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The Technology Leadership and Job satisfaction of Private High School Teachers in Addis Ababa, Ethiopia.

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THE TECHNOLOGY LEADERSHIP AND JOB SATSFACTION OF PRIVATE HIGH SCHOOL TEACHERS IN CASE OF ADDIS ABABA, ETHIOPIA.

A RESEARCH THESIS SUBMITTED TO THE DEPARTMENT OF BUSINESS LEADERSHIP, IN THE PARTIAL FULFILLMENT OF THE REQUIREMENT FOR MASTERS OF ARTS DEGREE IN BUSINESS LEADERSHIP

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Declaration

I hereby declare that the work entitled: “The Technology Leadership and Job satisfaction of Private High School Teachers in Addis Ababa, Ethiopia.”, is the outcome of my own effort and study and that any other contributors or sources of materials used for the study have been duly acknowledged. I have produced it independently except the guidance and suggestion of my Research Project Advisor, AbrarawChane (PhD). Moreover, this study has not been done and submitted on this particular company for any degree in this university or any other university for the award of Degree or Diploma Program. Here, it is offered for the partial fulfillment of Degree of Master of Arts in Business Leadership.

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Approval Paper

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As members of the Examining Board of the final master of art open defense, we certify that we have read and evaluated the thesis papered by: - RahelTesfaye, entitled with:The Technology Leadership and Job satisfaction of Private High School Teachers in Addis Ababa, Ethiopia.

and recommend to accepted as fulfilling of the thesis requirement for the Master degree in Business Leadership.

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I hereby certify that, I have read this thesis paper, prepared under my direction and recommend that it be accepted as fulfilling of the MA thesis requirement.

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Name of thesis Advisor	Signature	Date

Certification

This is to certify that the research project prepared by RahelTesfaye, entitled: “The Technology Leadership and Job satisfaction of Private High School Teachers in Addis Ababa, Ethiopia.” for partial fulfillment of Master of Arts Degree in Business Leadership at Addis Ababa University School of Commerce. This study complies with the regulations of the university and meets the accepted standard with respect to originality and quality. Hence, the study is original and is not done and submitted on this particular company for any degree in this university or any other university.

Advisor’s Name: AbrarawChane(PhD)

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Abstract

The purpose of the study was to investigate the relationship between technology leadership and Job satisfaction of Private High School Teachers in Case of Addis Ababa, Ethiopia. The study adopted a descriptive and correlation research design with sample size of 96 respondents in which all useable data were collected from the distributed 96 questionnaires to respondents and analyzed to arrive at findings, conclusions, and recommendations. Primary data collection,

Cluster and random sampling methods were used, data collection instruments were closed ended/structured questionnaires and lastly the data collected were analyzed quantitatively and presented in the form of tables, frequencies, means and standard deviations using Statistical Package for Social Science software (SPSS). Data were presented in tables, chart and analyzed using mean scores, standard deviation, frequencies and percentages). Then the results were interpreted by integrating with the literature. It determined that there is a relationship between technological leadership and job satisfaction. This shows that the level of job satisfaction of teachers increases with the increasing of technology leadership. To the end, a brief conclusions and recommendations were drawn.

Key Words: Technology Leadership and Job satisfaction,

CHAPTER ONE

INTRODUCTION

The content of this paper report, the paper is organized in to five chapters; chapter one; has background of the study, statement of problem, research objectives, research questions, significance of the study, scope of the study, definition of terms, and organization of the study. While Chapter two includes; the different reviewed literatures. Chapter three of the paper focused on methodological foundation, Chapter four discusses about data presentation, interpretation and analysis, finallychapter five presentedconclusion and recommendation.

1.1.Background of the Study

The world has been increasingly moving into the digital space; this is partly due to the emergence of a younger and more technologically perceptive generation (Rupeika-Apoga et al., 2022). Fossen and Sorgner (2018) technology has led to the emergence of new entrepreneurial opportunities. Berg et al., (2018) technology provides workers with the opportunity to work from any place, at any time and take up whatever jobs suits them. Næss-Schmidt et al., (2020) technology allows employers to advertise job requirements for vacant positions quickly at low cost, while giving applicants the ability to seek jobs in a wider geographical area, by improving the overall functioning of the job market. Oxera (2015) technology serves an important role in bringing people and/or businesses together. It helps facilitate social,informational and commercial exchanges of goods and services.

According to Raman and Thannimali(2019) technology leadership is a leadership that take advantage of technology to transform, impact and create a shared vision for how technology can meet the basics of the organizational function and the leader acts in commitment to the provision

of technical facilities to the employees. Those leaders have a responsibility to encourage and support employees. Boone and Poopuu (2019) technological transformation is an area of research that has received a lot of attention in recent years. When talking about technology in the context of school, it is changing school interactions as well as completing different tasks and by shift ways of working school particularly by accustoming teachers to the learning and schooling process, which indirectly leads job satisfaction. Terek et al., (2018) technology has played an important role in theschools since the 1950s and school leaders who have implemented technologies have reduced costs, improved operations, enhanced service and improved communication and created job satisfaction of school employees.

Job is a supreme element of people's life; organizations need to provide thoughtfulness to have a satisfied workforce. Then satisfied employees tend to perform their job at their best level to achieve the organization's objectives. Technological leadership plays a significant role on employee's job satisfaction.Job satisfaction is one of the most important work-related attitudes in the work environment (Terek, 2018). Job satisfaction is a feeling where a worker's sense achievement and success on the job. It implies the job that an individual doing is enjoyable and satisfying. Furthermore, it implies enthusiasm plus happiness with one's work, Job satisfaction is influenced by several different factors, one of it is technological leadership which has eitherpositive or negative effect. Generally, job satisfaction is perceived to be directly likened to productivity as well as personal well-being which are a key to organization's effectiveness and performance in presence of technologicalleadership(Jalagat and Uddin, 2016).

The Ethiopian educational system has undergone so many changes for many centuries until secular education was adopted in the early 1900's. After 1974 the government tried to work for the coverage of education in countrywide. Previously, private schools were given less attention

in Ethiopia, almost all learners used to go to government schools regardless of the approach the schools follow. Recently the educational policy of Ethiopia has encouraged investors to build school from kindergarten to colleges and universities. As a result, nowadays, there are so many private schools in Addis Ababa; in fact, they are so many that it is almost difficult to choose one from the other. Though, these schools give a better-quality education and minimize the large class ratio that occurs at most government schools. Further moreover, theprivate schools in Addis Ababa use variety of teaching, learning approaches and teaching materials. And their leadership has technological awareness and Practice to facilitate the technology-education integration. These private schools also encompassdifferenteducational programs and educational philosophy that can possibly enhanceteacher'stechnological capacity (Julia, Geletesa, 2012). Hence thisresearch studiedthe effect of technological leadership on selected private school teachers in Addis Ababa, Ethiopia using Survey method.

1.2.Statement of the Problem

Now a days the spread of the Internet and digital devices, made to be connected than ever through different technological tools. Technological tools differ in purpose and complexity, ranging from connecting us in our personal lives to connecting us with our colleagues and school partners. The mega trend of technology created new challenges for the entire school environment. These changing elements enforce the schools to reconsider the way of working, even to rethink their entire teaching-model. Technology is today and will be in the future as a key driver for change in schools and particularly in how decisions are made there. Technological decision making in schools has a significant system implied as task of school managers or leaders, therefore a technology leadership is broad area in scientific research of education disciplines (Hossfeld, 2017).

Technology in context of school ischanging school interactions by completing different tasks and roles. It is also radically shifting ways of working, shaping and reshaping personal and professional lives at an ever-increasing speed. Technology leadership is a relatively recent notion in the context of school leadership. Technology has become a significant tool in education development of private schools. For instance, technology is being used in the instructional and management process of schools. Though effort of leader to uplifting the technological skills of employees is not sufficient and their technological use capacity is limited (Tan,2010). Technological leadership has recently been a research topic in industrialized countries, as a result of the pedagogical shift toward incorporating technology leadership in educational institutions a number of researches have been undertaken on how educational leadership should approach the use of technology in education to influence school teachers in the industrialized countries. Furthermore, different studies have been conducted in industrialized countries on the relationship between technology leadership and different organizational behaviors. Yet, little research of this nature has been conducted in Africa.Technology is an area of research that has received a lot of attention in recent years. However, there is an unexplored area of research regarding technologicalleadership(Boone and Poopuu, 2019).

Hence, as far as the researcher knowledge and confirmation on the pre-existing literatures, the relationship between technology leadership on private teacher's job satisfaction was not studied in any part of Ethiopia. Hence this research will fill the gap by studying the relationship between technology leadershipon private school teachers Job Satisfaction using survey method, becauseaccording to Schaefer (2008:35) survey has an advantage of being cheaper and less time consuming in taking samples for study.

1.3.Research Question

The study is intended to answer the following questions;

1) To what level of the principals of the private high schools' roles as technology leadership?
2) At what level do employees Practice technology in private high schools?
3) What is the relationship between Technology Leadership and Job satisfaction in private high school teachers?

1.4.Objective of the Study

1.4.1General Objective

The overall aim of the study is to examine the relationshipbetween Technological leadership and job satisfaction of teachers in privatehigh schools in Addis Ababa.

1.4.2 Specific Objective

The specific Objectives of the current study are:

- Determine the extent to which private high school principals are Technology Leader.
- To assess technological Practice level of private high schools' teachers.
- To ascertain the relationship between Technology Leadership and Job satisfaction in private high schools.

