lack of administrative support, leadership style and lack of opportunities for professional growth and development (Ayalew,2009:1105).

In the African context, according to the study of Ocham and Okoth (2015:814) conducted in Kenya, head-teacher motivational practices in public primary schools such as recognition of teachers, professional growth, participative leadership and good working conditions, enhance motivation and performance of teachers. The findings of qualitative research conducted in Tanzania by Nyamubi (2017) on teacher job satisfaction showed that teachers were satisfied by both monetary and non-monetary factors such as fair remuneration, an opportunity for career development, a well- defined individual appraisal system, timely promotion and work place conditions. In addition to these factors, social respect and a positive effect with co-workers and students were mentioned as enhancing factors to teacher job satisfaction. Satisfied teachers had a sense of ownership and responsibility to support the student for better achievement. The study also found that teacher job dissatisfaction could lead to their search for other positions to ensure better remuneration.

Similarly, a study conducted by Johnson, Kraft and Papay (2012) in Massachusetts, USA, found that there is a causal link between working conditions, teacher job satisfaction and student achievement. Typical working conditions, such as safe facilities, adequate resources, and time for lesson preparation, were found to be important factors relating to job satisfaction and matter to teachers and students alike. However, the three most important elements of teacher job satisfaction, interpersonal effects with administrators and colleagues, administrative support of teachers and ability to create a school environment were seen as conducive to learning as well as a school culture characterized by mutual trust, respect, openness, and commitment to student achievement (Johnson et al.,2012).

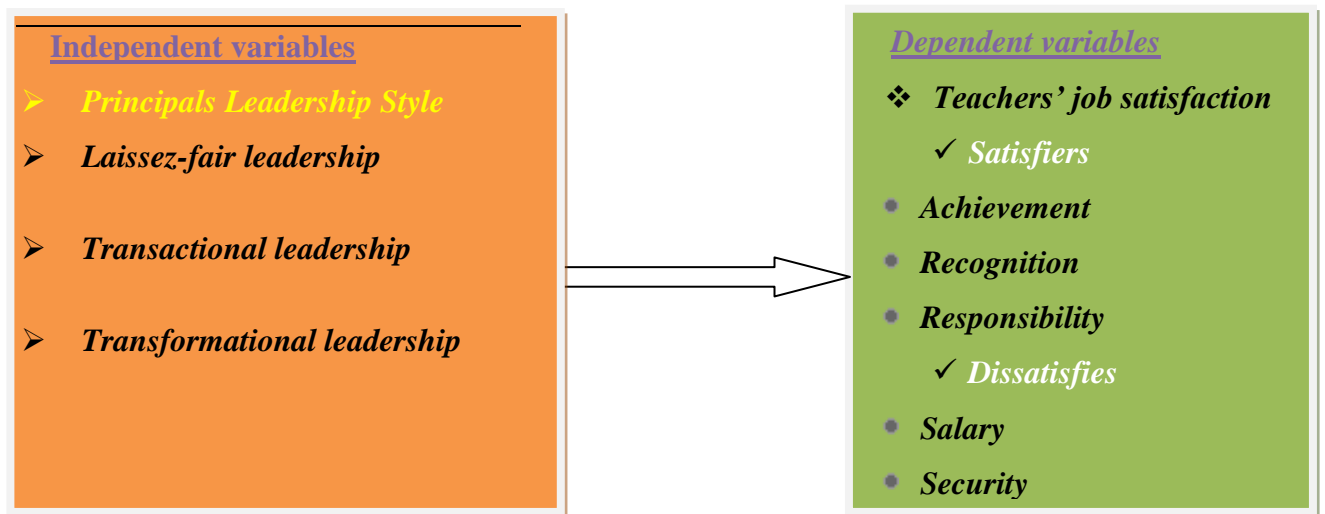
Job satisfaction, the level of contentment that employees experience in their work, has been extensively studied in the fields of management, organizational well-being, and education. This is due to its impact on employer behavior and productivity. In a study conducted by Ilgan, Parylo, and Sungu (2015:73) in Turkey, it was found that there is a significant difference between teacher job satisfaction and their evaluation of schools' instructional supervision behaviors. The study also revealed that schools' instructional supervision behaviors can predict teacher job satisfaction. Another study by Shah and Jumani (2015) in Pakistan focused on the relationship between job satisfaction and turnover intention among private primary school teachers. The findings indicated a strong correlation between job satisfaction and one of its indicators, which is pay, and turnover intention in the study area. However, factors such as promotion, the nature of the work itself, and supervision showed an average level of association with turnover intention.

A different research carried out by Saiti and Papadopoulos (2015:73-97) in Greek educational institutions focused on the correlation between teacher job satisfaction and personal traits. They utilized the job satisfaction questionnaire created by Spector (1985) and distributed it to 360 elementary school teachers in the urban region of Athens. The findings indicated that teachers, in general, expressed contentment with their career choice. Nevertheless, Greek educators exhibited higher levels of satisfaction with aspects like management, coworkers, and job duties, while showing lower levels of satisfaction with salary, perks, and potential incentives.

2.8 Conceptual Framework

Teacher's job satisfaction is the feeling teachers have towards their job; it can be positive or negative. It is an important aspect for any organization to achieve its common goal. Satisfied teachers will perform well in any organization while unsatisfied teachers will not. The leadership style applied by any principal will influence the satisfaction of teachers negatively or positively. If principals use the right leadership styles in their schools, they will increase the job satisfaction of their teachers and this will help to achieve the organizational goals.

The determinants of teacher's job satisfaction have been broadly divided into two research traditions. One line of enquiry has seen job satisfaction as largely influenced by internal and personal factors such as individual's cultural background, level of education and many others. Alternative lines of enquiry have viewed job environment and conditions and specific contents of the job such as pay, organizational atmosphere and promotion as playing a bigger role than personal attributes. Recent research shows that interpersonal relationships play a key role in the work of teachers (Spector P.E, 1997).



Source: - Developed from literature

Figure 2.4:- Relationship between leadership styles and teacher job satisfaction

CHAPTER THREE

RESEARCH METHODOLOGY

3. Introduction

This chapter explains description of the study area, research approach and design, population of the study, sample size, sampling technique, data type & source, instrument of data collection, procedure of data collection, method of data analysis & Ethical considerations to be applied.

3.1 Research Design

This study used mixed research that uses a deductive strategy, exploring the known theory or phenomenon that was discussed in the literature and testing if that theory is valid in current circumstances. Whereas, the quantitative research approach is used to determine the dominant leadership style practiced in schools and test whether there are different views among teachers and principals regarding the existing leadership. In addition, quantitative research is used to correlate the principal's leadership style with the teacher's job satisfaction. The qualitative inquiry is sought to gain an in-depth understanding of social phenomena (the effect of principal's leadership styles on teacher's job satisfaction).

3.2. Research Method

Research methods are all those methods or techniques that are used for the conduction of research. There are about three research methods; qualitative, quantitative, and mixed research methods. Qualitative research involves collecting, analyzing, and interpreting non-numerical data to understand and answer questions raised by the research problem. It is most often used to answer questions about experience, meaning, opinions, and perspective from the standpoint of the participant or observed event. Whereas the quantitative research method involves collecting and analyzing quantifiable data from participants. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Kumar, R., 2004).

In mixed research, both qualitative and quantitative methods are utilized. This method is preferred whenever using either of the qualitative or quantitative methods will not provide the

required understanding for answering the research problem. In other cases, a mixed method is used in a situation where a research question does not get an answer in a single phase, which is the case where the quantitative phase depends on the qualitative result or vice versa (Kumar, R., 2004).

In this thesis, a mixed research method, along with a descriptive survey design, is used to examine the dominant leadership style in use by principals and to identify the type of leadership style that promotes high teachers' job satisfaction among the teachers in private primary schools in Addis Ababa city administration at Bole Sub City.

The mixed research method was selected since it provides a complete understanding of the problem. Since the method comprises both qualitative and quantitative methods, qualitative methods will assist us in assessing the effect of the principal's leadership styles on teachers' job satisfaction. This will help us identify whether the teachers are satisfied or not with the current principal's leadership style. Whereas, the quantitative research approach is used to determine the dominant leadership style practiced in schools and test whether there are different views among teachers and principals regarding the existing leadership. In addition, quantitative research is used to correlate the principal's leadership style with the teacher's job satisfaction. At the end of descriptive survey research, emphasis is given on what already happened rather than why something happened. Further, it blends vast quantitative and qualitative data to provide better information regarding the research question.

3.3. Data Gathering Tools

The study utilized a combination of primary and secondary data sources. Primary data were obtained from teachers in private primary schools within the study area through the use of questionnaires and interview questionnaires with principals. Additionally, secondary data from the private education office in Bole Sub City was collected to supplement the data collection tools used in the study area.

3.3.1 Questionnaire

For this thesis, questionnaires had been selected to collect data from teachers and principals. Since the number of teachers were very large, it was preferable to collect data with less effort and time using questionnaires as compared to interviews. The site was also within the school.

This reduced the time spent on distributing and collecting the questionnaires once the respondents had consented to give the response.

The questionnaires were developed in both Amharic and English language, because all of the sample teachers might not have the necessary skills to read and understand the concepts that are incorporated in the questionnaires; that they feel one of the two languages.

The questionnaire for principals consisted of three sections (I, II, III). Part I addressed the biographical data and personal characteristics of the principal. These characteristics included gender, age, the principals' teaching experience and educational qualification. Part II consisted of items that determined the principals' dominant leadership style. Part III consisted of items that indicate the extent of teachers' job satisfaction as observed by the principal.

Similarly, the questionnaire for teachers consisted of three parts (I, II, III). Part I solicit general information about teachers that include gender, sex, work experience, educational qualification.

Part II of the questionnaire provides teachers the opportunity to evaluate principals' dominant leadership style. Part III evaluates the extent of teachers' job satisfaction in relation to the leadership styles employed by the principal. Both principals' and teachers' questionnaires measure opinions by means of a five point Likert scale, as follows: 1= strongly disagree, 2 = disagree, 3= neutral 4= agree; and 5= strongly agree.

3.3.2 Interview Questions

Face to face interviews were carried out with five schools' principals aimed at identifying what type of leadership does they undertook. The method used interview guides to capture respondents' views. This method is preferred due to its flexibility and ability to provide new ideas on the subject (Kotari, 2004). Moreover, it enables to obtain in-depth information about participants' thought, beliefs, knowledge, reasoning, motivation, and feeling about the issue under study (Johnson and Christensen, 2004).

3.4. Pilot Testing

Ten private primary school teachers and five principals from a school that was not selected for this study were randomly selected for piloting the questionnaire. The purpose of the pilot study was to check the clarity of the questionnaire items and instructions; eliminate poor wording;

check the readability and understanding levels of the research respondents; gain feedback on the time required to complete the questionnaire; gain feedback from the teacher respondents on the suitability of the questionnaire items; gain feedback regarding the appropriate time to conduct the data collection; and identify irrelevant items. Based on the pilot study, the following changes were made to the questionnaire items and the following decisions were made concerning the data collection, namely vague or unclear items were deleted, items having similar concepts or ideas were rephrased and replaced, and irrelevant items were deleted.

3.5 Target group of the study

The research was conducted in private primary schools in Addis Ababa Bole sub-city, Ethiopia. In the sub-city there are 51 Private Primary schools with a total of 1437 teachers. Among these schools 10 Primary Schools will be chosen through lottery method for the study.

