



**ADDIS ABABA UNIVERSITY**

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

**PRINCIPALS' LEADERSHIP STYLES AND TEACHERS' JOB SATISFACTION IN  
PRIVATE PRIMARY SCHOOLS OF GULLELE SUB-CITY, ADDIS ABABA**

**MA THESIS**

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**MAY, 2025**

**ADDIS ABABA, ETHIOPIA**

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SATISFACTION IN PRIVATE PRIMARY SCHOOLS OF  
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**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL LEADERSHIP AND  
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**MAY, 2025**

**ADDIS ABABA, ETHIOPIA**

### **Declaration**

I declare that the thesis entitled “Principals’ Leadership Styles and Teachers’ Job Satisfaction in Private Primary Schools of Gullele Sub-City, Addis Ababa” has been carried out by me as part of my Master Degree in Educational Leadership and Management. All sources have duly been acknowledged and that this thesis is entirely original work of mine that has not been submitted to any other university or institution for the purpose of receiving a degree or certification.

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## **Advisor's Approval Sheet**

This thesis, entitled “Principals’ Leadership Styles and Teachers’ Job Satisfaction in Private Primary Schools of Gullele Sub-City, Addis Ababa”, is done under my guidance by Jemil Shifaw and can be submitted for examination.

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Name of Advisor

Signature

Date

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SATISFACTION IN PRIVATE PRIMARY SCHOOLS OF  
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## **ACRONYMS**

ESDP- Education Sector Development Programs

ETP- Education and Training Policy

GEQIP- General Education Quality Improvement Program

FRLT -Full Range Leadership Theory

JSS - Job satisfaction survey

MLQ- Multifactor Leadership Questionnaire

MoE- Ministry of Education

SPSS -Statistical Package for Social Sciences

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## ABSTRACT

*The purpose of this study was to assess the influence of principals' leadership styles on teachers' job satisfaction in private primary schools in Gullele sub-city, Addis Ababa. A descriptive research design with a quantitative research method was employed. Out of 38 private primary schools in Gullele sub-city, 6 were selected using purposive sampling method. The target population consisted of private primary school principals and teachers. Data were collected from 152 randomly selected teachers (87 males and 65 females) and 6 purposively selected principals (4 males and 2 females) through questionnaires, as this tool allows the collection of a large amount of information in a relatively short period. Data analysis was conducted using IBM SPSS version 26, employing statistical tools such as mean, standard deviation, and t-test. Pearson correlation and multiple linear regression analyses were also used to examine the relationship between variables. The findings revealed that both transactional and transformational leadership styles were positively associated with teachers' job satisfaction, with transactional leadership showing a stronger impact. It was also observed that transformational leadership was the most commonly practiced style. Additionally, teachers reported lower satisfaction in areas such as pay and operational procedures. In conclusion, the study underscores the importance of active, intentional leadership particularly a balanced use of transactional and transformational strategies in fostering teacher job satisfaction and professional fulfillment. Finally the researcher recommended that the Addis Ababa Education Bureau, the Gullele sub-city Education office, and school principals advised to implement a balanced approach incorporating both transactional and transformational leadership styles to enhance and attain teacher job satisfaction and improve the quality of education in private primary schools.*

**Key Words:** Leadership styles, principals, Teachers' job satisfaction, private primary schools

# **CHAPTER ONE**

## **INTRODUCTION**

In this chapter background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study definition of key terms to use in the study and brief explanation as to how the study will organized are presented.

### **1.1 Background of the Study**

In the ever-evolving field of education, effective school leadership has been identified as a critical determinant of school success, influencing both the learning environment and the well-being of teachers. Empirical research has consistently demonstrated that leadership practices directly affect teachers' job satisfaction, professional commitment, and overall performance (Leithwood et al., 2004). A positive leadership approach has been found to enhance teachers motivation, promote collaboration, and support professional growth, thereby contributing to the overall quality of education delivered to students.

Globally, numerous studies have highlighted the relationship between leadership styles and teacher job satisfaction. Bass and Avolio (1994), and later Nguni, Slegers, and Denessen (2006), emphasized that transformational leadership characterized by vision, inspiration, and individualized support positively influences teacher satisfaction and motivation. Conversely, laissez-faire leadership has often been linked with dissatisfaction, reduced performance, and high teacher turnover (Bogler, 2001; Aydin, Sarier, & Uysal, 2013). In Kenya, Muriithi (2014) found that democratic leadership improved teachers' morale and instructional practices, while Adeyemi (2010) reported in Nigeria that participatory leadership led to higher satisfaction, compared to the demoralizing effects of autocratic styles.