1.5.Significance of the Study

This study is expected to benefit educational institutes in identifying and developing better technology leadership that improves job satisfaction. In addition, after determining the Impact of technology leadership on job satisfaction, any organizations will be in a better position to use the findings of this research to develop improved technology leadership programs that will assist

leaders to establish the requisite technology Practice and have satisfied employees. This research would also be useful for future researchers, students and academicians. Or it provides insight or starting point for other researchers and the findings of the study used as a reference to conduct research in similar or related fields and reduce the literature gap observed in the area of technology leadership on job satisfaction.

1.6.Scope of the Study

In mindful of the research area this research bounded in its scope to investigate the relationship of technology leadership and Job satisfaction. Specifically, the study aims at identifying the level of technology leadership used in educational institutes and then determining the relation of existing technology leadership and job satisfaction in selected Private High schoolteachers in Addis Ababa. Survey was used to collect the data by having closed-ended questionnaires items.

1.7 Limitation of the Study

The major limitation is the lack of sufficient literature on the subject area in Africa, in general, and in Ethiopia, in particular, that limits the transposability of the lessons in the relevant literature to the context or the case study at hand. There was also lack of willingness of the employees regarding filling out the questionnaires and being unable to return the questionnaire on time basis.

1.8 Definitions and Operationalization of key Terms

Technology leadership: In education it refers to the technological movement of every individual in school like using laptops, printer, internet, projector, or any other device. Technology leadership is full of leaders who require taking advantage of technology to solve the problem, impact learning, and creatinga shared vision for how technology can meet the necessity of the

organization. (Arumugam Raman ,Raamani Thannimalai , 2019). A Leader is defined as a person who leads a gathering by being in the front. There are many different definitions of leadership. Leadership is making a person follow direction or stick to the decision that is made alongside one's, with a full willingness.The main goal of any organization is to have employees with high performance so that it can achieve a competitive advantage.

Job satisfaction- job is one of the most important aspects of individual life as it occupies a lot of personal and professional time compared to any other activity. Satisfaction is the pleasure felt while the fulfillment of one's wish or expectations. (Ali, 2016). Job satisfaction is an employee's general attitude toward their job. (R. Naga Bhavya Sree, R. Satyavathi, 2017) Which is an important attitude needed in the workplace. Therefore, it is important to assess one of the influential factors of technology leadership on Job satisfaction.

1.9 Organization of the Study

This study is organized in to five chapters. Chapter one presents the introduction, background of the study, problem statement, research question, objective of the study, definition of terms, significance of the study, research design and methods, scope of the study, and organization of the study. Chapter two provides a review of related literature; chapter three presents the research methodology used in this paper; chapter four includes data analysis and data interpretation results and finally chapter five offers conclusionand recommendation of the finding.

CHAPTER TWO

LITERATURE REVIEW

This chapter presented a review of related literatures from pre-existing sources. The chapter included the conceptual, theoretical and empirical reviews on the topic of investigation.The conceptual framework was used to separate the dependent variable from the independent variables in the study. The theoretical literatures theorized the existing facts regarding job satisfaction and technology leadership and finally the empirical reviews presented the scientific facts, findings and statics regarding the study topic.

2.1 The Concept of Job Satisfaction

How pleased or dissatisfied an employee is with his or her work is called Job Satisfaction. It expresses the degree of agreement between one's job expectations and the incentives offered by the employer. Job satisfaction is a measure of an employee's emotional connection to his or her work. It reflects how pleased or dissatisfied an employee is with his or her work. Because of this, it can be regarded as one of the most important aspects of work, in addition, Job Contentment eventually affects one's general life satisfaction, and the nature of one's work environment is a significant component of life (Jalagat,2016).Job satisfaction is one of the most important criteria in ensuring individuals are satisfied in their lives and that their lives have significance. Conditions that promote joy have long been a source of interest; the subject has been studied in the context of life satisfaction. One of the ways a person might achieve life satisfaction is to be satisfied in the part of their lives where they spend the majority of their time, they are work-life; Which tells us Job is an important component of a person's life that takes up a significant amount of personal and professional time when compared to other activities; in other words, life contentment can be achieved through job satisfaction (Suraya, 2016).

The pleasure experienced once a need is met is known as satisfaction. When a person's expectations, wants, or criteria are met, one would assume that they are satisfied. Job satisfaction refers to how happy, comfortable, or satisfied a person is with his or her work. It is a happy or positive emotional state that occurs as a result of evaluating one's employment or work experiences. Job satisfaction is a critical topic of focus in today's organizations, and it is taken seriously by higher authorities, policymakers, and top executives, because it is linked to a slew of other important issues. As a result, Job satisfaction is the result of a variety of employee attitudes. (Ratna R, Kaur T, 2016).

Employees are the most valuable assets and a critical component of any organization that manages all production methods. It is human nature for employees to be content or unsatisfied with the task they are given. This is the primary goal of organizations: to develop and implement rules that will allow employees to be satisfied with their jobs. Employees will acquire a bad attitude towards their colleagues, management, and Job if they believe they are being underpaid despite working additional hours. The degree to which benefits and expectations are met is referred to as job satisfaction. (Esra Çakmak ,Özge Öztekin Bayır,Engin Karadağ, 2015) It is also a method of increasing employee motivation and productivity at work, as well as a type of employee employment based on the fulfillment of their requirements. The stimuli that can drive workers to perform comfortably and optimally are the demands of workers who can be appropriately met. It is human nature for employees to be content or unsatisfied with the task they are given. Previous research has shown how crucial job satisfaction is for any firm (Uddin, 2016).

Job satisfaction is defined as the delight an employee feels when they receive material benefits for their work, which will naturally increase their desire to stay with your company. This can be accomplished in a variety of ways, such as increasing employees' salaries, spending more time personalizing the work environment, offering flexible work schedules, and providing regular feedback and praise. In order to keep best employees, you must also find ways to keep them happy (Ratan, 2016). This may be finished by giving them the reward they desire, which will make them more likely to accept lower salaries or work longer hours. To satisfy employees, you need to give them a reward. This can be in the form of cash, gifts, time off, recognition, or other tangible and intangible rewards. Tangible rewards can be things like cash, gift cards, and other items that can be used immediately (Naga,2017).

Intangible rewards can be things like time off, recognition, and other forms of praise. This will make them feel appreciated and boost their job satisfaction. This is almost entirely a cultural norm, and the best way to ensure that your employees have coworkers. This often occurs when employees receive recognition for their hard work and efforts. When an employee is able to click with their coworkers, they are more likely to feel satisfied in their job, which leads to greater productivity (Courville ,2011) Workers, they enjoy working with is to hire people who enjoy working with others. This is often referred to as team satisfaction. However, to have coworkers with whom they enjoy working, they must have autonomy. When employees feel as if they have the freedom to contribute to the organization in the way that is most productive, they tend to be more satisfied. This can be accomplished by giving employees clear goals, providing them with the resources they need to accomplish their goals, and giving them the autonomy to make decisions. This will increase the productivity of your employees and help them to be satisfied in

addon having coworkers with whom they enjoy working (Huang, 2019) Eventually, your employees will pass this satisfaction on to your customers, which will increase the quality of your service. This is also one of the most effective ways to increase the satisfaction of your employees, which can lead to higher productivity and satisfaction. When employees feel satisfied, they are more likely to feel productive and make better decisions.

The key to increasing satisfaction is to hire people who are like-minded and who have complementary skill sets, and to provide opportunities for them to work together. It is also important to create a culture that values diversity and inclusivity so that it is easy for all employees to feel like they are part of a community. This helps to increase satisfaction and decreases the risk that employees will leave for a job with a more positive culture. When this happens, employees are more likely to be satisfied with their jobs (Uddin,2016). Companies can build this kind of teamwork by valuing the contributions of their employees and communicating this value to them. This makes it easier for employees to feel satisfied in their jobs, which makes them less likely to look for other jobs. This also makes it easier for the company to retain its best and brightest employees.

2.2 Job satisfaction Theories

2.2.1. Herzberg's two-factor theory

Job satisfaction is based on various theories, such as, Herzberg's two-factor theory: One of the most significant developments in the study of job satisfaction was the emergence of what was later called the Two-Factor Theory of Job Satisfaction. It was proposed by a group of researchers headed by Professor Lawrence S. Kohlberg of Harvard University. They argued that there are

two distinct sets of job attributes that are associated with job satisfaction. The presence of one set of job attributes (motives) is supposed to lead to job satisfaction, and the absence of a completely different set of job attributes (hygiene) is supposed to lead to job dissatisfaction(Sanjeev & Surya, 2016).

The first set of job attributes regarded as motives are those things that make a job interesting to do. They are referred to as motives because they are thought to be the things that cause people to pursue their goals. These job attributes include such things Achievement: A job should provide an individual with a sense of accomplishment. This will give you the satisfaction of accomplishing something difficult but rewarding. Recognition: A job should provide an individual with a sense of accomplishment. This will give you the satisfaction of accomplishing something difficult but rewarding. A job must provide praise and appreciation for an employee's accomplishments(Sanjeev & Surya, 2016).