3.6. Population, Sample Size and Sampling Technique

3.6.1 Population, Sample Size

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron & Coups, 2008). The study population was all primary schools teachers and schools in Bole sub-city Addis Ababa city administration. As indicated above, there were totally 1437 Teachers in all the 51 primary schools. Those teachers who considered as sample frame for the study are Bole sub-city primary school teachers. Particularly, the teachers who were working in 10 primary private schools which total number of 313 were include in the sample. Ten schools were selected by lottery method from the data given as the sub city education office. So, these representative sampled teachers were chosen from 10 private primary schools' teachers. To do so, the sample size was calculated by using simplified formula (Israel, 1992) as follow.

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

$$N=1437/1+1437(0.05)^2=313$$

Where **n** was the required sample size, **N** was the teacher size in the sub city private primary schools are 1437 teachers, and **e** was the level of precision set at 5%. When this formula was applied, we got total sample size **n=313** which can be said well representative. Finally, based on the schools teachers' size, the total sample size proportionally allocated for the sub city 51

Private primary school teachers. But all principals from the selected school were taken totally for the study and teacher from the selected proportionally as the researcher like conveniently.

Table 3.1 Bole sub-cities Private Primary school

No.	School Name	Male	Female	Total	Sample proportion
1.	School of tomorrow	20	33	53	28
2.	Prestigious school	15	8	23	12
3.	Elon Academy	22	19	41	22
4.	Gibson School	44	16	60	32
5.	Saint Mark	12	14	26	14
6.	Mriya Rubato	19	18	37	20
7.	Aygodā Academy	32	34	66	35
8.	KB Academy	24	38	62	33
9.	Ethio-parents School	35	40	75	39
10.	British School	21	127	148	78
Total		244	347	591	313

Source: - Bole sub-city Education Office 2016 E.C

3.6.2 Sample Selection Techniques

Sampling is central to ensure that the generalizations are valid. This is because proper sampling improves the internal and external validity of the measuring instrument (the questionnaires). A sample is a set of target respondents selected from a larger population for the purposes of surveys (Singh, 2007:88). It is a smaller group or subset of the total population (Cohen, Manion, and Morrison, 2007:100). The quality of the research outcome depends, among others, on the size and representativeness of the sample and the sampling strategy used. The samples selected for purposes of analysis should be representative. This is because the sample represents the properties of the whole population in question, so that the results found from the sample are generalizable to the population (Muijs, 2004:38). Out of the various sampling designs, this research used purposive sampling and simple random sampling techniques.

All enumerate teachers in each school were taken as a sample frame of respondents. Due to the fact that these teachers of population have homogeneous socioeconomic activities however they have heterogeneous in their career development, teaching experience and their salary paid. In this case, stratified random sampling was used in teachers' career structure along the composition of age, sex, marital status, qualification and field of specialization representation. First draw the proportional size number of samples from each 10 schools then, stratified in four groups by proportional size number 1437 out it 313 totally (269 teachers and 44 principals); teachers were conveniently selected from the 10 selected sample schools and principals was selected purposively for the study.

3.7 Validity and reliability test

3.7.1 Validity

Validity is determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account (John, W.C. 2009). If research is invalid (as a result of a poor instrument), then it is worthless (Cohen et al., 2007:133).

Validity is the extent to which the measuring instrument (e.g., a questionnaire) we are using essentially measures the characteristic or dimension we intend to measure (Leedy & Ormrod, 2001:98). This implies, if a questionnaire designed to measure teacher satisfaction measures something else (e.g., achievement), then it is not a valid measure of teacher job satisfaction.

This study's validity was assured through conducting interview with few of non-sample population to determine accuracy of finding drawn from questionnaire. To assure these activity 30 teachers was conducted, which was not used for the final analysis of the study. Also opinion from the research advisor and experts ensure the content validity, whether the items measure the area of interest or the concept it intends to measure which will be advanced its validity.

3.7.2 Reliability

Reliability, as defined by Cohen, et al. (2007:146), is the consistency, dependability and replicability of the measuring instrument over time, and with the same respondents. It is the

extent to which the measuring instrument yields consistent and accurate results when the characteristic being measured remains constant (Leedy & Ormrod, 2001:99).

To test the reliability of the instruments, Cronbach’s Alpha correlation will utilize using SPSS version-26. Cronbach’s alpha is a tool for assessing reliability scale which normally ranges between 0 and 1. Internal consistency reliability is a measure of consistency between different items of the same construct. If a multiple-item construct measure is administered to respondents, the extent to which respondents rate those items in a similar manner is a reflection of internal consistency. Hence, a multiple–item measurement scale internal consistency method is used to the study. According to George and Mallery (2003) a Cronbach’s alpha coefficient greater than 0.9 implies excellent, greater than 0.8 is good, greater than 0.7 is acceptable, greater than 0.6 is questionable, greater than 0.5 is poor, and less than 0.5 is unacceptable. Based on the Cronbach alpha test result from pilot study was presented under here.

Table 3.2:- Reliability test of the study

Principals leadership styles	Cronbach's Alpha of Item
Type I (Transactional leadership style)	.804
Type II (Transformational leadership style)	.976
Type III (Lassies fair leadership style)	.837
Teachers job satisfaction	.872

Source: - Survey data computation, 2024

3.8. Procedures of Data Collection

To examine principals leadership styles towards of teachers’ job satisfaction by using teachers in the school level information, first the draft of the questionnaire was prepared and submitted to the advisor for comment then revised based on the feedback of advisor. Finally, after the necessary amendments were done, and the researcher had taken the annual leave permission and the questionnaires were distributed to the sample of private primary school teacher and principals in the selected sub-city. Upon completion, the researcher collected all the questionnaires, so that a 100 % response rate was secured.

Data were collected from different subject categories and the population of each category was selected by simple random sampling. The research sample consists of private primary schools, teachers and principals from the Addis Ababa city government at Bole Sub city. First, private elementary schools are of primary importance because there are gaps in the literature the effects of leadership styles on teacher job satisfaction in schools, especially in private schools (Leithwood et al., 1999). Second, teachers were chosen as the data source because they play a key role in ensuring student achievement and school goals (Saravia-Shore, 2008). To ensure this role, they need support and encouragement, which is largely influenced by the school principal. In addition, teachers are generally satisfied with their work if they have a good relationship with the principal. Third, principals were considered a source of information because they are particularly responsible for using different leadership styles that ensure high job satisfaction among teachers.

The director, as headmaster, influences the teachers and staff on the success of the teaching and learning of the school. This means that school principals are the most visible and directly accessible representatives of the school, who greatly influence the performance of teachers. Thus, the leadership style of teachers can positively or negatively influence the performance of teachers in the school system (Healy, 1994:64).

3.9. Method of Data Analysis

Information obtained from the questionnaires were regularly coded and updated on a coding framework. The collected data were analyzed by means of descriptive and inferential statistics that included frequencies, percentages, means, and standard deviations (descriptive statistics) as well as t-tests (inferential statistics). The data was analyzed by using the statistical package for Social Science SPSS-version 26 was used.

This was done as follows:

- i. Categorizing and comparing units: The researcher prepared a transcript of the interviews with the participants. Then he carefully read and reread the entire set of data (the transcript). This enabled him to chunk the data into smaller meaningful parts. Following this, the researcher labeled each similar chunk with a code (Leech & Onwuegbuzie, 2007:565). In this way, categories were identified and documented.

- ii. Integrating categories and their properties: After completing the formation of categories and units, comparisons were made with each code so that similar chunks were clearly labeled with the same code. This process enabled the researcher to see whether the chunks were clearly labeled, to integrate the categories, and to reduce their number.
- iii. External coder: An external coder checked the analysis of interview transcripts. This enhanced the trustworthiness of the findings.

3.10. Ethical considerations

Teachers' consent was sought since the researcher had used teacher's data that was gathered through a questionnaire. The respondents had given instructions not to put their names on the questionnaire and assurances that the replies had only used for academic purposes and keep private in order to safeguard the confidentiality of the information they gave. In order to encourage respondents to participate in the study and provide pertinent information about the questions under study, a brief description of the main objectives or purpose of the study and the potential benefit of the research outcome was given in the introductory section of the questionnaire. Lastly, but not the least, participants were chosen for the study based on their willingness.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

In this research study, the specific objectives were to examine the dominant leadership style in use by principals and to identify the type of leadership styles that promotes high teachers' job satisfaction among the teachers in private primary schools of Addis Ababa city administration at Bole Sub City. This chapter therefore, will present the results and discussion of the results in order to answer the above-mentioned objectives. The results were based on the data that were collected using quantitative and qualitative measures (questionnaires and interviews). In the first section of this chapter the biographical data of the sampled teachers and principals will be provided. The next section presents the results from the quantitative and qualitative data.

4.2. Respondents Analysis of the General Information

Table 4.1a and 4.1b illustrates the respondents' biographical information as determined by questions in part-I of the questionnaire. The total number of teachers and principals respondents is 253 and 32 respectively.

Table 4.1a. Demographic characteristics of teachers and principals

Variable	Teachers		Principals	
	Frequency	Percent (%)	Frequency	Percent (%)
Sex				
Male	200	79.05	22	68.75
Female	53	20.94	10	31.27
Total	253	100	32	100
Age				
20-30	218	86.16	6	18.8
31-40	29	14.46	17	53.12
41-50	-	-	3	9.4
Above 50	6	2.37	6	18.8
Total	253	100	32	100

Table 4.1b. Biographical data of teachers and principals

Variable	Teachers		Principals	
	Frequency	Percent	Frequency	Percent
Educational level				
Certificate	-	-	-	-
Diploma	76	30.03	17	53.1
Degree	145	57.31	5	15.6
Masters	32	12.64	10	31.3
PhD	-	-		
Total	253	100	32	100
Work experience				
1-10	229	95.51	19	59.4
11-20	12	4.74	9	28.5
Above 20	12	4.74	4	12.5
Total	253	100	32	100

Source: - Researcher's survey data 2024

4.3. Analysis and Results of the Qualitative and Quantitative data

In order to enhance interpretive clarity, the standard deviation, and average mean response from teachers and principals, and aggregate mean for each of the three leadership styles were computed t-test. Furthermore, the leadership style that principals utilize in their daily work and the leadership style that encourages high levels of teacher job satisfaction in the private primary schools which are found Addis Ababa city administration at Bole sub-city were determined by using frequencies and percentages.

4.3.1 Qualitative and Quantitative analysis for identifying the dominant principal leadership style

Three sub-variables were determined as belonging to transactional leadership: contingent reward, management by exception (active), and management by exception (passive). Likewise, four sub-variables comprised transformative leadership: idealized influence, intellectual stimulation,

inspiring motivation, and individualized consideration. Therefore, each variable was identified and addressed in order to have a thorough grasp of its effect.

The following is an analysis of the sub variables associated with transactional leadership, transformational leadership, and laissez-faire leadership styles:

Table 4.2 Mean ratings on transactional leadership dimension

Transactional leadership	Respondents				Average		T-value
	Teachers N=253		Principals N=32		Mean	St.Dev	
Leadership dimensions	Mean	St.Dev	Mean	St.Dev			Mean
Contingent reward	3.82	1.2078	4.0	1.047	3.91	1.127	1.68
Management by exception (Active)	4.17	0.832	4.36	0.744	4.27	0.788	1.84
Management by exception (Passive)	3.41	1.312	3.65	1.6108	3.53	1.461	-0.93
Average	3.81	1.117	4.003	1.1339	3.90	1.1253	1.48

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

A principal who exhibits contingent reward behavior makes clear the tasks that need to be completed in order to receive a reward. When instructors do the tasks assigned to them and are aware that their efforts will result in a reward, the person in charge not only explains the tasks to be completed but also offers a reward. Consequently, the respondents' opinions about the state of contingent reward are shown in table 4.2 above. Regarding this, the average scores of teachers (3.82) and principals (4. 0) are within the range (3.51-4.51). Additionally, the mean score average was 3.91.