School leadership style and teachers' job satisfaction were critical factors that shaped the overall effectiveness of a school. Leadership influenced teachers' motivation, engagement, and commitment, which ultimately affected student learning outcomes and overall school performance. Previous research suggested that leadership style was one of the strongest

determinants of teachers' job satisfaction (Herzberg et al., 1959; Kusum & Billingsley, 1996). When teachers were dissatisfied, their performance, relationships with students, and contributions to the school declined, resulting in inefficiencies in education delivery (Chieffo, 1991).

In 1939, psychologist Kurt Lewin and his colleagues developed one of the earliest and most influential frameworks on leadership styles, identifying three distinct approaches: Authoritarian (Autocratic), where leaders make decisions independently with minimal group input; Democratic (Participative), where leaders actively involve team members in decision-making and promote collaboration; and Laissez-faire (Delegative), where leaders offer little guidance and allow individuals to make their own decisions. This pioneering study provided a foundation for future research on leadership behavior and its effects on group dynamics and performance (Lewin, Lippitt, & White, 1939).

Teacher job satisfaction has been conceptualized as a complex and multidimensional construct, shaped by both intrinsic and extrinsic factors. These factors include working conditions, collegial relationships, opportunities for professional development, workload, compensation, and the degree of support provided by school leadership (Dinham & Scott, 2000). Evidence suggests that satisfied teachers are more likely to exhibit high levels of teaching efficacy, develop strong relationships with students, and make meaningful contributions to the school environment. In contrast, low levels of satisfaction have been associated with burnout, absenteeism, and high turnover rates, all of which negatively influence school performance and student outcomes (Ingersoll, 2001).

The scholarly exploration of job satisfaction dates back to Hopp's (1935) pioneering study, with subsequent theoretical advancements such as Herzberg's two-factor theory offering deeper insight into the drivers of workplace motivation. Herzberg (1959) distinguished between intrinsic motivators (e.g., achievement, recognition, and professional development), which enhance job satisfaction, and extrinsic factors (e.g., salary, policies, and working conditions), the absence of which may lead to dissatisfaction. Nonetheless, the extent to which school leadership influences teacher satisfaction has been shown to be highly contextual, shaped by cultural, economic, and institutional dynamics.

In the Ethiopian context, the education sector has encountered persistent challenges, including resource limitations, large class sizes, and inadequate professional development opportunities. These factors have been reported to negatively affect teacher morale and job satisfaction (Ministry of Education [MOE], 2020). Although various government reforms have been introduced to improve educational quality, there remains a lack of empirical evidence regarding the influence of school leadership on teacher motivation and retention, particularly within Ethiopian schools.

Existing literature has documented a range of challenges experienced by teachers, such as excessive workload, limited career advancement prospects, and insufficient financial incentives (Maas et al., 2021). Moreover, research has emphasized the significant role of leadership style in shaping school culture and enhancing teacher commitment (Wan et al., 2020). Transformational leadership characterized by a focus on vision, inspiration, and professional empowerment has been positively associated with teacher job satisfaction (Leithwood & Jantzi, 2005; Aydin, Sarier, & Uysal, 2013). Similarly, participatory leadership practices, which involve teachers in decision-making and professional development processes, have been found to contribute to improved satisfaction and retention (Bogler, 2001; Tschannen-Moran & Gareis, 2015).

Despite these findings, a gap in the literature remains concerning the specific impact of school leadership on teacher job satisfaction within the Ethiopian context, particularly at the primary school level. Most previous studies have concentrated on secondary or tertiary educational institutions, with limited investigation into private primary schools (Gedefaw, 2012; Yonas, 2018). Furthermore, while general trends in teacher satisfaction have been explored, relatively few studies have examined how specific leadership styles influence teacher morale, performance, and retention in resource-constrained environments.

Mulugeta et al. (2005) highlighted that many Ethiopian schools are managed by subject specialists rather than professionally trained educational leaders. This issue is particularly evident in Gullele sub-city Addis Ababa region, where leadership training is lacking, as observed by the researcher. Although regional efforts have introduced incentive programs such as improved salary scales and performance-based bonuses to retain teachers, these have not effectively curbed attrition or improved student outcomes. Many teachers remain dissatisfied and seek employment in other professions.

Accordingly, this study was undertaken to address this research gap by assessing the influence of school leadership style on teachers' job satisfaction in private primary schools within Gulele sub-city, Addis Ababa. By analyzing the relationship between leadership styles and teacher well-being, this research aimed to generate evidence-based recommendations for promoting effective leadership practices. Ultimately, the study sought to contribute to the growing body of knowledge on educational leadership and its impact on school climate, particularly within the context of private primary education.

## **1.2 Statement of the Problem**

Although effective school leadership is widely recognized as a key factor in improving educational outcomes, many schools continue to struggle with leadership practices that fail to adequately support teachers' job satisfaction, performance, and long-term professional engagement. Transformational leadership, which emphasizes vision, inspiration, intellectual stimulation, and individualized consideration, has been found to significantly enhance teacher motivation, job satisfaction, and retention (Bass & Riggio, 2006). However, this style is not consistently implemented in schools. Instead, many school leaders adopt transactional leadership practices that prioritize short-term performance goals, compliance, and external rewards. While such approaches may ensure task completion, they often fall short in cultivating intrinsic motivation or long-term commitment (Avolio & Bass, 2004).