This acknowledgement should come from both superiors and peers. The job itself should be engaging, varied, and challenging enough to keep employees engaged. The work itself: The job itself should be engaging, varied, and challenging enough to keep employees engaged. Responsibility: Employees should feel "in charge" of their work. They should hold themselves accountable for the execution of this task rather than feeling micromanaged, advancement: Employees should have opportunities for advancement. And growth: Employees should be able to learn new skills as part of their employment. This might occur on the job or through more formal education. On the other hand, the second set of job attributes regarded as hygiene factors like Company policies: very employee should be treated fairly and clearly. They must also be comparable to those of rivals, supervision: Fair and proper supervision is required. As much

autonomy as is reasonable should be granted to the employee. Relationship: Bullying and cliques should be avoided at all costs. Peers, bosses, and subordinates should have a healthy, friendly, and suitable connection,(Sanjeev & Surya, 2016).

Work conditions: Workplace equipment and circumstances should be safe, appropriate for purpose, and sanitary. Salary: The wage structure should be realistic and equitable. It must also be competitive with other businesses in the same field, and security: It is critical that employees believe their jobs are secure and that they are not constantly threatened with layoffs, which lead to job dissatisfaction. The motivating factors were also called intrinsic factors as they came from within the job itself and the hygiene factors were considered as extrinsic factors as they were external to the job (Sanjeev & Surya, 2016). Therefore, Herzberg's Two-Factor Theory focuses on employees' internal needs. According to this view, job satisfaction and dissatisfaction are not diametrically opposed and are influenced by different causes. While job dissatisfaction is thought to be directly tied to the environment in which individuals work, job satisfaction is thought to be intimately linked to the work itself and the direct result of the labor.

2.2.2. Job Characteristics Model

The Job Characteristics Model is a framework designed to help understand what makes a job interesting and engaging. The model provides five characteristics that state how best to design work including: Skill variety:as the extent, to which a job necessitates a variety of distinct actions in order to be completed, requiring the utilization of a variety of skills and talents on the part of the employee. Employee motivation will rise if your team members use a variety of different abilities in their jobs rather than relying on a single skill. (J. Richard Hackma ,Greg R. Oldham, 1974). Task identity:stated that task identity encourages employees to believe that their

work is relevant and worthwhile, pushing them to perform efficiently. Employees that are motivated are more likely to finish assignments if they identify with them and have seen them through from beginning to end. Task significant:The degree to which a job has a significant impact on the lives or work of other people, whether in the immediate organization or in the external world, has been defined as task importance (Oldham,1974).

Employees are encouraged to do well when they believe their work is important to their organization, which leads to higher employee productivity. Which can lead to Job satisfaction. Autonomy:is the degree to which an employee has flexibility, independence, and discretion in arranging his or her work and deciding the processes to follow in carrying it out. It is the employee's vertical development of responsibility, decision-making authority, and independence. Employees can be motivated and enabled by autonomy to test new ideas, learn from the results, and expand their domain-relevant abilities, and feedback: is defined as the extent to which an employee obtains information regarding the effectiveness of his or her performance by carrying out the work activities needed by the job (Yunus,2014). Top management should provide feedback to employees so that they are aware of areas where they may develop and gain a better grasp of their work environment. The model provides recommendations on how to best enhance jobs in organizations, such as increasing autonomy and providing feedback. This model is particularly relevant to employees in the modern era, where the pace of work is much faster and requires more flexibility and adaptation than in the past. (Syukrina Alini Mat Ali,Noor Azzah Said,Noorain Yunus,Sri Fatiany, 2014). Job satisfaction occurs when the work environment encourages employees to be their best selves.

The structure and characteristics of a job help determine whether employees are motivated to work, or whether they would rather be doing something else.

The Job Characteristics Model (JCM) is a framework that explains how these job characteristics influence employee job satisfaction. The Job Characteristics Model provides a framework for understanding the complex relationships among job characteristics, employee well-being, and job satisfaction. The model demonstrates that job satisfaction occurs when employees have a high level of engagement in their jobs, which is influenced by the five key job characteristics. These five job characteristics shape employees' experiences at work and subsequently their engagement levels. The model also describes the interplay of job characteristics and employee well-being, which in turn affects job satisfaction. (Renier Steyn, Naseema Vawda, 2014)

2.2.3. Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs is a theory of human motivation. It is a pyramid with five levels, or layers, of needs, each of which must be satisfied in order for a person to be able to do their best work. The theory was first proposed by psychologist Abraham Maslow, and it is a theory that is still taught and used today. The theory is most often used to describe what motivates people to work, and also what motivates people to keep working when they are already engaged in a job or a project. The hierarchy starts, with the most basic demands at the bottom that must be addressed before moving on to secondary requests (Aruma, 2017). It is generally knowledge that someone who is battling to survive does not think about or accomplish self-actualization as often as someone who has a better chance of surviving. According to Maslow's hierarchy of needs hypothesis, people have a series of requirements that must be addressed in order to achieve self-actualization. The wants are ordered in a hierarchical order, starting with physiological needs

(thirst, hunger, sex), then moving on to security, love, and acknowledgement, and eventually to self-actualization. Needs that are met motivate behavior until they are met again, whereas needs that are not met have no motivational function in behavior, (Stawasz, Employment Satisfaction and Maslow's Hierarchy of Needs Expansion Theory by the Pastoral Care Department, 2019).

Maslow's needs hierarchy approach to job satisfaction: Financial compensation and healthcare are two perks that assist employees achieve their basic physiological demands while working for an organization. Employees' safety needs can be met by feeling physically safe in their workplace, having a secure employment, and having appropriate business structures and regulations. Employees can then focus on feeling like they belong at work once this is met. This can manifest itself in the form of positive connections with coworkers and bosses, as well as a sense of belonging to their team or organization (Robert, 2013).After being satisfied, the employee will desire to feel valued and respected by their coworkers and their employer. The employee pursues self-actualization in the final step; they must grow and develop in order to become everything they are capable of being. The progressions from one phase to the next all contribute to the process of self-actualization, despite the fact that they may appear to be independent. As a result, organizations seeking to improve employee job satisfaction should first try to meet employees' basic requirements before moving on to higher-order wants (Stawasz,2019).

2.2.4. Dispositional approach

The dispositional approach to job satisfaction was one of the first conceptualizations of job satisfaction, and it remains one of the most widely accepted. It suggests that an individual's levelof job satisfaction is a result of their personality, and is relatively stable over time. The

dispositional approach to job satisfaction is often contrasted with the situational approach, which is a more recent conceptualization of job satisfaction(Barry,2005).

The dispositional approach to job satisfaction is often discussed in terms of the following three personality dispositions: extroversion, agreeableness, and conscientiousness. These three personality traits are often used as shorthand to refer to the more complex model of personality traits and behaviors that has been validated by research. The extroversion-conscientiousness (EC) model of personality is one of the most widely accepted models of personality in the field of psychology. It is worth noting that the EC model of personality was not formally defined until the late 1980s, and it was not until the late 1990s that the first research studies were conducted to test its validity. These personalities are often conceptualized as being either high in or low in job satisfaction Research has found that individuals who are high in agreeableness tend to be high in job satisfaction, individuals who are high in extroversion tend to be low in job satisfaction, and individuals who are high in conscientiousness tend to be average in job satisfaction. Much of the evidence linking these three personality dispositions to job satisfaction comes from the Extroversion and Conscientiousness (e.g., GPA) and Agreeableness (e.g., IEA) studies. Extroverts tend to be high in job satisfaction, and the relationship is often thought to be causal, (JALAL, Raja Nabeel-Ud-Din,ZEB, Naveeda,FAYYAZ, Um-E-Roman, 2019).

2.3 The Concept of Technology leadership

As today, technology impacts our life in different ways, that becoming more important part of our life. Hence 21st century is being regarded as the era of technology. This implies the world we currently live-intechnology is a vital factor. It is a trend every now and then to observe new

software or gadget being brought in to the market that assists us to advance our lives in various directions. (Budhwar, 2017). A Technology leader is the person who directs the Practice of technology within the organization efficiently and fruitfully, affects the organization on this matter, and manages. Technology leadership is the ability to successfully identify, prioritize, and manage technology-related risks and opportunities. It requires an understanding of where your organization currently stands on the technology spectrum, as well as where it should be. It also requires the ability to discern between good and bad technology decisions and make the right calls. Finally, technology leadership requires the ability to build and maintain a strong technology infrastructure, including the human resources required to design, build, and deploy new technologies, (Ayser Soya, Behcet Öznacara, 2021).

Because they are frequently recognized as the key educational technology leader within an educational environment, educational technologists may be assigned a variety of duties. The method that which effective leaders perform their jobs best exemplifies the position they play. In comparison to fundamental organizational management, the function of an educational technology leader within a school is distinctive. A technology leader, as can be seen, has a more concentrated and frequently demanding position within the school; they must constantly modernize the school in terms of its possession of technological resources and, more crucially, the use of those tools for the purpose of improved, current instruction. This part isn't to be taken gently and must be satisfied by people who do not as it got it and order viable standards of authority, but to have working information technology,(Courville, 2011).

Many principals have failed to develop both the human and technical resources required to accomplish technology outcomes in their schools because they have not been prepared for them

new role as technology leaders. Few principals have utilized computers with students in meaningful ways, and hence lack the necessary pedagogical vision and experience to guide instructors. As a result, in many schools, unofficial leaders have emerged from classrooms, libraries, and computer laboratories to take on the tough task of planning for technology integration and supporting teachers' spread and often uncoordinated efforts. Unfortunately, technology planning has far too often been restricted to the acquisition of hardware and software. Without understanding the significant organizational and cultural adjustments that are required to promote effective use of technology to increase student learning, schools have focused on procuring equipment, setting up labs, and wiring their facilities.