Additionally, interviews were conducted with specific teachers and principals regarding the topic of incentive rewards. Moreover, the majority of principals in the surveyed area indicated that their teachers usually got reward them when they meet the set criteria. According to the teachers, these rewards serve as acknowledgments or praises. For instance, a teacher from a particular school mentioned that:

“Regularly, the principal and the school manager give us a certificate whenever we properly prepare lesson plans, do departmental and club activities and complete all school assignments according to the standards”.

In general, contingent reward transactional leadership dimension is the act of providing a reward in exchange for a work well done; therefore, as indicated in table 4.2 and the responses of the interviews made, one can infer that principals in the study area exhibit high contingent reward behaviors following the best achievement of school activities. In order to observe whether there is significant difference between the two independent means, t-test at $P < 0.05$ significant level and 282 degrees of freedom is used. Thus, it was found that the t-test value calculated (1.68) was less than the table value (1.645) indicates there is no significant difference between the means of the two groups.

Transactional leadership can also be expressed in exception (active) management. Management by exception (active) is a key dimension of transactional leadership that focuses on the actions of the principal in actively monitoring the work of teachers and constantly guiding teachers to what they should achieve. This allows room for immediate corrective action. In questions related to management by exception (active), based on the above general idea, questions are asked whether there is continuous evaluation to check whether the standards are met or not, and whether there is regular information about the activities.

In relation to the above idea, Table 4.2 shows the point of view of the respondents on management according to the exceptional (active) dimension. Therefore, the average score was 4.27, which varies from 3.51 to 4.51. In addition, the interviews, in which the respondents' assessment of leadership based on the exceptional (active) dimension, revealed that principals actively monitor the work of teachers. For example, a school teacher said that:

“We are usually under constant supervision by the supervisors. He regularly passes by our team. He emphasizes policies and procedures. He reviews our notebooks, sample designs, and overall daily activities. Typically, he informs us that keeping track of our daily actions leads us to promotions and salary raises. The feedback we receive from the monitoring and evaluation helps us promptly address our shortcomings”.

Interview responses show that principals are in a continuous process of monitoring teachers. In general, general analyzes of the respondents' answers show that the position of transactional leadership is relatively high in relation to exceptional (active) leadership. This shows that principals actively monitor the work of teachers and correct deficiencies. It was also established that active and continuous monitoring of the teachers of the study area leads to promotion and praise.

Management by exception (passive) is a dimension of transactional leadership. Management by exception (passive) refers to principals who intervene in the teaching learning process only when a problem arises. Therefore, some questions were raised to understand respondents view on this dimension of transactional leadership. In light of this, table 4.2 presents respondents view on management by exception (passive) dimension in private primary schools of Addis Ababa city administration.

In this regard, Table 4.2 illustrates the mean value of teachers is 3.41 and principals is 3.65. The average weighted mean is also 3.53. Moreover, interviews conducted on the same issue verified that majority of the principals in the private primary schools of Addis Ababa City Administration located in Bole Sub-City are rarely passive. Moreover, according to them principals are more of proactive than reactive.

In general, from the mean scores and the responses of the interviews one can deduce that management by expectation (passive) is moderate. From this it is possible to infer that principals do not prefer to use passive management in comparison with contingent reward and management by exception (active) dimensions of transactional leadership. Overall, the findings suggest that principals tend to exhibit slightly higher levels of transactional leadership compared to teachers.

In order to observe weather there is significant difference between the two independent means, t-test at $P < 0.05$ significant level and 282 degrees of freedom is used. Thus, it was found that the t-test value calculated (1.48) was less than the tabulated value (1.645) indicates there is no significant difference between the means of the two groups. In this leadership style management by exception (active) was the major factor with respect to contingent reward and management by exception (passive).

Table 4.3 Mean ratings on transformational leadership dimensions

Transformational Leadership dimensions	Respondents						
	Teachers N=253		Principals N=32		Average mean	St.Dev	T-value
	Mean	St.Dev	Mean	St.Dev			
Idealized Influence	3.96	0.64	4.35	0.796	4.16	0.72	1.35
Inspirational motivation	3.70	0.94	4.58	0.583	4.14	0.76	2.92
Intellectual stimulation	3.69	0.74	4.24	0.752	3.97	0.75	2.19
Individualized Consideration	3.93	0.89	4.61	0.671	4.27	0.78	2.37
Total	3.82	0.80	4.45	0.701	4.14	0.75	2.21

Source: researcher’s survey data, 2024

The study on Transformational Leadership involved 253 teachers and 32 principals as respondents, with each group providing their ratings on different leadership dimensions. The average mean scores for Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration were calculated for both teachers and principals, showing variations in perceptions between the two groups. The T-value was used to determine the significance of the differences in mean scores between teachers and principals, with the results indicating the level of impact each leadership dimension had on the overall perception of Transformational Leadership.

In contrast to the basic exchange and agreement found in transactional leadership, transformational leaders deliver a vision and mission, motivate, earn admiration, and achieve respect and trust through their charismatic nature. There are four aspects to transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Reflecting the overarching concept, Table 4.3 displays the average views of participants on the various elements of transformational leadership

Idealized influence refers to a leader who earns the trust and respect of others. This type of leader sets high moral standards and serves as a role model for teachers to aspire to. There are questions about the level of satisfaction experienced when working with the principal, the inspiration and motivation felt when goals are achieved, and how the school's strategic vision is communicated

to stakeholders. The findings from the respondents, as shown in Table 4.3, reveal the average scores related to idealized influence. The results indicate that both teachers (3.96) and principals (4.35) fall within the range of 3.51 to 4.51. Additionally, interviews were conducted to supplement the average scores, and the results will be explained further below.

Most of the Principal respondents perceive themselves as highly trusted and respected individuals. They believe that they have the ability to inspire and motivate teachers to align with the school's vision. They emphasized their capacity to inspire teachers and guide them in pursuing the school's mission and vision. On the other hand, the majority of teacher respondents have a different perspective. They expressed dissatisfaction with the principals, stating that it is challenging to collaborate with them. For example, a teacher from the Elon Academy mentioned:

"I have been working at this school for the past four years. The principal is very strict and does not have a friendly attitude towards the staff. He tends to only focus on the tasks at hand. Throughout my time here, I have not seen the principal develop a clear vision or mission for the school. Instead, he seems to be occupied with day-to-day responsibilities. The school meetings lack discussions about the school's future direction, goals, and vision."

Typically, idealized influence behavior involves influencing others to achieve school goals and vision. Despite the high average scores, feedback from teacher interviews suggests that principals are lacking in idealized influence behavior. Therefore, it can be deduced that teachers are dissatisfied with the way principals demonstrate idealized influence. The idealized influence's calculated t-value (1.35) is slightly lower than the tabulated t-value (1.645) at $P < 0.05$ and 282 degrees of freedom. This suggests that there is no statistically significant difference between the responses of the two groups.

The concept of inspirational motivation refers to the principal's ability to inspire and motivate teachers to excel and contribute to the organization's objectives. In relation to this concept, three questions were raised regarding expressing what needs to be done, creating a compelling vision of the tasks, and fostering a sense of purpose in teaching. The results from the responses to these aspects of inspirational motivation (Table 4.3) and the subsequent interviews will be presented

below. The average score for inspirational motivation among teachers is 3.7, while for principals it is 4.58. These values fall between 3.51 and 4.51. Similarly, the average mean score is 4.14.

Furthermore, the interviews conducted with principals regarding inspirational motivation reveal that a significant number of respondents actively practice it in the study area. Principals firmly believe that they have the ability to enhance teachers' reactions and effectively communicate important concepts in a straightforward manner. According to the principals, teachers excel in their performance due to the captivating perception established regarding the expected actions. However, teachers often express their dissatisfaction with the principal's ability to inspire them. A majority of the teachers interviewed believe that the principal's inspirational abilities are lacking. A representative comment from teachers at Maria Robato School is as follows:

"Inspiration, to me, involves instilling a deep sense of motivation in the tasks we carry out within the school premises. A motivated teacher is enthusiastic, works with unwavering determination, and is dedicated to achieving the school's goals and objectives. A motivated teacher is someone who has a genuine passion for the teaching profession. Unfortunately, the teachers in our school, including myself, lack inspiration. We simply work here."

The desire to excel as an exemplary teacher is often regarded as the key factor in motivating others. According to the data presented in Table 4.3, it is evident that principals possess exceptional motivational skills. This finding is further supported by the interviews conducted with principals in the research area. However, the interviews with teachers suggest a perceived gap between the outcomes and feedback received. This indicates that principals' ability to inspire teachers is not effectively put into practice, resulting in a less impactful influence. Consequently, this could potentially affect the job satisfaction of teachers. Additionally, the calculated t-value (2.92) exceeds the table t-value (1.645) at $P < 0.05$ and 282 degrees of freedom, indicating significant differences between the responses of the two groups.

The principal's leadership style, which focuses on transformation, can also be assessed based on intellectual stimulation. A principal with this skill encourages teachers to understand problems and reflect on their own beliefs and standards. To evaluate this skill, a set of questions in the form of questionnaires and interviews were used. These questions revolve around whether

changing environments are seen as opportunities, the existence of a space to replace old practices with new ones, and the promotion of reconsidering ideas that have never been challenged before. The research area's perspective on the level of intellectual stimulation is illustrated in Table 4.3. The mean scores for both teachers (3.69) and principals (4.24) fall within the range of 3.51 to 4.51.

Furthermore, discussions were held with different educators and school leaders concerning matters linked to intellectual engagement. School principals in the study sub-city underscored their successful guidance in motivating teachers to be creative and try out new methods. They stressed the significance of fostering a nurturing atmosphere for experimentation, allowing teachers to continuously improve their teaching techniques and resources. Conversely, teachers voiced dissatisfaction with the intellectual stimulation offered by their principals. They believed that their innovative ideas were not supported, and they encountered resistance when trying to introduce new teaching approaches. Teachers often described their principal as being resistant to change, opting to stick to existing practices instead of embracing fresh concepts.

Therefore, based on the average scores presented in Table 4.3 and the insights gained from the interviews with principals, it can be concluded that the intellectual stimulation skills are significantly strong within the study area. However, the teacher interviews reveal an unexpected finding, indicating that the principals' ability to motivate their subordinates to explore new approaches and techniques is comparatively weak. This implies that the principal's capacity to intellectually stimulate others in the study area is not adequately implemented. Additionally, an independent sample t-test was conducted to determine whether there was a significant difference between teachers' and principals' responses. This was evident from the larger difference between the calculated t-value (2.19) and the table t-value (1.645) at $P < 0.05$ and 282 degrees of freedom.

Individualized consideration is a term used to describe the principal's ability to provide special attention to teachers. Principals who possess this skill treat each teacher as a unique individual while ensuring fairness in their treatment. They understand the individual needs of teachers and assign tasks that provide learning opportunities. To assess the level of individualized consideration, three questions were raised regarding self-development support, the importance given to each teacher's thoughts, and the understanding of individual differences among teachers.

The findings, presented in Table 4.3, reflect the respondents' views on the status of individualized consideration. The mean scores for teachers (3.93) and the average weighted mean (4.27) fall within the range of 3.51 and 4.51. On the other hand, principals have a mean score of 4.61, which is higher than 4.50.

During the research, interviews were conducted with teachers and principals in the study area. These interviews revealed a contrasting perspective. While most principals emphasized their commitment to addressing the needs of each teacher, the majority of teachers expressed a different sentiment. According to the teachers, principals are perceived as lacking concern for teacher development and individual needs. They consistently highlighted the principals' inability to recognize the varying skill levels among teachers. This difference in viewpoints is evident in the feedback provided from the interview responses.

“At our school, teachers vary in their eagerness and abilities. Some are highly motivated and actively participate in all activities, while others are naturally talented and require minimal assistance for growth. Unfortunately, there are also staff members who are resistant to feedback. The principal seems to overlook these distinctions and typically follows a strict protocol.”

To summarize, individualized consideration refers to the ability of a principal to recognize and appreciate the unique qualities of each teacher. The results of principal interviews indicate that school principals demonstrate a high level of individualized consideration. However, when teachers were interviewed on the same topic, it was revealed that principals do not treat teachers equally and fail to establish a foundation for their professional growth. This suggests that the implementation of individualized consideration by principals is limited and its impact is not evident.

Furthermore, an independent sample t-test was conducted to determine if there was a significant difference in the responses of teachers and principals. The results support the notion that there are indeed variations in the scores. This is evident from the calculated t-value (2.37), which exceeds the critical t-value (1.645) at a significance level of $P < 0.05$ and with 282 degrees of freedom.

Table 4.4 Mean ratings on Laissez-faire leadership style

Laissez fair leadership	Respondents				Average		T-value
	Teachers N=253		Principals N=32		mean	St.Dev	
	Mean	St.Dev	Mean	St.Dev			
Laissez fair leadership items	4.73	0.021	2.35	0.082	3.54	0.052	0.901

Source: researcher’s survey data, 2024

Laissez-faire leadership is defined by a hands-off approach with limited engagement between the leader and the team members. This leadership style is non-directive and often lacks prompt decision-making. An assessment of this leadership approach was conducted through a series of questions in a survey.

The data collected from the respondents, which consisted of 253 teachers and 32 principals, revealed interesting findings regarding laissez-faire leadership. The mean score for laissez-faire leadership items among teachers was 4.73 with a standard deviation of 0.021, while principals had a lower mean score of 2.35 with a higher standard deviation of 0.082. This indicates that teachers tend to exhibit a more laissez-faire leadership style compared to principals, as evidenced by their lower mean score and higher standard deviation. Furthermore, an independent sample t-test was conducted to determine if there was a significant difference in the responses of teachers and principals. The results support the notion that there is no indeed variation in the scores. This is evident from the calculated t-value (0.901), which less than the critical t-value (1.645) at a significance level of $P < 0.05$ and with 282 degrees of freedom.

4.3.2. Leadership style and job satisfaction

The study's secondary objective was to determine the leadership style (transactional, transformational, and laissez-faire) that optimizes job satisfaction among teachers. In order to achieve this, the nine domains of job satisfaction, including pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-worker relationships, nature of work, and communication (Locke 1976; Smith et al.), were combined with specific behaviors associated with the three leadership styles, resulting in nine questions. The tables below will present the results in terms of aggregate mean values, frequencies, and percentages.

Table 4.5 Teachers' mean ratings on job satisfaction statements of transactional leadership style

No.	Statements	Mean	Std. dev.
1.	Teachers feel happy if the pay correlates with performance	2.45	1.32
2.	Teachers feel pleased if benefits matches with commitment	2.96	1.31
3.	Teachers feel satisfied if opportunities for promotion is given in for exchange performance	2.34	1.27
4.	Teachers feel pleased if the principal actively supervise their	2.68	1.05
5.	Teachers feel satisfied if recognition is given for best achievements	2.28	1.31
6.	Active monitoring and continuous rewards makes teaching pleasant.	2.72	1.16
7.	The principal's attitude for reward and recognition disturbs teachers' professional relationship with colleagues	2.48	1.36
8.	Teaching will be pleasing if best performances are rewarded and recognized	2.34	1.55
9.	Teachers feel happy if the principal clarify the work to be achieved	2.40	1.644
Average		2.517	1.330

Source: Researcher's survey data, 2024

Transactional leadership entails the principal guiding teachers on task completion and offering rewards for successful performance. This leadership style establishes a give-and-take dynamic between principals and teachers. Building on this premise, nine questions were posed to investigate how transactional leadership dimensions influence job satisfaction aspects.

The outcomes are detailed in Table 4.5, reflecting respondents' opinions on the interplay between transactional leadership and job satisfaction. The first statement indicates that teachers feel happy when their pay aligns with their performance, with a mean rating of 2.45 and a standard deviation of 1.32. The second statement suggests that teachers feel pleased when their benefits match their commitment, with a mean rating of 2.96 and a standard deviation of 1.31.

The third statement highlights that teachers feel satisfied when they are provided with opportunities for promotion in exchange for their performance, with a mean rating of 2.34 and a standard deviation of 1.27. The fourth statement indicates that teachers feel pleased when their

work is actively supervised, with a mean rating of 2.68 and a standard deviation of 1.05. The fifth statement suggests that teachers feel satisfied when they receive recognition for their best achievements, with a mean rating of 2.28 and a standard deviation of 1.31.

The sixth statement emphasizes that active monitoring and continuous rewards contribute to making teaching a pleasant experience, with a mean rating of 2.72 and a standard deviation of 1.16. The seventh statement states that the attitude towards reward and recognition can disturb teachers' professional relationships with colleagues, with a mean rating of 2.48 and a standard deviation of 1.36. The eighth statement highlights that teaching becomes pleasing when best performances are rewarded and recognized, with a mean rating of 2.34 and a standard deviation of 1.55.

Finally, the ninth statement suggests that teachers feel happy when the work to be achieved is clarified, with a mean rating of 2.40 and a standard deviation of 1.644. The average mean rating for all the statements is 2.517, with a standard deviation of 1.330.

As it is clearly seen on table 4.5 from all the nine statements about transactional leadership style the average value (mean = 2.96) of statement number two has a direct impact on teachers job satisfaction than the other statements. In the statement teachers' job satisfaction is linked to the benefits they receive in exchange for their best performances. Supporting the aforementioned quantitative data, interviews conducted on teachers' job satisfaction and work-related issues revealed that in most schools, benefits and salaries are relatively unsatisfactory when compared to the amount of work they put in. This disparity between salary and workload significantly impacts job satisfaction. According to teachers, in order to achieve high job satisfaction, it would be advisable to trade salaries for job performance. As an example, a teacher from Gibson school is stated as follow:

“It is evident that teachers demonstrate an equal level of performance within the school. While some outshine in their duties, others fail to meet expectations. For instance, I consistently meet deadlines for submitting lesson plans, notebooks, tests, and final examinations. Additionally, I prioritize punctuality and strive for effective teaching methods. However, it is disheartening to observe certain teachers who exhibit negligence and a lack of enthusiasm. Therefore, it would be greatly appreciated if the school

management or principal acknowledged our efforts when contemplating salary increment schemes”.

The study implies that teachers' job satisfaction is influenced by factors such as pay, benefits, and opportunities for promotion, active supervision, recognition, rewards, and clarity of work expectations.

Table 4.6 Mean ratings on job satisfaction statements of transformational leadership

No.	Statement	Mean	St. dev.
1.	Teachers feel happy if the school’s strategic vision and future improvements brought better pay.	4.42	.57
2.	Teachers feel pleased if benefits are evident from the success of school goals through inspiration and motivation.	4.41	.61
3.	Teachers feel happy if promotion relies on innovations and creativity to solve old problems.	4.39	.66
4.	Teachers feel pleased if I encourage new approaches/methods of teaching during supervision.	4.21	.69
5.	Teachers feel satisfied if they are recognized as a team.	4.12	.75
6.	Formulation of clear goals, innovation and inspirations by the school makes teaching pleasing.	4.18	.74
7.	The principals’ attitude to pay special attention to each teacher’s need for achievement magnifies teachers’ effect with colleagues.	3.92	.93
8.	Teaching will be pleasing if there is strong team spirit and creative work environment.	4.32	.72
9.	Teachers feel satisfied if I motivate and inspire teachers to commit to their job and vision of the school.	4.04	.74
Average		4.223	0.71

Source:-Researcher’s survey data, 2024

Table 4.6 presents the mean ratings on job satisfaction statements related to transformational leadership. Among the statements, it was observed that teachers reported feeling happy when the school's strategic vision and future improvements resulted in better pay, with a mean rating of 4.42 and a standard deviation of 0.57.

The second statement, teachers expressed pleasure when benefits were evident from the success of school goals through inspiration and motivation, scoring an average of 4.41 with a standard deviation of 0.61. The third statement, teachers reported feeling happy when promotion opportunities were based on innovations and creativity to solve old problems, with a mean rating of 4.39 and a standard deviation of 0.66.

In the fourth statement, teachers were also noted that teachers felt pleased when new approaches and methods of teaching were encouraged during supervision, scoring an average of 4.21 with a standard deviation of 0.69.

The fifth statement, teachers expressed satisfaction when they were recognized as part of a team, with an average rating of 4.12 and a standard deviation of 0.75.

The sixth statement also revealed that the formulation of clear goals, innovation, and inspirations by the school contributed to making teaching a pleasing experience, with a mean rating of 4.18 and a standard deviation of 0.74.

The seventh statement, Teachers attitude of paying special attention to each teacher's need for achievement was found to magnify teachers' effectiveness with colleagues, scoring an average of 3.92 with a standard deviation of 0.93.

The eighth statement teaching was reported to be pleasing when there was a strong team spirit and a creative work environment, with an average rating of 4.32 and a standard deviation of 0.72. The last statement, teachers feel satisfied if I motivate and inspire teachers to commit to their job and vision of the school, with an average rating of 4.04 and standard deviation of .74.

The average ratings for statements regarding job satisfaction under the influence of transformational leadership were found to be 4.223 with a standard deviation of 0.71. The study indicates that, teachers' job satisfaction is positively influenced by factors such as strategic vision, innovation, recognition as a team, and motivation from leadership.

Table 4.7 Mean ratings on job satisfaction statements of laissez-fair leadership style

No.	Statement	Mean	St. dev.
1.	Teachers feel happy if the school's strategic vision and future improvements brought better pay.	4.42	.57
2.	Teachers feel pleased if benefits are evident from the success of school goals through inspiration and motivation.	4.41	.61
3.	Teachers feel happy if promotion relies on innovations and creativity to solve old problems.	4.39	.66
4.	Teachers feel pleased if I encourage new approaches/methods of teaching during supervision.	4.21	.69
5.	Teachers feel satisfied if they are recognized as a team.	4.12	.75
6.	Formulation of clear goals, innovation and inspirations by the school makes teaching pleasing.	4.18	.74
7.	The principals' attitude to pay special attention to each teacher's need for achievement magnifies teachers' effect with colleagues.	3.92	.93
8.	Teaching will be pleasing if there is strong team spirit and creative work environment.	4.32	.72
9.	Teachers feel satisfied if I motivate and inspire teachers to commit to their job and vision of the school.	4.04	.74
Average		4.223	0.71

Source:-Researcher's survey data, 2024

The data presented in Table 4.7 illustrates the average ratings for statements regarding job satisfaction in relation to a laissez-faire leadership style. The first statement indicates that teachers reported feeling satisfied when their pay was not linked to specific criteria, with a mean rating of 4.62 and a standard deviation of 0.026. Moving on to the second statement, teachers expressed feeling pleased when benefits were not tied to particular standards, resulting in a mean rating of 4.64 and a standard deviation of 0.038.