As a result, many schools have expensive computer labs that are only utilized for typing, games, and drills, if they are used at all. (Glennan & Melmed, 1996).Furthermore, school administrators have had to make difficult judgments on the purchasing of equipment, wiring, and networking. Principals have frequently depended on guidance from technicians in the lack of a thorough understanding of how hardware choices and arrangement circumstances affect student learning. In many cases, the outcome is a restricted, locked-down approach to school networks designed to shield computers from teachers and kids. Closed network topologies limit or prevent innovative and interesting uses of computers for collaborative endeavors. Restrictive networks, rather than providing chances for learning, act as barriers, preventing both teachers and students from using them and reach their maximum potential, there are many examples of successful technology Practice in technology has acted as a catalyst for more comprehensive educational reforms.

There aren't very many things in our world that we can't learn how to use. From a very young age, we're taught how to ride a bike, how to tie our shoes, and how to read. As we grow older,

we learn how to drive a vehicle, how to cook our meals, and how to take care of our personal hygiene. In the early 1900s, students in school used blackboards, books, and pens to learn. Then came the introduction of electricity in schools, which introduced the ability to power lights and equipment. The use of computers, the internet, and tablets have revolutionized the way students learn. Today, students use laptops, tablets, and smartphones to enhance their education. The education system we know today is very different to the one that most of us were taught in. The way we learn has changed dramatically over the years, with the introduction of new teaching methods and technologies. Today, we use technology in our schools to help us learn and to improve our education which is called technology education. It aims to teach students how to use technology in a responsible way and prepares them to work effectively with technology. It teaches students the theory and Practice of using technology. Technological leadership, which is a relatively new concept in education, is not for the faint of heart. An effective technology leader should be able to direct the growing body of knowledge and information, such as changes in education as a result of technological advancements (Wagner Jr, 2004).

The scientific foundation for the use of technology in education can be summarized as follows: technology improves education. Individuals who will participate in technological environments must be educated in such environments in order to actively use technology. Only those who have been educated in such environments will be able to keep up with the times: Motivation, Flexibility in learning styles, Individualization principle in teaching (considering individual skills), Supporting equality in opportunity, and supporting professional development for efficient Practice of technology. Technological leaders are people who are focused on the development and who practice systematic development activities within organizations using new ways,

methods, and programs. This structural process should be evaluated in terms of overcoming any internal barriers to technology and change, as well as integrating technology into the current structure, (Bozkurt, 2020).

Technology leadership aims to help those who will be using technology in leadership roles and develop the skills and abilities of technology leaders. Without a proper understanding of technology, it is impossible to effectively lead a technology-based organization. Therefore,the purpose of technology education is to provide students with the knowledge, skills, and dispositions to use technology productively in their lives and in their communities. This knowledgeand skill are developed through a variety of means, including curriculum, instructions, assessment, dynamic experiential learning, and hands-on projects (Okeke, 2019). As a result of this focus on technology education, technology skills are now commonly measured, taught, and evaluated. However, technology education has come a long way from the days of assuming that students would automatically become digital citizens if they were taught to type.The field of technology education has had a long and colorful history. In the earliest days of American education, school-age children were taught basic literacy and arithmetic (Ratna, 2016). As the country grew and new technologies emerged, so did the need for trained educators to teach these new subjects. Over time, technology education began to focus on the design, implementation, and use of new technologies in the classroom.Teachers, students, and parents have long been confused about what technology is and isn't appropriate to learn in school. The vague, often contradictory, rules and regulations about what can and can't be taught have made it difficult for teachers and students to know what, and how much, technology learning should be a part of their education (Buldhwar 2017).

The purpose of technology education is to provide teachers with the knowledge, skills, and confidence they need to incorporate technology into their classrooms. Teachers are the primary source of technology education, and it is their responsibility to provide students with the knowledge, skills, and confidence they need to use technology productively and ethically (Glenna, 1996).

Educational technology is not one thing it is many things. Education technology is not a single intervention; rather, it is a collection of often overlapping, sometimes practiced, but also stand-alone instruments that can be used either-or or both-and. It does not do one thing it does many things, it provides information, fosters learning communities, and links students with instructors and experts. It makes books and information available. It collects, analyzes, and reports information, as well as creating visual, cartographic, and statistical models. It evaluates learning (Courville, 2011).

It is used as a productivity tool, a tool for creativity, a tool for communication, a tool for collaboration, a tool for design, and a tool for data management. A book, a writing tool, an encyclopedia, a map, a filing cabinet, a display device, a TV, a microphone, a (video and still) camera, a phone, a radio, and a tutor are all examples. It is built of infrastructure and materials, and it involves people in a variety of functions and applications, similar to another complex system in which it may be used—school. It's also dynamic, evolving at a breakneck speed (Melmed, 1996).

Technology education is one of the most popular uses of computers in education. Computers have revolutionized the way we learn, from keeping up with homework to communicating with

peers. Computers have become a vital element of the learning process for students of all ages, ranging from simple hand-held devices to powerful systems that may be connected to the internet. Educators have begun to look for new ways to bring computers into the classroom as their use of technology has grown. Computers have become an indispensable weapon in a teacher's arsenal, serving as a platform for teachers to exchange classroom resources and collaborate with colleagues, as well as a platform for students to study. However, computer use in school entails more than just doing coursework. School districts all around the country are recognizing this and attempting to remove the barriers that are preventing them from fully utilizing technology's benefits. Since the introduction of personal computers about 30 years ago, educational technology has been an ever-changing part of schools and has become a "must" requirement for school districts (Tan,2010).

The International Society for Technology in Education (ISTE) is a professional association of educational technology leaders and administrators. ISTE is the largest organization of technology leaders in K-12 education. Formed in 2001, ISTE's mission is to advance the use of technologyin education by creating a community of technology leaders, providing education and professional development, and advocating for the use of technology in education. ISTE's efforts are largely focused on the development of standards and guidelines for technology use in schools. These standards are used to develop curricula, determine the skills necessary for school administrators to be effective with technology, and assess the technology use of administrators. ISTE has developed technology standards for both school administrators and teachers. These initial standards became known as the International Society for Technology in Education National Technology Standards for Administrators or ISTE-A (al., 2021). In 2008, the International

Society for Technology in Education (ISTE) updated the ISTE-A standards while changing the name from administrators to education leaders. To be effective educational technology leaders, education leaders must meet five different standards, according to the ISTE Standards for Education Leaders: Equity and Citizenship Advocate, Visionary Planner, Empowering Leader, Systems Designer, and Connected Learner High school principals, as well as other technology leaders, can use these standards to identify effective educational technology leadership(ISTE, 2008).Technology leaders are the ones who catalyze and direct the efforts of other school technology professionals. They are the ones who are most frequently the face of technology to the broader school community, the press, and the public. They are often the first point of contact for parents who have questions about their children's education and technology use. And they are the ones who work with other technology leaders to strategize, collaborate, and coordinate the use of technology in the classroom.

One of the most exciting times in a school technology leader's career is hiring a skilled technology professional. It's a chance to help groom the next generation of technology leaders and watch them grow into the role. It's also a great opportunity to build a team around you and show the world what you can accomplish when you lead with conviction and purpose (Tanzer,2004).

School technology leaders are critical to the success of their school's technology program and play critical roles in their development. As the technology program manager or director, you are responsible for ensuring that the technology resources in your school are effectively used to improve the learning experiences of your students. As the technology coordinator, you are responsible for the day-to-day operations of the technology program, including purchasing

technology resources, managing the technology staff, operations of schools' technology programs, from the hardware and software used by teachers to the broadband infrastructure that enables educational technology to be used effectively and making sure that all technology purchases conform to the school's technology strategic plan(Uselding,1980).

As the technology teacher, you areresponsible for providing your students with the digital skills and knowledge they need to be successful in their technology courses and careers. With the use of technology and innovations, the role of technology in education is becoming increasingly important (Miller, 2008). The use of appropriate technology encourages students to participate in active learning and provides them with the necessary collaboration and communication skills. This is ensured by an understanding of educational technological leadership, not by the technology itself. Such an understanding is a tool supporting the curriculum, enriching the learning of students, and preparing them for the technological future (Beer, P., & Mulder, R. H, 2020).

2.4 Technology Leadership Theories

2.4.1 Path- Goal Leadership Theory

The path–goal theory, also known as the path–goal model or the path–goal theory of leader effectiveness, is a leadership theory developed by Robert House, an Ohio State University graduatein 1971 and revised in 1996. According to the notion, a leader's behavior is influenced by his or her subordinates' satisfaction, motivation, and performance. The new version additionally claims that the leader's actions complement and account for the weaknesses of his or her subordinates. The task-oriented parts of the path–goal paradigm, according to Robert House

and John Antoniadis, might be classed as a type of functional leadership. When a leader's behavior is perceived as a source of pleasure, it is acceptable to subordinates, and it is motivating should the need satisfaction is conditional on performance, and the leader enables, coaches, and rewards effective performance. (Bans-Akutey, 2021).

This theory of technology leadership is concerned with leaders guiding their subordinates towards ICT goals. Leaders help followers‟ motivation by making the path- goal clear, removing obstacles that followers might meet in the process of goal attainment. Path-goal theory has identified major leaders' characteristics: Leaders that establish a clear vision for ICT use and guide teachers who may lack vision are characterized by directive leadership behavior. Leaders who exhibit supportive leadership behavior are nice and approachable, and care about their employees' well-being. The leader supports teachers as they practice ICT into their classrooms. Teachers become motivated and willing to follow leaders who exhibit this behavior (Uselding, 1980). Before making decisions on whether gear and software should be purchased, as well as how to go about integrating ICT into the classroom, participatory leadership asks for input from teachers. This behavior highlights the need for instructors' roles to be defined clearly. The goal-oriented leader encourages his followers to strive for perfection or excellence in their work. The principal promotes and supports teachers in their efforts to flourish and gain confidence in their use of ICT in the classroom. The path goal theory assists principals in implementing various measures such as ICT training and support systems to assist teachers in implementing ICT in their classrooms. According to the theory, principals should lead all of the staff through the integration process, explaining every step and removing any impediments to ICT integration. This will assist the school accomplish its purpose and vision for ICT,(Okeke, 2019).

2.4.2Transformational Leadership Theory

The transformative leadership that is required today has the power to motivate subordinates to perform their best, to enhance their abilities, and to progress those subordinates intellectually. A transformative leader may inspire his followers to go above and beyond what is required of them. There are four sub-dimensions to transformational leadership. To begin, idealized influence refers to a leader's ability to develop levels of loyalty, dedication, and identification while avoiding self-interest. Second, inspirational motivation refers to a leader's capacity to instill a vision in subordinates that motivates them to play an important part in the organization. Surprisingly, intellectual stimulation refers to a leader's capacity to provide staff signals to be inventive and risk takers. Finally, when it comes to empowerment, leaders must coordinate with subordinates or act as a top-down authority motivator. This is accomplished by delegating decision-making and delivery authority to subordinates(Alqataweneh, 2018).

To attain the goal of ICT in their schools, school administrators must take on the role of transformational leaders in their capacity as technology leaders. A transformational technology school leader crafts a vision, prepares plans, and then transforms the school by empowering stakeholders through staff development. Through sharing ICT knowledge and involvement in staff development, they incorporate ICT into school teaching and learning. This leadership style promotes ICT awareness in the school and encourages teachers to go beyond their personal interests in ICT for the greater welfare of the institution (Tanzer, 2004). When a school leader uses transformational leadership, it encourages teachers to go above and beyond to gain the essential skills for creativity and innovation, to make the necessary changes, and to try out new technology. To put it another way, schools want administrators who can develop teachers to the

point where they can effectively practice ICT through creative and innovative conduct. Technology is not static; it evolves with time, and transformational leadership is required for a school's instructional system to keep up with this development (Okeke, 2019).

Teachers are inspired by school leaders that grasp the importance of strong technology leadership and convey the vision to them clearly and effectively. They promote group goals' acceptability by preaching cooperation and support among teachers and encouraging them to work toward ICT objectives. School principals demonstrate respect and support for staff members while attempting to meet their needs and aspirations through interpersonal communication skills. Principals show attention in teachers' development requirements by giving staff development opportunities in addition to providing intellectual stimulation. The principals encourage, coach, and mentor teachers to use ICT technologies in unique and creative ways. Teachers are also encouraged to engage in reflective Practices by school officials, who offer them with information and resources. School administrators indicate that they have high performance standards.

2.5 EmpiricalReview

Thannimalai and Raman (2018) analyzed 90principals and 645 teachers from national secondary schools in Kedah to identify the level of principal’s technology leadership and its relationship with teachersTechnology integration. The study showed that there is a significant relationship between principals’ technology leadership and teacher’s technology integration. This study defined technology leadership as all technology related activities at school including organization decision, policies and technology implementation, the technology leadership of principals is a good predictor of teachers' technology integration, according to this study. This is

consistent with research conducted by (Tan S. , 2010)and Fisher and Waller (2013), which found a link between principals' technology leadership and teachers' technology integration in the classroom. Studies that focused on identifying the responsibilities and abilities of technology leaders were found, as well as studies that investigated the correlations between various leadership aspects. Infrastructure, organization structure and policy, pedagogy and learning, and school culture were all identified as major areas of change for technology leaders.

The generic leadership theory underpins the majority of the research (9 out of 12): transformational leadership, instructional leadership, transactional leadership, and distributed leadership. School technology leadership is a major predictor of the level of technology use in schools; school cultural and structural variables may affect the level of computer use in classrooms; and transformational leadership is linked to principal's ICT competencies. At least two studies looked into the perspectives of middle-level leaders and the reciprocal ties that exist between them and their followers. (Tan, 2010). further Soy and Oznacar (2021) conducted study on 284 teachers to determine if existed a relationship between technology leadership and Job satisfaction, which they determine that there is a relationship between technological a leadership and jib satisfaction, by showing that the level of Job satisfaction of teachers increase with the effect of leaders in the direction of technology leadership. For that process, educators' technological leadership behaviors are critical in managing change at school as a result of the integration of IT and education.

A technical leader must develop his own vision, collaborate with school members inside the school, manage change, and place a high value on inspection. Researchers recognize job satisfaction as a general or global concept, which include different aspects or dimensions, there is an opinion that employees can be productive only if they are satisfaction and that the success of

the organization cannot be achieved if employees are dissatisfied, for this reason, Job satisfaction is one of the most explore topic in the ground of behavior.

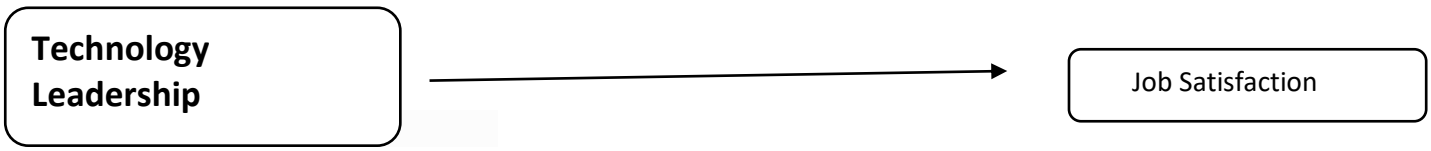
Technological transformation is a process that significantly influences all parts of society. It is driven by the ever-increasing availability of digital applications like smartphones, laptops, and other hardware. The digital transformation of school activity is characterized by diffusion of innovative technologies; integration of physical and digital systems (Ablyazov et al., 2018).

The digitalization of economies and societies is progressing with the increasing adoption and use of information and communication technologies (ICTs), and the continuous migration of social and economic activities to the internet (through digital services such as social networks, e-commerce, e-health and e-government) Digitalization contributes directly to economic growth through the ICT supply side by enhancing the contribution of ICT goods and services in total value added that is production effect ***(*OECD, 2016***)*.

2.6 Conceptual Framework

The study is based on a conceptual construct indicating the effect of technology Practiced by technology leaders on their cohorts and its result on Job satisfaction.Hence the dependent variable in this study is Job satisfaction, it is a represents a combination of positive and negative feelings that workers have towards their work (Aziri, 2011). Job satisfaction is importantcriteria for the success of an organization which it is related to job turn over and life satisfaction. Technology is changing the world at a faster pace than ever before. Leader who understands how to harness the full potential of this technology and use it to improve the lives of people will be the leaders who shape the future. In today's world, being a technology leader means having the vision and understanding to turn the industry's latest innovations into products and services that enhance the lives of parties. It means having the expertise to turn complex systems into services

that are easy for individuals to use. Employees can be more productive and freer of the weight of boring, repetitive duties thanks to technological advancements. Many job duties are simplified by technology, which that leads to job satisfaction. (Mayhew, 2011)



CHAPTER THREE

RESEARCH METHODOLOGY

This chapter contained componentsapproaches and methodsutilized to conduct the study. Thus, the chapter presented the study area, the research design and methodology, the population and sampling techniques, sources of data, the methods of data collection and methods of data analysis.

3.1 Research design

To choose the Research Design the researcher was bounded by the problem statement and the research objective. In this study the researcher utilized descriptive-correlation research design to study the relationship between Technology leadership and Job satisfaction. The Correlation research design helps to find the direction and strength of each relationshipor it helps to discover relationships among variables and to allow the prediction of future events from present knowledge. While the Descriptive research helps to make snapshot of the current state of affairs regarding technology leadership and job satisfaction of teachers and helps to describe, interpret and summarize the characteristics of the data set as it exists in the real world.

3.2 Research approach

Research approaches are plans and the procedures of research that span the steps from broad assumptions to detailed methods of data collection analysis, and interpretation. This plan involves several decisions, and they need not be taken in the order to make sense. The overall decision involves which approach should be used to study a topic. The researcher used quantitative research approach; because this approach helps todescribe, predict and control the outcome, in addition it helps to undertake a much broader study which involves more people. The quantitative statistic record of the observed outcomes can also provide objective results which can be generalizable to larger populations.

3.3.Population andSampling Technique

Sampling is the process of taking limited number of samples from the total population. Sampling is made for selecting sample from part of large group of population with the intent of generalizing from the sample (the smaller group) to the population (the larger group). To make valid inferences about the population, Singh (2007: 160) agreed that, “the concept of sampling has been introduced with a view of making the research findings economical and accurate.” selecting less than the total population is an advantage for researchers for several reasons. First it is less expensive to send questionnaires to smaller group of people than to larger number. Second, it takes less time to collect. Third, better quality control can be obtained.