The third statement reveals that teachers reported feeling happy when promotions were not solely based on their evaluations and follow-ups, with an average rating of 3.98 and a standard deviation of 0.014. In the fourth statement, teachers indicated feeling satisfied when principals were not heavily involved in the supervision process, resulting in a mean rating of 3.68 and a standard deviation of 0.017.

The fifth statement highlights that teachers felt pleased when they received recognition from their colleagues rather than the school itself, with an average rating of 4.07 and a standard deviation of 0.028. The sixth statement suggests that teaching was more enjoyable for teachers when there were no strict rules and regulations imposed on them, resulting in a mean rating of 4.26 and a standard deviation of 0.018.

Statement 7, which focused on teachers' attitudes towards not being involved in decisions that impact their colleagues, received a mean rating of 4.11 with a standard deviation of 0.048.

Statement 8 indicated that teachers would show more interest if principals refrained from interfering in their work and decisions, garnering a mean rating of 4.70 and a standard deviation of 0.028.

Lastly, statement 9 highlighted that teachers feel more satisfied when principals do not actively communicate about the school's actions and decisions, receiving a mean rating of 4.40 with a standard deviation of 0.017.

The average mean rating for statements related to job satisfaction under the laissez-faire leadership style was calculated to be 4.273 with a standard deviation of 0.026. The interview got from the studied schools supports the quantitative results as discussed below:-

“Teachers are closely monitored in all aspects of their duties, including their demeanor, timeliness, penmanship, classroom control, and more. Severe consequences are imposed on those who fail to adhere to the regulations, with even minor errors leading to deductions in transportation allowances. Consequently, educators are reluctant to remain employed at our school, resulting in a consistently high turnover rate throughout the academic year. It is evident that stringent rules and regulations contribute to a significant decline in teachers' job satisfaction, ultimately leading to turnover.”

The data result suggests that teachers under a laissez-faire leadership style tend to feel more satisfied and pleased when there is minimal involvement from principals in various aspects of their work, evaluation, and decision-making processes.

4.4 Correlation Analysis

Correlations are utilized to determine the presence of significant relationships between an independent variable and a dependent variable. The tables presented below illustrate the connection between three leadership styles - transactional, transformational, and laissez-faire - with overall job satisfaction.

Table 4.8: Correlation between job satisfaction and leadership styles

Variables		Teachers job satisfaction level	Transactional leadership	Transformational leadership style	Laissez-faire leadership
Teachers job satisfaction level	Pearson Correlation	1	-.211	.932**	.645
	Sig.(2-tailed)		.030	.000	.004
	N	253	253	253	253
Transactional Leadership	Pearson Correlation	-.211	1	-.001	.115
	Sig. (2-tailed)	.202		.387	.068
	N	253	253	253	253
Transformational leadership style	Pearson Correlation	.932**	-.001	1	-.165
	Sig. (2-tailed)	.000	.987		.098
	N	253	253	253	253
Laissez-faire Leadership	Pearson Correlation	.645**	.115	-.165	1
	Sig. (2-tailed)	.004	.068	.078	
	N	253	253	253	253
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: - Survey data result, 2024

According to table 4.8 Statistical results illustrate it is found that there is significant positive correlation between the leadership style and teachers job satisfaction.

The correlation analysis in Table 4.8 examines the relationship between job satisfaction and different leadership styles among teachers. The variables included in the study are teachers' job satisfaction level, transactional leadership, transformational leadership style, and laissez-faire leadership. The Pearson correlation coefficients indicate the strength and direction of the

relationship between these variables. For instance, the correlation between teachers' job satisfaction level and transformational leadership style is highly significant at 0.01 levels, with a coefficient of 0.932.

On the other hand, the correlation between transactional leadership and teachers' job satisfaction level is negative, indicating a weak relationship between these two variables. The coefficient is -0.211, which is not statistically significant at the 0.05 level. Similarly, the correlation between laissez-faire leadership and transformational leadership style is negative and significant at the 0.01 level, with a coefficient of -0.165. Overall, the correlation analysis provides valuable insights into how different leadership styles impact teachers' job satisfaction levels. The results can be used to inform leadership practices in educational settings and improve overall job satisfaction among teachers.

The main points from the correlation table are presented as follows: There is a negative correlation (-0.211) between job satisfaction and transactional leadership style. This correlation is statistically significant at the 0.05 level; there is a strong positive correlation (0.932) between job satisfaction and transformational leadership style; this correlation is highly significant at the 0.01 level; there is a positive correlation (0.645) between job satisfaction and laissez-faire leadership style. This correlation is also statistically significant at the 0.01 level; the correlation between transactional leadership style and transformational leadership style is very weak (-0.001) and not statistically significant; the correlation between transactional leadership style and laissez-faire leadership style is also weak (0.115) and not statistically significant; the correlation between transformational leadership style and laissez-faire leadership style is negative (-0.165) and statistically significant at the 0.01 level.

These findings suggest that transformational leadership style is strongly associated with higher job satisfaction among teachers, while transactional leadership style is negatively associated with job satisfaction. Laissez-faire leadership style shows a positive but weaker association with job satisfaction.

4.5 Result and Discussions

The study reveals that the largest portion of the sample population (n=285) consisted of Male respondents, accounting for 77.89% of the total. It was observed that the majority of respondents

fell within the age range of 20-30, followed by those aged 31-40 and above 50, indicating that most employees in private primary schools are under the age of 41. Furthermore, the study shows that the majority of respondents hold a first degree (57.3%), followed by diploma holders (30.03%), and the majority have been with the organization for less than 11 years (95.5% of teachers and 59.4% of principals), with a smaller percentage having a service year between 11 to 20 years.

The findings show a strong positive correlation between transformational leadership style and teachers' job satisfaction level, with a Pearson correlation coefficient of .932. This indicates that transformational leadership has a significant impact on job satisfaction. On the other hand, there is a negative correlation between transactional leadership and job satisfaction, with a Pearson correlation coefficient of -.211. Laissez-faire leadership style also shows a positive correlation with job satisfaction, although not as strong as transformational leadership, with a Pearson correlation coefficient of .645. These results suggest that leadership styles play a crucial role in influencing teachers' job satisfaction levels.

The study fits with different researches as studied before as follows; since transformational leaders as leaders who provide a vision and sense of mission, inspire, pride, and gain respect and trust through their charisma (e.g., Bass et al., 1990). Unlike transactional leaders, transformational leaders are change agents and visionaries who motivate people and are able to deal with complexity, ambiguity and uncertainty (Tichy and Devanna, 1996). This means that transformational principals can fit into today's dynamic and complex school environments, especially private schools where principals are often seen as ideal agents of change (Bogler, 2001).

In addition to this, research dedicated to individual reflection explained the concept of creating an appropriate and supportive environment that takes into account individual differences and needs (Bass, 1989) and values the ideas of followers (Tourish and Pennington, 2002). According to the studies, individual differences are identified and tasks are delegated to observers to provide opportunities for learning (Avolio et al., 1991). Private school principals are said to possess such skills when they pay close attention to each teacher's need for achievement and growth as a coach and mentor. Therefore transformational leadership is best fitted to teacher's job satisfactions in private primary schools followed by laissez-faire leadership style.

According to the findings, the primary preference for teacher job satisfaction in private primary schools was transformational leadership. The finding shows that transformational leadership was the top choice for leading teachers in private schools.

The second preference for teachers was laissez-faire. The following studies supported the finding of this study:- leader's style is compared with dissatisfaction, unproductiveness, and ineffectiveness (Limsila & Ogunlana, 2008). According to Morreale (2002), the leader fails to lead the team, does not fulfill the responsibilities as a leader, overall, effective leadership is not attempted. Laissez-faire style leaders maintain a hands-off approach and are rarely involved in decision-making and contributing any guidance and direction. This leadership style enables the subordinates to make their own decisions, as the leader exhibits no real authority. The leader only responds to questions and provides information or gives support to the group. The subordinates of laissez-faire leaders have to seek other sources to assist them in making final decisions (Liphadzi, Aigbavboa, & Thwala, 2015).

To identify the leadership style that greatly influences teachers' job satisfaction in the schools. Based on the result, practicing transformational leadership styles has a great influence on teachers' job satisfaction than the other leadership styles. The second influential leadership style that gave teachers' job satisfaction was laissez-faire leadership style. The last but not the least influence of leadership style on teacher job satisfactions was transactional leadership style.

The result of this study is supported by the following studies. Various research papers have suggested that leaders play a crucial role in meeting the needs of their followers, thereby fostering their commitment to the organization and motivating them to surpass their expected performance (Basso, Avolio, Jung, & Benson, 2003; Currie & Lockett, 2007; Sivanathan & Fekken, 2002; Ali, 2006). Drawing from the aforementioned concepts, principals of private schools in the Addis Ababa city administration can be regarded as transformative leaders when they offer inspirational guidance to teachers and staff, thereby enhancing their morale and motivation in the workplace (Burns, 1978).

CHAPTER FIVE

SUMMARY, CONCLUSION & RECOMMENDATION

5.1. Introduction

This chapter presents the major finding and reports as summary, conclusion and recommendation of the thesis.

5.2 Summary of the Findings

The general objective of the study was examining principal's leadership style on teachers' job satisfaction in private primary schools of Addis Ababa City Administration in Bole sub-city.

This study used mixed research that uses a deductive strategy, exploring the known theory or phenomenon that was discussed in the literature and testing if that theory is valid in current circumstances. Qualitative and quantitative, this was a mixed research method, used along with the descriptive survey design. The reason behind using these two, descriptive survey design and mixed research method, is used to narrow the gap and reach on conclusion. The researcher used both primary and secondary data sources for the study. Ten private primary school teachers and five principals from a school that was not selected for this study were randomly selected for piloting the questionnaire.

The target population of the research was conducted in private primary schools in Addis Ababa Bole sub-city, Ethiopia. In the sub-city there are 51 Private Primary schools with a total of 1437 teachers. The study population was all primary schools teachers and schools in Bole sub-city Addis Ababa city administration. As indicated above, there were totally 1437 Teachers in all the 51 primary schools. Those teachers who considered as sample frame for the study are Bole sub-city primary school teachers. Particularly, the teachers who were working in 10 primary private schools which total number of 313 were include in the sample. Out of the various sampling designs, this research used purposive sampling and simple random sampling techniques. The reliability test of the study was .872 which is more than 0.8, implies as good as a rule of thumb. In the procedures of data collection leadership styles towards of teachers' job satisfaction by using teachers in the school level information, first the draft of the questionnaire was prepared and submitted to the advisor for comment then revised based on the feedback of advisor. Finally,

after the necessary amendments were done, and the researcher had taken the annual leave permission and the questionnaires were distributed to the sample of private primary school teacher and principals in the selected sub-city. In the method of data analysis, the collected data were analyzed by means of descriptive and inferential statistics that included frequencies, percentages, means, and standard deviations (descriptive statistics) as well as t-tests (inferential statistics). The t-test enabled the testing of significant difference among the responses of teachers and principals. The data was analyzed by using the statistical package for Social Science SPSS-version 26 was used. All the respondents of the samples' respondents were not included in the analysis, 285(90.42%) of the participants were used for the final analysis.