Accordingly; To collect the Survey data, the researcher used probability sampling methods. Using single stage cluster sampling we first cluster Addis Ababa by 8 district as commercial bank of Ethiopia does, then four districts were selected from by lottery method. Afterward for the field data collected by simple random method.particularly a lottery method; before going to collect the field data, the researcher prepared two types of lotteries mixed together with equal numbers, the first option of the lottery item contained in a written form “I will participate in the

study," the other contained "I will not participate in the study." Both lottery items were folded separately and mixed together, the selected high school teachers were given to draw the lottery, those who draw the first option of folded lottery were given a chance to participate in the study and those who draw the second option were excluded. The process continued until the researcher reaches at determined sample size, this sampling method was chosen by the researcher because of it was much convenient process give equal chance of selection, helped to find the truerepresentative of the total population.

The target populations for the study were the private high schools'teachers in Addis Ababa. The entire populations of the study were 2586.The research determined the specified sample size to be 96 private high school teachers in Addis Ababa.

3.4Method of Data Collection

To obtain reliable and objective information, the data were collected survey The researcher selected survey, due survey has a greater statistical power and ability to gather large amounts of information, have advantages of being cheaper, especially in the case of larger samples.

The study used primary data source type. Primary data sources were respondents/targeted private high school teachers in Addis Ababa.The primary data was collected through the use of survey questionnaire. From the Survey Particularly Questionnaires were implemented as a basic data gathering tools by having a close ended questionnaire item. The questionnaire used was adapted. It was developed by Görgülü&Küçükali, 2018.These were prepared and administered to teachers and school principals toexamine the relationship between technology Leadership andJob satisfaction. Generally, the questionnaires were prepared by having introduction, three different sections; demography section, technology leadership section and job satisfaction section.

3.5 Method of Data Analysis

This study used a descriptive data analysis technique. The data gathered by quantitative tool particularly by survey questionnaire were presented in the form of tables, charts graphs in Frequency distribution, percentage and other numerical calculations. The values of the data were Moreover, the researcher used software called Short for Statistical Package for the Social Sciences (SPSS) version 20 to analyze the quantitative data, because the researcher is familiar with using this software and the researcher found this software as an appropriate, easy and helpful to make different tests including reliability, correlation and of the finding.

3.6. Validity

Validity means firstly, “the extent to which the data collection method or methods accurately measure what they were intended to measure”, and secondly, “the extent to which the research findings are really about what they profess to be about” (Saunders et al. 2009:606) as citied by Haataja (2011:31). In this study the research measured what he planned to do, the research assumed that the research and the subjects studied were independent to each other; approaches were checked before the study. To confirm the validity 0f the questionnaire itemsthe researcher prepared them and submitted to the research advisor a head of the study, thenthe research advisor determined the clarity and logical flow as well as alignment of items with objective of the study before going in to data gathering phase. The researcher also made a pilot study with ten respondents to check the instruments functionality and fixed the found errors. After the data collection too,the researcher sorted out the errors and unfileditems, fortunately no validity & data missing error were found.

3.7. Reliability

The reliability test after using Cronbach alpha formula at 90% confidence was positive (0.707).

A rule of thumb for interpreting alpha for questions items or Likert scale questions as retrieved from (https://www.statisticshowto.com:June, 2022 is as follow:

- $\rightarrow \alpha \geq 0.9$ is excellent internal consistence
- $\rightarrow 0.9 > \alpha \geq 0.8$ is good internal consistence
- $\rightarrow 0.8 > \alpha \geq 0.7$ is Acceptable internal consistence
- $\rightarrow 0.7 > \alpha \geq 0.6$ is Questionable internal consistence
- $\rightarrow 0.6 > \alpha \geq 0.60$ is poor internal consistence

→ 0.5 > α is unacceptable internal consistence

Accordingly, this research is acceptable, because of it has an alpha value of higher than (0.7) in test of internal consistence.

3.8. Ethical Procedures

The researcher selected the research participants based on research procedures and fairness, the researcher respected the research participant's right and avoided personal harm, made the research participants aware the purpose of the study before collecting the data. Clarity about the study being conducted were done, before dispatching the questionnaires and passing in to data collection process, moreover, the researcher assured the research participants as they have the right to express their ideas on the topic of the study without any restriction. Opinion difference; confidentiality and anonymity of respondents' information were respected. While taking survey, research Participants were informed in advance to skip, questions that don't concern them, and they were also informed to with draw from the study process if they are unwilling and uncomfortable.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION.

This chapter treats data presentation; analysis & discussion. The data collected through close ended questionnaires were presented in the form of tables and charts. The data was analyzed using SPPS and the output presented was in frequency and percentage distribution followed by interpretation or discussion of the result. In some cases, graphs were depicted to make the data easily understandable by the readers.

4.1. Demographic characteristic of respondents

This section summarized the demographic characteristics of the respondents, which included age of the respondent, gender, education level, and work experience. The purpose of the demographic analysis in this research was to describe the characteristics of the respondents in terms of the proportion of males and females in the sample, range of age, education level, and service year, so that the analysis could be more meaningful for readers.

In this part, the demographic information of respondents was presented & interpreted as follow depending on each of the variable taken on the questionnaire items.

Table 1: Demographic Characteristics of Respondents

Question No.	Demographic characteristics of respondents	Category	frequency	percent	Valid percent
Q-1	Gender	Male	48	50.0	50
		Female	48	50.0	50.0
		Total	96	100.0	100.0
Q-2	Age	18-25	17	17.7	17.7
		26-35	40	41.7	41.7
		36-45	29	30.2	30.2
		46 and above	10	10.4	10.4
		Total	96	100.0	100.0
Q-3	Educational Attainment of respondents	Diploma	-	-	-
		Degree/BA or MSC/	23	24.0	24.0
		Masters/MSC or BA	71	74.0	74.0
		PhD &above	2	2.1	2.1
		Total	96	100.0	100.0

Q-4	Year ofwork Experience	1-3 Years	17	17.7	17.7
		4-6 Years	18	18.8	18.8
		7-10	43	44.8	44.8
		Above 10	18	18.8	18.8
		Total	96	100.0	100.0

Source: own Survey on June, 2022

As reflected in table 1 above, in the first part of demographic question equal number of male and female respondents were taken, these means 48(50.0%) for each gender category participated in the study. Regarding Age of private high school teachers, majority of them are in the age of 26-35(41.7%) this age groupisproductive and the most working labor force as well as technological perceptive generation, small numbers of respondents working in private high school were in age between 46 and above (10.4%) this is may be due too many respondents shift their career as result of job dissatisfactions, retirement or due to impact of technology and due low life expectance of the country. Regarding Educational attainment most teachers working in private high schools have Master's Degree 71(74.0%), this may be due to the government policy favor master's education level to teach in high school division. Butteachers having diploma in the private school were not found, this may be due to the education policy bounds teachers to teach in high school. Finally,mostrespondents were having work experience of 7-10 years 43(44.8%), as respondents experience increase it may increase their familiarity with technology and enhance education quality. Least numbers of respondents in private high schools are less experienced 17(17.7%)this may lower their familiaritywith technological Practices.

Generally, the result implied that both sexes were represented and most of them were Younger, productive and energetic, this implied that they could produce better if leaders exercised appropriate technology leadership. All respondents are educated and able to explain more about the relationship between technology leadership and Job satisfaction.

4.2. Technology Leadership

Technology practice is where an individual uses technology to do their,the technology can act be used to solve problems and make things work better. When an individual integrate technology to do school tasks, they influence teachers' practice skills. School Principals and Teachers can use technology for the various purposes like: storing school files, for innovative teaching, for decision making on school matters and facilitate learning and teaching process.

In this section of the thesis report, technology practice issues are presented in tables and graphs and interpretation of the result has been made as follow.

Table 2: Data of technology Practice

Question No.	Questionnaire Item	Likert scale	Frequency	Percent	Valid Percent
Q-5	I Use various technological products to Communicate, collaborate and interact with students and parents.	Strongly disagree	10	10.4	10.4
		Disagree	7	7.3	7.3
		Neutral	8	8.3	8.3
		Agree	42	43.8	43.8
		Strongly Agree	29	30.2	30.2
		Total	96	100.0	100.0
Q-6	I am given the freedom to design my own teaching with the help of technology.	Strongly disagree	7	7.3	7.3
		Disagree	10	10.4	10.4
		Neutral	9	9.4	9.4
		Agree	36	37.5	37.5
		Strongly Agree	34	35.4	35.4
		Total	96	100.0	100.0
Q-7	There is computer lab in my school in which, I can bring students there to watch educational videos.	Strongly disagree	9	9.4	9.4
		Disagree	5	5.2	5.2
		Neutral	5	5.2	5.2
		Agree	44	45.8	45.8

		Strongly Agree	33	34.4	34.4
		Total	96	100.0	100.0

Source: own survey on June, 2022

As displayed in table-2, Question-5 above, regarding the use of technological products to Communicate, collaborate and interact with students and parents most respondents 42(43.8%) agree about the situation in context of their private high school, whine the least number of respondents 7(7.3%) dis-agreedregarding the use and role of technology as collaborative, communicative and interactive tool to students and parents. In addition, Question-6 of table-2 above regarding rating of "I am given the freedom to design my own teaching with the help of technology "Most of the respondents 34(35.4%) rate it as they strongly agree, while the list number of respondents which means 7(7.3%) strongly disagree about a freedom to design their own teaching method by relying on technology. This may be school does not allow teachers to go out of the school teaching curriculum. Furthermore, on Question-7 of table -2 above regarding rating of "There is computer lab in my school in which; I can bring students there to make them watch educational videos." Most respondents 44(45.8%) answered as the agree about availability computer lab to facilitate video teaching of students, this may be the school take computer lab to boost its teaching standard and get student to easily understand the subject matter easily in the video.while the least number of respondents 5(5.2%) equally disagree and neutral about availability computer lab to facilitate video teaching of students in private schools.

Table 3: Technology Use to handle Responsibilities

Technology Use to handle Responsibilities	Frequency
Strongly Disagree	22
Disagree	19
Neutral	7
Agree	24
Strongly agree	24

Source: own Survey on June, 2022

As shown in the table above most respondents mentioned as they agree that, they use technology to handle their school responsibilities;these respondents may have high capacity, awarenessand willingness to practice technology with their work. Whilethe least number of respondents were stronglydisagreed regarding the use of technology to handle their works, these respondents may still depend on use of tradition tools to handle their responsibilities.

Table 4: ICT facilities in Private Schools

The ICT facilities in my school are well – functioning and can be used	Frequency
Strongly Disagree	16
Disagree	9
Neutral	11
Agree	30
Strongly agree	30

Source: own Survey on June, 2022

As displayed in table above, the majority of respondents agree as ICT facilities are well functioning and in use in their schools, this shows as private school teachers understood that ICTas one of the great components of technology and using itto contributefor their school teaching and learning process. Contrast least respondents disagree about ICT facilities well-functioning and usein their private high schools.

4.2.2. The Role of Principals as Technology Leader

For that process, educators' technological leadership behaviors are critical in managing change at school as a result of the integration of IT and education. A technical leader must develop his own vision, collaborate with school members inside the school, manage change, and place a high value on inspection of using technology. What matters most in terms of technical leadership is the capacity to use both old and new technology.

Table 5: The role of Principals as Technology Leader

Question No.	Questionnaire Item	Likert scale	Frequency	Percent	Valid Percent
Q-10	Principals encourage, support and are role models in creative thinking and discovery of technology tools.	Strongly disagree	3	3.1	3.1
		Disagree	9	9.4	9.4
		Neutral	8	8.3	8.3
		Agree	44	45.8	45.8
		Strongly Agree	32	33.3	33.3
		Total	96	100.0	100.0
Q-11	The principalsdepend and use technological resources for an effective processing of school tasks like analyzing, evaluating and learning-teaching process and teachers' role.	Strongly disagree	15	15.6	15.6
		Disagree	12	12.5	12.5
		Neutral	10	10.4	10.4
		Agree	34	35.4	35.4
		Strongly Agree	25	26.0	26.0
		Total	96	100.0	100.0
Q-12	The principals encourage and become a model for safe, legal and ethical use of digital technologies. Technology is used to store information, School files, control intellectual rights	Strongly disagree	8	8.3	8.3
		Disagree	16	16.7	16.7
		Neutral	4	4.2	4.2
		Agree	38	39.6	39.6
		Strongly Agree	30	31.3	31.3
		Total	96	100.0	100.0

Source: own Survey on June, 2022

As indicated in the table-5 above, Question-10, The Majority of the respondents 44(45.8%) rated as they agree regarding "Principals encourage, support and act as a role model in creative thinking and discovery of technology tools." One can infer from this that, principal's influence their employees regarding technology use. In contrast least number of respondents 3(3.1%) of answered as they strongly disagree. In the same table-3 question-11 above, The majority of respondents 34(34.5%) agree regarding rating of the Principals depend and use technological resources for an effective processing of school tasks like analyzing, evaluating and learning-teaching process and evaluating teachers role, while least number of respondents 10(10.4%) were neutral regarding the Principals depend and use technological resources for an effective processing of school tasks like analyzing, evaluating and learning-teaching process and evaluating teachers role. Again, in the same table-3 question 12, most respondents 38(39.6%) agree as the principals encourage and become a model for safe, legal and ethical use of digital technologies. Technology is used to store information, files and used to control intellectual rights. While the remaining 4(4.2%) are neutral to rate the issue.

Table 6; Principal's role in creating Technologyenvironment

Question No.	Questionnaire Item	Likert scale	Frequency	Percent	Valid Percent
Q-13	The principals create learning environments by using different technologies to the allow the active going of educational objectives, used to direct their students learning process	Strongly disagree	8	8.3	8.3
		Disagree	7	7.3	7.3

	and evaluate teachers school process through it.	Neutral	15	15.6	15.6
		Agree	41	42.7	42.7
		Strongly Agree	25	26.0	26.0
		Total	96	100.0	100.0
Q-14	Principals are good leaders to othersemployees; due to they develop technological skills and enable effective Practice of technology in decision making andplanning of schooltasks.	Strongly disagree	22	22.9	22.9
		Disagree	11	11.5	11.5
		Neutral	6	6.3	6.3
		Agree	46	47.9	47.9
		Strongly Agree	11	11.5	11.5
		Total	96	100.0	100.0

Source: own Survey on June, 2022

As displayed in table -6 above on Question-13, the majority of respondents 41(42.7%) agree as The Principals create learning environments by using different technologies to the allow the active going of educational objectives, used to direct their students learning process and evaluate teachers school process through it. In the same question in the-4, the least respondents 7(7.3%) disagree about “principals create conducive environment by using technologies.” Finally in Table-14, question item 14, the majority of respondents 46(47.9%) agree regarding rating of Principals are good leaders to others employees, due to they develop technological skills and enable effective Practice of technology in decision making and planning of school tasks, while least number of respondents in the same table and question item 6(6.3%) were neutral to go give ideas regarding the issue.

4.3. Job satisfaction

Job satisfaction is one of the key variables that has attracted the attention of both the organization and academics. Because of the increased competitiveness brought on by globalization, managers have placed a high value on the concept of job happiness. This could be owing to the fact that job satisfaction has been found to be a strong factor of organizational commitment in numerous studies. Employees that are very happy will put forth extra effort and contribute positively to their organizations' performance and efficiency. Job satisfaction will lead to improvedperformance and increased employee commitment to the company.

In this section job satisfaction related liker scale results are presented, analyzed and interpreted as follow;

Table 7: Respondents feeling Committed as Integrating Technology

I feel very committed to my work by practicing technology	Frequency
Strongly Disagree	14
Disagree	20
Neutral	6
Agree	40
Strongly agree	16

Source, own Survey, June 2022

As displayed in table , the majority of respondents agree as they feel very committed to their work, while they Practice technology. In contrast, least number of respondents showed aneutral ratingor showed as they have no idea regarding feeling of work commitment, in the process of their technology Practice.

This study implies that using technology helps to do job better by handling numeric responsibility. This is in line with Ratna (2016), that show that technology assisted to handle plentiful responsibilities at once and which that has led to job satisfaction. The amount of innovation and the pace of change assists to hand grip number of tasks at employees and aids by making it manageable, therefore how an individual use technology and understanding it is how technology enables you to be more effective and efficient, and to better manage risk which this generally led to job satisfaction.

Table 8: Technology Use and Job Satisfaction

The use of technology in my institution has led me to satisfaction	Frequency
Strongly Disagree	10
Disagree	20
Neutral	10
Agree	44
Strongly agree	12

Source; Researchers own Survey, June 2022.

As reflected in table above, the majority of respondents rated as the use of technology in their institution increase their job Satisfaction, while least number of respondents were Neutral and

strongly disagree regarding Whether use of technology in their school lead to job satisfaction. Therefore, this research implies that using technology led to job satisfaction.

The implement of this researchlines with the study of Rajinish (2016).Job satisfaction is linked to job turnover and life satisfaction, and it is a crucial indicator for an organization's success. Companies can gain an advantage by utilizing different types oftechnologies. Employees may be able to "work smarter" as a result of technology. To support employees' usage of technology, work, training, programs, and to help to integrate technology led to job satisfaction.

4.4. Descriptive Statistics

This section has seen the general perception of the respondents regarding the relationship of Technology leadership on Job Satisfaction private high school teacher in Addis Ababa. The results were summarized through mean scores and standard deviations. Thus, the mean indicated to what extent the sample group averagely agreed or did not agree with the different statements. The lower the mean, the more the respondents disagreed with the statements. The higher the mean, the more the respondents agreed with the statement. On the other hand, standard deviation shows the variability of an observed response from a single sample Marczyk, Dematteo and Festinger (2005). The mean values are presented in table 4 together with standard deviation values for each variable.

Table 9: Descriptive Statistics of Variables

	N	Mean	Std. Deviation
Technology Leadership	96	3.5875	.73860
Technology Practice	96	3.6333	.53008
Job Satisfaction	96	3.2448	1.15165

Source: Own survey on June, 2022

This study indicates that the level of technology leadership of private high school principals is at high level. On the whole, this study found that the level technology leadership of private high school principals was at high level. This is in line withRaamanila and Arumugan,Alkrdem (2014), Fisher and Waller (2013). Specifically, in this studythe result implied that most of the principals of the private high schools' roles as technology leadership with the mean score of 3.5875.

This study found that technology was practiced at high level. This is in line with Al – Jaraideh (2009), who investigated Jordanian schools where technology is highly practice (Moidunny,2009). The result was consistence with the study done by Raamanila and Arumugan (Almekhlaji and Almequdadi (2010, who found that teachers practiced technology in their class activities in the United Arab Emirates.)). In this study technology integration was found to be high with the mean of 3.63.

According to Moidunny, (2009) the mean score 1.81 up to 2.60 was considered as low, the mean score from 2.61 up to 3.20 was considered as moderate/medium and mean score 3.21 to 4.20 was considered as high as illustrated below.