The demographic characteristics of teachers and principals is presented as follows; for teachers, there were 200 males, accounting for 79.05% of the total, and 53 females, representing 20.94% of the total. The total number of teachers was 253. Regarding principals, there were 22 males, making up 68.75% of the total, and 10 females, accounting for 31.27% of the total. The total number of principals was 32.

In terms of age, among teachers, the majority fell within the 20-30 age range, with 218 individuals, representing 86.16% of the total. There were 29 teachers in the 31-40 age range, accounting for 14.46% of the total. No specific data was provided for the 41-50 age range. Additionally, there were 6 teachers above the age of 50, making up 2.37% of the total. For principals, the majority in terms of age fell within the 31-40 age range, with 17 individuals, representing 53.12% of the total. There were 6 principals in both the 20-30 and above 50 age ranges, accounting for 18.8% of the total each. Additionally, there were 3 principals in the 41-50 age range, representing 9.4% of the total.

In terms of educational level, the majority of teachers have a degree (57.31%) followed by diploma (30.03%) and masters (12.64%). Principals, on the other hand, have a higher percentage of diploma holders (53.1%) compared to teachers. When it comes to work experience, most teachers have 1-10 years of experience (95.51%), while principals have a more evenly distributed range of experience, with the highest percentage falling in the 1-10 years category (59.4%).

The mean ratings on the transactional leadership dimension are presented under here. Contingent reward: The mean rating for contingent reward is 3.82 for teachers and 4.00 for principals. The standard deviation (St.Dev) for teachers is 1.207 and for principals is 1.047. Management by exception (Active): The mean rating for management by exception (active) is 4.17 for teachers and 4.36 for principals. The standard deviation (St.Dev) for teachers is 0.832 and for principals is 0.744. Management by exception (Passive) mean rating for management by exception (passive) is 3.41 for teachers and 3.65 for principals. The standard deviation (St.Dev) for teachers is 1.312 and for principals is 1.6108.

The second result was the mean ratings on transformational leadership dimensions among teachers and principals. The dimensions included Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Principals rated higher on all dimensions compared to teachers, with the highest mean on Inspirational Motivation. The average mean for all dimensions combined was higher for principals than teachers. The T-values indicated significant differences in ratings between teachers and principals on all dimensions.

The third leadership style was analysis mean ratings on the Laissez-faire leadership style are presented under here. The data for teachers, the average mean rating for Laissez-faire leadership items is 4.73, with a standard deviation of 0.021. For principals, the average mean rating for Laissez-faire leadership items is 2.35, with a standard deviation of 0.082. The overall mean rating for Laissez-faire leadership items is 3.54, with a standard deviation of 0.052. This findings suggest that teachers tend to rate the Laissez-faire leadership style higher than principals.

The mean rating on job satisfaction statements of transactional leadership style is presented as follows. Overall, the average mean rating for all the statements is 2.517, with a standard deviation of 1.330. These findings highlight the importance of factors such as pay-performance correlation, benefits matching commitment, promotion opportunities, active supervision, recognition, and clear work clarification in enhancing teachers' job satisfaction. However, it is crucial to maintain a positive attitude towards reward and recognition to avoid disrupting professional relationships among teachers.

The mean rating on job satisfaction statements of transformational leadership style is presented as follows. The average mean rating for all the statements is 4.223, with a standard deviation of

0.71. This suggests that, on average, teachers have a positive perception of job satisfaction related to transformational leadership.

The mean ratings on job satisfaction statements of laissez-fair leadership style are summaries as follows. The average mean score for all the statements is 4.273, suggesting a generally high level of satisfaction and agreement among teachers regarding the factors mentioned. The standard deviation values indicate a relatively low level of variability in the responses.

As well the correlation result also supports the above finding results. The provided text presents the correlation between job satisfaction and different leadership styles. The variables examined include teachers' job satisfaction level, transactional leadership, transformational leadership style, and laissez-faire leadership. The main findings of correlation result are presented as follows:

Job Satisfaction and Leadership Styles: There is a significant negative correlation (-0.211) between teachers' job satisfaction level and transactional leadership. There is a strong positive correlation (0.932) between teachers' job satisfaction level and transformational leadership style. There is a moderate positive correlation (0.645) between teachers' job satisfaction level and laissez-faire leadership.

Transactional Leadership: There is no significant correlation between transactional leadership and teachers' job satisfaction level.

Transformational Leadership Style: There is no significant correlation between transformational leadership style and transactional leadership. There is a significant negative correlation (-0.165) between transformational leadership style and laissez-faire leadership.

Laissez-Faire Leadership: There is a significant positive correlation (0.645) between laissez-faire leadership and teachers' job satisfaction level. There is no significant correlation between laissez-faire leadership and transactional leadership. There is no significant correlation between laissez-faire leadership and transformational leadership style.

5.3 Conclusion

Leadership Styles

The mean ratings for the transactional leadership dimensions of contingent reward, management by exception (active), and management by exception (passive) were 3.82, 4.17, and 3.41 respectively for teachers, and 4.00, 4.36, and 3.65 respectively for principals. The mean ratings on transformational leadership dimensions were higher for principals compared to teachers, indicating that principals exhibit higher levels of transformational leadership behaviors.

The conclusion was drawn from the study is that teachers rated the Laissez-faire leadership style higher than principals, with a mean rating of 4.73 compared to 2.35, indicating a significant difference in perception between the two groups.

Leadership style and job satisfaction

The study shows that teachers' job satisfaction is influenced by factors such as pay-performance correlation, benefits-commitment match, promotion opportunities, active supervision, recognition for achievements, and clear work expectations. These elements of transactional leadership style play a significant role in shaping teachers' overall satisfaction in their profession.

The main point of the study is that teachers' job satisfaction is positively influenced by factors such as better pay, evident benefits from school goals, promotion based on innovation, encouragement of new teaching methods, recognition as a team, clear goals and inspirations from the school, attention to individual needs, strong team spirit, and motivation and inspiration from their leader. The average mean rating for job satisfaction statements of transformational leadership is 4.223.

The main point of the given text is that teachers tend to feel more satisfied and pleased with their job when there is less involvement and interference from principals and when their pay, benefits, promotions, and recognition are not tied to performance or evaluation criteria.

The study shows a significant positive correlation between teachers' job satisfaction and transformational leadership style, while transactional leadership style has a negative correlation with job satisfaction. The study has also shows that the laissez-faire leadership style a positive correlation.

In decision, the text highlights that principals exhibit higher levels of transformational leadership behaviors compared to teachers. Additionally, teachers' job satisfaction is positively influenced by factors such as better pay, benefits-commitment match, promotion opportunities, active supervision, recognition for achievements, and clear work expectations.

5.4 Recommendation

It is crucial for schools to have effective leaders who can guide and inspire teachers to achieve the school's objectives.

- The recommendation for the leaders of a private primary school in Bole sub-city, Addis Ababa, is to implement a transformational leadership style.
- Teachers' follow-on job fulfillment from transformational and laissez-faire leadership approaches; therefore educational institutions within the research vicinity are encouraged to implement these leadership styles.
- The transformational leadership approach can enhance teachers' job satisfaction, leading to improved school outcomes.
- Additionally, school managers should focus on providing strong leadership, mentorship, and creating conducive work environment with challenging assignments.
- Leaders should aim to inspire and motivate teachers by articulating a vision for the future, displaying confidence, and granting autonomy in their work.
- Moreover, leaders should offer guidance and support when needed, foster open communication, demonstrate trust in teachers, and involve them in decision-making processes.

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APPENDIX

Teacher's Questionnaire

Addis Ababa University Principal of Graduate Studies

College Of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire for teachers

This is a questionnaire prepared for Master's thesis conducted as a partial fulfillment to get Master of education degree in educational leadership and Management. The research study title is "*The effect of principals' leadership style on teachers' job satisfaction in private primary Principals of Addis Ababa city administration in Bole sub-city*". By the copy of this questionnaire, you have been selected to participate in the study. You are therefore, kindly requested to answer the following questions below displaying utmost good faith. The study is purely for academic purpose and all the information provided will be treated confidential. Your prompt response will be highly appreciated.

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

Please also not that you don't need to write your name .

Part I: General information

1. Name of the Principal _____

2. Sex of respondents:- Male Female

3. Age: 20-30 31-40 40-50 >50

4. Education level:- Certificate Diploma Degree

a. Masters PhD

5. Work experience: 1-10 11-20 >20

Part II: The Dominant Leadership Style

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

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

R.No	Descriptions/item	1	2	3	4	5
1.	Type one leadership					
1.1.	Contingent reward					
1.1.1	The Principal clarify the work that must be achieved and provides me a reward.					
1.1.2.	When I do activities expected of me, the Principal provides me a recognition or reward.					
1.1.3.	I know that I get a reward for what I accomplish.					
1.2.	Management by exception(Active)					
1.2.1.	The Principal actively monitor what I do and check weather I met standards or not.					
1.2.2.	The Principal get satisfied when I met agreed upon standards.					
1.2.3.	The Principal tells me the activities I need to achieve.					
1.3.	Management by exception(passive)					
1.3.1	The Principal intervene in my teaching learning process or work when I made a mistake.					
1.3.2.	As long as I do things right, the Principal does not question my work.					
1.3.3.	Problems become worse before the Principal take action					
2.	Type II leadership					
2.1.	Idealized Effect					
2.1.1	I feel good and proud while working with the Principal					
2.2.2	The Principal inspire/motivate me so that I can achieve school goals.					
2.2.3.	I know our school's strategic vision, objectives and future directions.					
2.2.	Inspirational Motivation					

2.2.1	The Principal tells me what I should and could do in few · Words					
2.2.2	The Principal provides an appealing image about what I can do in life/teaching					
2.2.3	The Principal helps me to find a meaning in the profession · of teaching					
2.3.	Intellectual stimulation					
2.3.1	When change arise, the Principal tells me to see the · situation as an opportunity					
2.3.2	The Principal gives me an opportunity to change old situations with new ones					
2.3.3	The Principal helps me to rethink ideas that I had never · questioned before					
2.4.	Individualized consideration					
2.4.1	The Principal helps me to develop my self ·					
2.4.2	The Principal understands individual differences in the · staff and help us accordingly					
2.4.3	The Principal value my thoughts/opinions ·					
3.	Type III leadership					
3.1.	The Principal let me continue working in the same way					
3.2.	There are no rules and regulations set for teachers and whatever I do is ok with the Principal.					
3.3.	The Principal does not involve on my work and decision except it is absolutely essential					

Part III. Teachers' job satisfaction

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

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

R.No	Descriptions/item	1	2	3	4	5
1.	Type I leadership					
1.1.	My pay correlates with my performance					
1.2	My benefits matches with my commitment					
1.3.	I feel satisfied because opportunities for promotion is given in exchange for performance					
1.4	I feel pleased because the Principal actively supervise my work					
1.5.	I feel satisfied because the Principal gives me a recognition for my best achievements					
1.6..	Active monitoring and continuous rewards makes my teaching work pleasing					
1.7	The Principal's attitude for reward and recognition disturbs my professional effect with colleagues					
1.8	Teaching is pleasing because since best performances are rewarded and recognized					
1.9.	I feel happy because the Principal clarify the work to be achieved					
2	Type II leadership					
2.1.	I feel happy since the Principal's strategic vision and future improvements brought better pay					
2.2	I feel pleased because benefits are evident from the success of Principal goals through inspiration and motivation					
2.3	I am happy since my promotion rely on innovations and creativity to solve old problems					
2.4.	I feel pleased because the Principal encourages new approaches/methods of teaching during supervision					
2.5.	I feel satisfied because we are recognized as a team					
2.6	The formulation of clear goals, innovation and inspirations by the Principal makes teaching pleasing					