Table 10: Comparison Bases of Mean of Score of Five Point Likert Scale Instrument

Mean Score	Interpretations (Levels)
1.81 – 2.60	Low
2.61 – 3.20	Moderate/Medium
3.21 – 4.20	High

Source: Adapted from Moidunny, (2009)

From Tableabove, According to Moidunny, (2009) all the mean scores of the independent variable and the depended variable were found to be high levels (3.21 <M<4.20)

4.5. Correlation Analysis

The relationship between technology leadership and Job satisfaction was tested through Pearson correlation analysis. The main reason to conduct Pearson correlation analysis was to test the relationship between the five leadership styles and employee performance. According to Alwadael (2010) if correlation (r) is 0.000 it is said to be no correlation, if it is between 0.01-0.09 it is very weak, if it is 0.10-0.29 the correlation is weak, if it is between 0.30-0.59 the correlation is moderate if it is between 0.60-0.79 the correlation is strong and if it is between 0.80-1.0 the correlation is very strong. Therefore, the correlation is based on Alwadael (2010) rule.

Table 11: correlation analysis

		Technology Leadership	Job Satisfacti
Technology Leadership	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	96	
Job Satisfaction	Pearson Correlation	.73**	
	Sig. (2-tailed)	.000	
	N	96	

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

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Correlation between technology leadership and Job satisfaction has been demonstrated in table 8. Accordingly, technology leadership has significant, Positive and strong at ($r=0.73$ and $P < 0.01$). This study found that the technology leadership has a positive relationship with Job satisfaction. This is in line with a study Ayser (2021) that showed the scale for Job satisfaction increase as the score for technology leadership increases and it line with Terek et al., (2018).

All management and functional actions required for optimal technology use are carried out by the technology leader. It is technology leaders who facilitate the integration of education into technology, use the school's current resources and provide additional resources as needed for the acquisition of learning and teaching technologies, closely monitor teacher professional development and qualifications in the use of education technologies, and follow and evaluate teaching activities and student performance. It is technology leaders who facilitate the integration of education into technology, use the school's current resources and provide additional resources as needed for the procurement of learning and teaching technologies, closely monitor teacher professional development and qualifications in the use of education technologies, and follow and evaluate teaching activities and student success in the computer environment. Therefore, principals' qualifications at technological leadership in educational institute has a positive relationshipwith job satisfaction of an employee.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

This chapter includes summary of findings generated from the data analysis of previous chapter and based on this summary's conclusion will be drawn and finally some recommendations will be suggested accordingly.

5.1 Summary of Findings

This research revealed there exists a relationship between technology leadership and Job satisfaction

1) **Research Question one:** To what level of the principals of the private high schools' roles as technology leadership? The finding of the study implies that most of the principals of the private high schools' roles as technology leadership with the mean score of (3.5875).

2) **Research Question two**: At what level do employees practice technology in private high schools? The result of the study implies that most of the teacher practice technology with the mean score of (3.6333) that show as high level of technology practice in the high school.

3) **Research Question three** What is the relationship between Technology Leadership and Technological practice in private high school teachers? The finding of the study reviled that there is significant, positive and strong correction between technology leadership with technology practice at ($r=0.716$ and $P < 0.01$).

4) **Research Question four:** What is the relationship between Technology Leadership and Job satisfaction in private high school teachers? The finding of the study revealed that technology leadership have a positive, significant and strong correction with Job satisfactionat($r=0.73$ and $P<0.01$)

5.2 Conclusion

The main objective of the study was to investigate the relationship between technology leadership and job satisfaction in private high school teachers in Addis Ababa. From the study we can understand the level of principal roles as technology leadership is high. Additionally, the level of technology Integration is high.This research revealed there exists a significant relationship between having technology leadership and teachers integrating technology to their work. Then the conclusion is that having a leader with high level of technology leadership benefit employees to understand and integrate technology to their work. Having a good understanding of technology and how it operates is important for organization. Therefore, it is far to conclude having technological leadership in the organization will help employees to integrate technology.

The indicator of this paper is that there is a strong and significant relationship between the technology leadership and the Job satisfaction of the employees, we have seen on the finding that as employees get the technology they need to work with and leaders are focused on encouraging and becoming a model on practicing technology. With this, the study concludes that if organization leaders become more technology leaders, then job satisfaction tend to be high.

Technology leadership, practice, and job Satisfaction have direct relationship. When the School leaders integrate technology to do school tasks, they influence teachers' practice skills. School Principals and Teachers use technology for the various purposes like: storing school files, for innovative teaching, for decision making on school matters and facilitate learning and teaching process. Most private high school teachers have a freedom to design their teaching lesson with the help of technology; in addition, teachers integrating technology to process school tasks contributes to job satisfaction. Private School Principals are a role model and good influencer as technology leadership.

5.3 Recommendation

This final section of this paper will put some suggestions and recommendations based on the finding and conclusion which was made previously. From the study, we can understand the role of technology leadership on employees' job satisfaction at private high schools' employees. Having leaders which have high technology leadership custom lead employees to have a positive feeling toward their job to create better job satisfaction. Furthermore, an organization with a technology leadership have a high level of technology integration, guided use of various technological products and use technology to save time and effort which this directs to developing a positive feeling meaning increasing satisfaction with jobs. Therefore, leader should be technology leader whilst it leads to job satisfaction.

Leaders should keep and improve the positive relationship between technology leadership and job satisfaction by building a high level on technology practice in the organization, inspiring a vision to others, encouraging innovation, and coaching people for meeting agreed-on objectives by organizing different short-term training and sharing knowledge. This will help the

organization to adapt to the rapidly changing technology landscape. The process is not easy, but the benefits are worth it. The best leaders not only keep up with technology, but also inspire their team to build a high level of technological practice in the organization, making sure that the organization is well equipped to deliver on the current and future needs. Understanding the needs of the organization and the people in it the best leaders in the business understand this, and make a point of keeping and improving their organization's technology leadership through a variety of means.

Leaders should more encouraging and become a model for safe, legal and ethical use of digital information and technologies including detail academic properties and forms of resources. Leaders should demand the practice of technology within the organization, the organization leaders must be obligated to immerse technology in the vision and objective of the organization moreover use it to improve the skill and abilities of employees, effectively lead a technology - based organization.

As satisfaction is an important attitude, we need to satisfy teachers regarding their job in order that they do their best and as a result, to ensure a quality work. Besides, teachers who have high job satisfaction may become more efficient within classroom. The conceptions that can be related to job satisfaction of teachers are quality of teachers, organizational devotion, organizational performance, academic achievement, student behaviors, student satisfaction, and teacher's period and administrative performance,

The final suggestion will be for future research, it would be very interesting study in detail and thoroughly the trend of Technology Leadership in rural & urban areas the country, the purpose of technology leadership schools and its contribution to job satisfaction.

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APPENDICES

ADDIS ABABA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

SCHOOL OF COMMERCE

MASTER OF BUSSINESS LEADERSHIP

Dear Sir/Madam

This questionnaire is designed to solicit information purely for academic purposes. This research is conducted as a partial fulfillment of the award of master's degree in Master of Business Leadership in Addis Ababa University, School of Commerce, under the title; "The relationship between technology leadership on Job satisfaction". Therefore, your participation in giving reliable information has a vital contribution for the success of this study. So, I respectfully request your kind cooperation in answering the questions honestly and rationally. I would like to assure you that the information you provide will be used for research purpose only and all responses will be treated in strict confidentiality. Please don't write your name; your honest and unbiased response will greatly contribute for the research to achieve its objectives. For any questions and comments please contact me through 09-11-46-92-76.

I would like to thank you in advance, for your sincere cooperation and valuable assistance for the success of this research!!

RahelTesfaye

Section One: Demographic Questions

Please put a check (√) mark just inside the given box in front of each alternative.

1. Gender Male □ Female □

2. Age 18- 25 □ 26-35. □ 36-45 □ 46 and above □

3. Educational Attainment

Diploma □ BA / BSC □ MSC/MA □ PHD and above □

4. For how long have you been employed in the current institution?

1-3years □ 4 - 6 years. □ 7 -10 □ Above 10. □

Section Two: Technology Leadership

Given the key alternatives, tick or select the right alternative that corresponds with your opinion in return of stages of technology leadership Practice on your organization.

Please put (√) mark against each question that indicate your level of agreement for each question.

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

NO	Technology use	5	4	3	2	1
1	I Use various technological products to communication, collaboration and interaction with students and parents.					
2	I am given the freedom to design my own teaching with the help of technology.					
3	There is computer lab in my school in which I can bring students there to watch educational videos.					
4	I use technology to handle number of responsibilities at one					

	time					
5	The ICT facilities in my school are well-functioning and can be used.					
NO	**Role of Principals as technology leaders**	**5**	**4**	**3**	**2**	**1**
1	The principals encourage, support and become a role for creative thinking and discovering.					
2	The principals ease and become a model for effective use of digital tools that are present and under development for looking up, analyzing, evaluating and using resources to support the learning.					
3	The principals encourage and become a model for safe, legal and ethical use of digital information and technology including respect intellectual properties and documenting resources appropriately.					
4	Principals create learning environments with different technologies that allow to be active in setting their educational objectives, direct their own learning process, and evaluating their own developments.					
5	Principals lead others to help develop technological skills showing a vision for effective Practice of technology by active participation on making decision and creating association process.					

Section Three: Job Satisfaction

NO	Job Satisfaction	5	4	3	2	1
1	I feel very committed to my work by practicing technology.					
2	The use of Technology in my institution has led me to satisfaction.					