2.7.	The Principal's attitude to pay special attention to each teacher's need for achievement magnifies my effect with colleagues					
2.8	Teaching is pleasing because there is strong team spirit and creative working environment					
2.9.	I feel satisfied because the Principal motivate and inspire teachers to commit to their job and vision of the school					
3.	Type III leadership					
3.1	I feel satisfied because pay do not correlate with performance or evaluation					
3.2.	I feel pleased since benefits do not relate to criteria and evaluation					
3.3	I feel happy since promotions do not rely on the Principal's evaluation and follow up					
3.4.	I feel satisfied because the Principal does not involve in the process of supervision					
3.5.	I feel pleased if I am recognized by my colleagues rather than the Principal					
3.6	Teaching will be pleasing if there are no rules and regulations set for teachers					
3.7.	The Principal's attitude to shy away from decisions strengths my effect with colleagues					
3.8.	Teaching will be interesting if the Principal does not involve in Teachers' work and decisions					
3.9	I feel satisfied if the Principal does not communicate about the Principal's actions and decisions					

Thank you for your participation

PRINCIPAL'S QUESTIONNAIRE
ADDIS ABABA UNIVERSITY PRINCIPAL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for principals

This is a questionnaire prepared for Master's thesis conducted as a partial fulfillment to get Master of education degree in educational leadership and Management. The research study title is "*The effect of principals' leadership style on teachers' job satisfaction in private primary Principals of Addis Ababa city administration in Bole sub-city*". By the copy of this questionnaire, you have been selected to participate in the study. You are therefore, kindly requested to answer the following questions below displaying utmost good faith. The study is purely for academic purpose and all the information provided will be treated confidential. Your prompt response will be highly appreciated.

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

Please also not that you don't need to write your name .

Part I: General information

1. Name of the Principal _____
2. Sex:- Male Female
3. Age:- 20-30 31-40 40-50 >50
4. Education level:- Diploma Degree Masters PhD
5. Work Experience in Years:- 1-10 11-20 >20

Part II: Dominant leadership style

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

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

R.No	Descriptions/item	1	2	3	4	5
1.	Type I leadership					
1.1.	Contingent reward					
1.1.1	I clarify the work that must be achieved to teachers if they want to be rewarded					
1.1.2.	I provide recognition/ rewards when teachers do the activities expected of them					
1.1.3.	I tell teachers what they will get for what they accomplish					
1.2.	Management by exception(Active)					
1.2.1.	I actively monitor the work of teachers to check whether standards are met or not					
1.2.2.	I am satisfied when teachers meet agreed upon standards					
1.2.3.	I tell teachers the activities they need to achieve					
1.3.	Management by exception(passive)					
1.3.1	I intervene in the teaching learning process or in other works of teachers when a problem arise					
1.3.2.	As long as things are working right in the school, I do not try to change anything					
1.3.3.	Problems become worse before I know it and take action					
2.	Type II leadership					
2.1.	Idealized Effect					
2.1.1	I make teachers feel good and proud while working with me					
2.2.2	I inspire and motivate teachers so that they can achieve goals					
2.2.3.	I clearly articulate our school's strategic vision, objectives and future directions to teachers and other stakeholders					
2.2.	Inspirational Motivation					
2.2.1.	I express what we could and should do in few words					
2.2.2	I provide an appealing image to teachers about what we can do					
2.2.3.	I help teachers find a meaning in the work of teaching					

2.3.	Intellectual stimulation					
2.3.1.	I encourage teachers to see changing environments as situations full of opportunities					
2.3.2	I give room for teachers so that they change old situations in new ways					
2.3.3.	I get teachers to rethink ideas that they had never questioned before					
2.4.	Individualized consideration					
2.4.1.	I help teachers to develop themselves					
2.4.2.	I value the thought of each teacher in the school compound					
2.4.3.	I understand individual differences existent in each teacher and create a supportive environment where each of them can be considered					
3.	Type III leadership					
3.1.	I am content to let teachers continue working in the same way					
3.2.	I do not set rules and regulations to teachers whatever they want to do is ok with me					
3.3.	I don't involve on teachers' work and decision except it is absolutely essential					

Part III: Teacher's job satisfaction

To what extent do you agree or disagree with the following statements that reflect the extent of teachers' satisfaction in accordance with the leadership style you exercise.

Indicate your answer by indicating an X for the response of your choice on the number in the box on the right. The numbers have the following meaning:

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

R.No	Descriptions/item	1	2	3	4	5
1.	Type I leadership					
1.1.	Teachers feel happy since pay correlates with performance					
1.2	Teachers feel pleased since benefits matches with commitment					
1.3.	Teachers feel satisfied because opportunities for promotion is given in exchange for performance					
1.4	Teachers feel pleased because I actively supervise their work					
1.5.	Teachers feel satisfied since recognition is given for best achievements					
1.6..	Active monitoring and continuous rewards makes teaching pleasing					
1.7	My attitude for reward and recognition disturbs teachers' professional effect with colleagues					
1.8	Teaching is pleasing since best performances are rewarded and recognized					
1.9.	Teachers feel happy because I clarify the work to be achieved					
2	Type II leadership					
2.1.	Teachers feel happy since the school's strategic vision and future improvements brought better pay					
2.2	Teachers feel pleased because benefits are evident from the success of school goals through inspiration and motivation					
2.3	Teachers feel happy since promotion rely on innovations and creativity to solve old problems					
2.4.	Teachers feel pleased because I encourage new approaches/methods of teaching during supervision					
2.5.	Teachers feel satisfied when they are recognized as a team					
2.6	Formulation of clear goals, innovation and inspirations by the Principal makes teaching pleasing					
2.7.	My attitude to pay special attention to each teacher's need for achievement magnifies teachers' effect with colleagues					
2.8	Teaching will be pleasing if there is strong team spirit and					

	creative work environment					
2.9.	Teachers feel satisfied since I motivate and inspire them to commit to their job and vision of the school					
3.	Type III leadership					
3.1	Teachers feel satisfied since pay do not correlate with performance or evaluation					
3.2.	Teachers feel pleased since benefits do not relate to criteria and evaluation					
3.3	Teachers feel happy because promotions do not rely on my evaluation and follow up					
3.4.	Teachers feel satisfied if I do not involve in the process of supervision					
3.5.	Teachers feel pleased if they are recognized by their colleagues rather than the Principal					
3.6	Teaching will be pleasing if there are no rules and regulations set for teachers					
3.7.	My attitude not to involve in decisions strengths teachers' effect with colleagues					
3.8.	Teachers will be interested if I do not involve in teachers' work and decisions					
3.9	Teachers feel satisfied if I do not communicate about the school's actions and decisions					

Thank you for your participation

INTERVIEW GUIDELINES FOR PRINCIPALS

Part I:

1. Principal Name _____
2. Qualification _____
3. Age _____
4. Duration of time as Principal in years _____
5. Number of teachers in the Principal _____

Part II:

1. What do you understand about rewards and praises given to teachers? Do you give rewards for teachers? If yes, what is the basis for your reward mechanism? What are your usual ways of rewarding teachers?
2. How frequently do you clarify the work to be achieved?
3. Is there a system of monitoring and evaluation in your Principal? If yes, how often do you evaluate teachers work? What is the basis for your evaluation? How do you evaluate the system of feedbacks?
4. How do you tackle problems? Do you try to give solution before the problem arise or after the problem arise?
5. How do you perceive about communication? How often do you communicate about the Principals' strategic vision and goals?
6. How do you evaluate the status of trust and respect between you and teachers?
7. How do you explain the diversity existent among teachers? How do you understand teachers' differences in terms of skills, needs and desires? Explain the basic importance of understanding teachers' need and desires in the school.
8. How do teachers perceive about teaching? What are your ways of motivating teachers towards the profession of teaching? If present, how often do you perform it?
9. Have you observed teachers engaged in developing their own ways of doing things? How do you regard a teacher who has changed old ways of teaching with new ones? How do you regard a teacher who has solved a problem?
10. What is the importance of involving teachers in Principal decisions? How often do you involve teachers involve in decision making? How often do you involve in changing the working procedure, strategy and system of the school? What new ways of doing things have you tried since your recruitment in the school?

INTERVIEW GUIDES FOR TEACHERS

Part I:

1. Teacher _____
2. Qualification _____
3. Age _____
4. Duration of time as teacher in years _____

Part II:

1. Is there a system of reward mechanism in your school? If yes, what are the usual ways of rewards in your school? What is the basis for Principals' reward mechanism? How do you rate your level of job satisfaction if there is continuous reward mechanism in exchange for best performances?
2. Are you satisfied with the salary and benefit you earn from your principal? Describe your level of job satisfaction if salary and benefit increments are given to you as a reward for your best accomplishments?
3. How often the Principals recognize your best achievements? Briefly explain the level of job satisfaction one may earn for considering recognition as a reward?
4. How often do you receive opportunities for promotion from the Principal? How do you evaluate your level of job satisfaction if opportunities for promotions are rewarded for outstanding achievements?
5. How do you evaluate the effect with your colleagues? What will be the status of your effect with your colleagues if rewards and recognitions are given to your friends?
6. How often the Principal evaluates and monitors your work? Explain the effect between frequent supervision and job satisfaction.
7. Briefly explain the Principal's ability to communicate about school's strategic vision and goals. How do you evaluate the status of trust between you and the Principal? Discuss how Principals' inspirational skill effects your job satisfaction?
8. Does your school develop with its strategic vision over years? Explain your feeling of job satisfaction if school improvement and success of school goals brought you better pay, benefit and promotions?
9. Describe what team spirit mean to you? Evaluate your level of job satisfaction for strong team spirit?

- a. How do teachers perceive about the profession of teaching? Evaluate the Principal's ability to create an appealing image about teaching? Explain your level of job satisfaction if Principals strongly inspire teachers towards the profession of teaching?
- b. Does the Principal understand individual differences existent in the school? Is there a ground created to develop, support and treat teachers equitably? Explain weather such conditions promotes teachers job satisfaction or not? Discuss the status of your effect with colleagues in a staff where teachers are valued and considered?
- c. How often Principals encourage teachers to try their own ways of doing things? How do Principals regard teachers with creativity and innovation? How do Principals regard teachers with new ways of teaching methodology? Briefly explain weather innovative and changing Principal environment promotes teachers' job satisfaction or not? What is the importance of supervision in innovation and creativity in teaching?
- d. How often Principals involved in setting rules and regulations? As a teacher, how often do you involve in Principal actions and decisions? What will be you job satisfaction in cases where the Principal does not set rules, the Principal does not involve in decisions and supervision?
- e. Evaluate your level of job satisfaction in cases where there exists no transaction between job aspects like pay, benefit, recognition... and performance.

ክፍል ሁለት፡- ዋና ዋናዎቹ የአመራር ስልቶች

ከዚህ በታች ለተመለከቱትና የር/መምህርዎን የአመራር ስልት ለመለየት ለተቀመጡት ጥያቄዎች ከተሰጡት አምስት አማራጮች ትክክለኛ መልስ የሆነው የሚሉት ላይ የ X ምልክት ያድርጉ። ቁጥሮቹ የሚከተለው ትርጉም አላቸው።

- | | | |
|---------------------|------------------|---------------|
| 1. በፍጹም አልስማማም | 2. አልስማማም | 3. መወሰን አልችልም |
| (Strongly disagree) | (Disagree) | (Neutral) |
| 4. እስማማለሁ | 5. በጣም እስማማለሁ | |
| (Agree) | (Strongly agree) | |

ተ.ቁ	የአመራርነት ስልት መግለጫዎች	1	2	3	4	5
1	አይነት I					
1.1	የማይቋረጥ ሽልማት (Contingent reward)					
1.1.1	C/መምህሩ ለመምህራን የሚጠበቅባቸውን ሥራ በግልጽ ያሳውቃል። ሽልማትም ያዘጋጃል።					
1.1.2	C/መምህሩ፣ መምህራን የሚጠበቅባቸውን ተግባራትን ከሰሩ ትምህርት ቤቱ እውቅናና ሽልማት ይሰጣል።					
1.1.3	ለመምህራን ት/ቤቱ ለሚሰሩት ስራ ሽልማት/ማበረታቻ ይሰጣል።					
1.2	በልዩ ሁኔታ አስተዳደር (ገባሪ) (Management by exception (Active))					
1.2.1	C/መምህሩ የሚሰራውን ስራ በንቃት ይከታተላል።ከመምህራንም የሚጠበቀውን ስራ ያረጋግጣል።					
1.2.2	C/መምህሩ መምህራን የሚጠበቅባቸውን ስራ ከሰሩ እርካታ ይሰማዋል።					
1.2.3	C/መምህሩ ለትምህርት ቤቱ መምህራን ማሳካት ያለባቸውን ስራዎች ያሳውቃል።					
1.3	በልዩ ሁኔታ አስተዳደር (ተለዋዋጭ) Management by exception (Passive)					
1.3.1	C/መምህሩ ስህተት በሚሰራበት ወቅት በማስተማር ሥራ ላይ ጣልቃ ይገባል።					
1.3.2	መምህራን ስራቸውን በትክክል እስከሰሩ ድረስ C/መምህሩ ሥራውን አስመልክቶ ጥያቄ አያነሳም።					
1.3.3	C/መምህሩ ለችግሮች አስቀድሞ እርምጃ ካልወሰደ ይበልጥ ይወሳሰባሉ።					
2	ክፍል II					
2.1	ተስማሚ ተጽዕኖ (Idealized Influence)					
2.1.1	ከC/መምህሩ ጋር ስሰራ ጥሩ ስሜትና ኩራት ይሰማኛል።					
2.2.2	ት/ቤቱ ግቦች ላይ እንዲደርስ C/መምህሩ ያበረታታል፤ ያነቃቃል።					

2.2.3	ር/መምህሩ የትምህርት ቤቱን ስልታዊ ራዕይ፣ አላማዎች እና የወደፊት አቅጣጫ ያሳውቃል።					
2.2	አነሳሽ ተነሳሽነት (Inspirational Motivation)					
2.2.1	ር/መምህሩ ለመምህራን የሚጠበቅባቸውን ስራ አስመልክቶ በግልጽና በአጭር ቃል ያስረዳል።					
2.2.2	ር/መምህሩ ለመምህራን በህይወትም ይሁን በማስተማር ሥራ ጉጉትና ስሜት እንዲኖራቸው ያደርጋል።					
2.2.3	ር/መምህሩ ለመምህራን የማስተማር ሙያ ያለውን ጥቅም እንዲረዱ/እንዲያገኙ ያግዛል።					
2.3	የአምዕሮ ማነቃቂያ (Intellectual Stimulation)					
2.3.1	ር/መምህሩ መምህራን ለውጥ በሚመጣበት ወቅት ሁኔታውን እንደ መልካም አጋጣሚ እንዲመለከቱ ያሳውቃል።					
2.3.2	ር/መምህሩ የቀድሞ አሰራሮችን በአዲስ እንዲተካ አጋጣሚዎችን ያመቻቻል።					
2.3.3	ር/መምህሩ መምህራን ከዚህ ቀደም ባላለቡትና ባላወቁት መንገድ ነገሮችን እንዲያዩና እንዲጠይቁ ይረዳል።					
2.4	ግለሰባዊ ግምት (Individualized consideration)					
2.4.1	ር/መምህሩ መምህራን ራሳቸውን እንዲያሳድጉ ይረዳል።					
2.4.2	ር/መምህሩ በግለሰቦች መካከል ያለውን ልዩነት በመረዳት ለእያንዳንዱ መምህር እንደ ሁኔታው እገዛ ይሰጣል።					
2.4.3	ር/መምህሩ መምህራን የሚሰጧቸውን ሀሳቦችና ያላቸውን አመለካከት ጥቅም ላይ ያውላል።					
3	አይነት III					
3.1	ር/መምህሩ ለመምህራን በሥራ ላይ አዳዲስ ነገሮች ከማፍለቅ ይልቅ በተመቻቸው መንገድ እንዲሰሩ ነፃነት ይሰጣል።					
3.2	ለመምህራን የተደነገጉ ደንቦች እና መመሪያዎች ባለመኖራቸው፣ር/መምህሩ ሁሉንም ስራ ጥሩ ነው ይላሉ።					
3.3	ር/መምህሩ ለመምህራን የግድ አስፈላጊ ካልሆነ በቀር በሥራቸው ሆነ በውሳኔ ላይ ጣልቃ አይገባም።					

ክፍል III የመምህራን የሥራ እርካታ

እንደ መምህር ከሥራህ/ሽ ጋር ተያይዞ ያለህን/ሽ የእርካታ መጠን ለመለካት ተብለው ከዚህ በታች በተዘረዘሩት ዓረፍተ ነገሮች እንደምትስማማ/ሚ በመረጥሽው ቁጥር ሥር የ X ምልክት በማስቀመጥ አሳይ/ዩ። ቁጥሮች የሚከተሉት ትርጉሞች አሏቸው።

1. በፍጡም አልስማማም
(Strongly disagree)

2. አልስማማም
(Disagree)

3. ምንም ማለት አልችልም
(Neutral)

4. እስማማለሁ
(Agree)

5. አጥብቄ እስማማለሁ
(Strongly agree)

ተ.ቁ	መግለጫዎች/ንጥሎች	1	2	3	4	5
1	አይነት I					
1.1	የሚከፈለኝ ክፍያ ከሥራ አፈፃፀም ጋር ተመጣጣኝ ነው።					
1.2	የማገኘው ጥቅማ ጥቅም ካለኝ ትጋት ጋር ይመጣጠናል።					
1.3	የእድገት አጋጣሚዎች የሚሰጡት የሥራ እንቅስቃሴን ግምት ውስጥ ባካተተ መልኩ ነው።					
1.4	C/መምህራ ሥራዬን በንቃት ስለሚከታተለኝ ደስተኛ ነኝ።					
1.5	ላቅ ላሉት የሥራ ስኬቶች C/መምህራ እውቅና ይሰጠኛል።					
1.6	C/መምህሩ ተገቢ ክትትልና ያልተቋረጠ ማበረታቻ/ሽልማት ስለሚሰጠኝ የማስተማር ሥራዬ አስደሳች ሆኖልኛል።					
1.7	C/መምህሩ ለመምህራን ከእውቅናና ሽልማት ጋር ተያይዞ ያለው አመለካከት ከአቻ የሥራ ባልደረቦች ጋር ያለው ግንኙነት አይጣጣምም።					
1.8	የተሻለ የሥራ አፈፃፀም መሠረት ያደረገ እውቅናና ሽልማት የማስተማርን ሥራ ያበረታታል።					
1.9	C/መምህሩ ለመምህራን የሚጠበቅባቸውን ስራ ግልጽ ስለሚያደርግል ደስተኛ ናቸው።					
2	አይነት II					
2.1	የት/ቤቱ መሻሻልና የወደፊት ህልውና የተሻለ ክፍያ ስለሚያስገኛ ደስተኛ ነኝ።					
2.2	የማገኛቸው ጥቅማ ጥቅሞች ከማነቃቂያና ማበረታቻ ጋር ተያይዞ ከት/ቤቱ ስኬት ጋር የተሳሰሩ በመሆናቸው ደስተኛ ነኝ።					
2.3	የማገኘው እድገት አዳዲስ የአሰራር ስልቶችን ከመንደፍና ከፈጠራ ችሎታዬ ጋር የተያያዘ ነው።					
2.4	C/መምህሩ በሥራ ላይ ግምገማ ወቅት አዳዲስ ስልቶችንና መንገዶችን እንደጠቀም ያበረታታል።					
2.5	በግለሰብ ደረጃ ብቻ ሳይሆን እንደ ቡድን በሚሰጠኝ እውቅና ደስተኛ ነኝ።					
2.6	C/መምህራ የሚቀርባቸው ግልጽ ግቦች ፣ የሚያወጣቸው አዳዲስ ነገሮችና የማነቃቂያ ስልቶች የማስተማር ሥራዬን አስደሳች አድርጎልኛል።					
2.7	C/መምህሩ በግለሰብ ደረጃ ለእያንዳንዱ መምህር ስኬታማነት የሚሰጠው ልዩ ትኩረት ከሥራ አቻዎቹ ጋር ያለኝን ግንኙነት እንዲጠናከር አድርጎታል።					
2.8	በጋራ (team) የመስራት ብሎም አዳዲስ ፈጠራዎች ያሉበት ከባቢ ውስጥ መስራቱ አስተማሪነቴን እንደወደው አድርጎኛል።					

2.9	ር/መምህሩ መምህራንን ለስራቸውና ለት/ቤቱ ራዕይ መሳካት ጠንክረው እንዲሰሩ በሚያበረታታቦትና በሚያነቃቃቦት መንገድ ደስተኛ ነኝ።					
3	አይነት III					
3.1	ደሞዝ ከስራ አፈፃፀምና ከግምገማ ጋር የተያያዘ ባለመሆኑ ደስተኛ ነኝ።					
3.2	የማገናኘቱ ጥቅም ጥቅሞች (benefits) ከመመዘኛ ነጥቦቹ ጋር ተዛምዶ የላቸውም። በዚህም ደስተኛ ነኝ።					
3.3	የስራ ላይ እድገት ሥርዓቱ ከር/መምህሩ ግምገማና የዕለት ተዕለት ክትትል ጋር ያልተያያዘ በመሆኑ ደስተኛ ነኝ።					
3.4	ር/መምህሩ የስራ ግምገማና ክትትል ላይ እምብዛም ስለማያተኩር ደስተኛ ነኝ።					
3.5	በር/መምህሩ ከሚሰጠኝ እውቅና ይልቅ በአቻ ጓደኞች የሚሰጠኝ እውቅና ይበልጥኑ ያስደስተኛል።					
3.6	የማስተማር ስራ ይበልጥ አስደሳች የሚሆነው መምህራን ህግና ሥርዓትን የግድ መከተል ባይጠበቅባቸው ነው።					
3.7	ር/መምህሩ ውሳኔ ለመስጠት ደስተኛ መሆኑ ከአቻ ጓደኞቹ ጋር ያለኝን ግንኙነት አጠናክሮልኛል።					
3.8	የማስተማር ስራ ይበልጥ ሳቢ የሚሆነው ለመምህራን ሥራና ውሳኔዎች ላይ ጣልቃ ሳይገባ ሲቀር ነው።					
3.9	ር/መምህሩ ት/ቤቱ የሚወስዳቸውን እርምጃዎችና የደረሰባቸውን ወሳኔዎች አስመልክቶ መረጃ ባይሰጠኝም ደስተኛ ነኝ።					

ስለተሳትፎህ/ሽ አመሰግናለሁ።
 ዳንኤል ተክስተ
 ስልክ ቁጥር:- 0913-039-028