In some schools, particularly in the private sector, leadership is marked by a *laissez-faire* approach, characterized by a lack of direction, minimal support, and avoidance of decision-making, which further contributes to role ambiguity, low morale, and poor teacher performance (Bass & Avolio, 1994). The persistent use of transactional and *laissez-faire* leadership styles, especially in private primary schools, highlights a major concern the need to understand how various leadership approaches influence teacher satisfaction in these settings.

While global research has contributed significantly to the understanding of these leadership styles, there remains a notable practical gap in how they are applied within the Ethiopian context, particularly in private primary schools. In Ethiopia, many private school principals operate without formal leadership training and tend to follow traditional, top-down managerial models. These

practices often limit teacher autonomy, weaken professional collaboration, and result in high turnover rates, ultimately compromising the quality of education. Teachers frequently report feeling isolated, undervalued, and excluded from school decision-making processes, including those related to policies and curriculum development. This disconnect points to a systemic challenge in leadership practices within private educational institutions.

Although Ethiopia's national education policies such as the Education and Training Policy (ETP, MOE, 1994), the Education Sector Development Programs (MOE, 2010), and the General Education Quality Improvement Program (GEQIP, MOE, 2008) promote leadership development, teacher participation, and school-based decision-making, these frameworks often fall short in addressing the specific needs of private schools. In urban sub-cities like Gullele, many private schools operate under commercial constraints with minimal support or oversight from government agencies, which exacerbates leadership challenges and widens the policy-practice gap. Despite the stated goals of national policy to improve school leadership and teacher development, implementation remains inconsistent, particularly in non-governmental schools.

In addition to the practical and policy-related gaps, there is also a significant lack of local empirical research in this area. While several Ethiopian studies have investigated teacher job satisfaction, they primarily focus on public schools and higher education institutions (Ayalew, 1991; Gedefaw, 2012; Ayele, 2014; Gebrekiros & Kebede, 2015; Yonas, 2018). Very few have explored private primary schools, and fewer still have analyzed how principals' leadership styles affect teacher satisfaction within Addis Ababa's sub-cities. Existing research has predominantly concentrated on more prominent areas such as Bole sub-city. For example, Daniel (2024) has contributed to the field, but the focus has not extended to less-studied sub-cities like Gullele, creating a geographic and contextual gap in the literature.

The motivation for this study is deeply rooted in the researcher's personal and professional experiences the researcher has observed ongoing challenges such as a decline in teacher motivation, limited involvement in school development efforts, high staff turnover, and decreased student performance. These patterns point to underlying organizational problems linked to ineffective or misaligned leadership practices. Through this professional lens, the researcher has

identified a pressing need for leadership models that align more closely with teachers' needs and educational goals.

In response to this gap, the present study seeks to assess the influence of principals' leadership styles on teachers' job satisfaction within private primary schools in Gullele sub-city, Addis Ababa. By exploring the relationship between leadership behaviors and teacher experiences, the study aims to provide evidence-based insights to improve leadership practices and, consequently, the educational climate in primary schools.

### **1.3 Research Questions**

1. Which leadership style is dominantly practiced by principals in private primary schools of Gullele sub-city?
2. What is the current status of teachers' job satisfaction in private primary schools of Gullele sub-city?
3. Are there statistically significant relationships between principals' leadership style and teachers' job satisfaction in private primary schools of Gullele sub-city?

### **1.4 Objectives of the Study**

#### **1.4.1 General Objective**

The general objective of this research was assess the practice of principals leadership style and teachers' job satisfaction in private primary schools of Gullele sub-city.

#### **1.4.2 Specific Objectives**

The specific objectives of the study wear:

- 1) To identify the dominant leadership style practiced by school principals in private primary schools of Gullele sub-city.
- 2) To assess the status of teachers' job satisfaction in Gullele sub-city private primary schools.
- 3) To determine the relationship between principals' leadership style and teachers' job satisfaction in private primary schools of Gullele sub-city.

## **1.5 Significances of the Study**

This study holds significant practical and theoretical value, offering critical insights for a wide range of stakeholders. For school principals, particularly in private primary schools in Gulele sub-city, the findings will help assess how leadership styles influence teacher job satisfaction. By adopting appropriate leadership approaches and refining management strategies, principals can create a more supportive and motivating school environment. The study encourages principals to reflect on whether their current leadership aligns with teachers' professional needs and well-being, potentially inspiring more effective practices that enhance school performance. For educational leaders and policymakers, the research provides deeper insights into existing leadership practices and teachers' perceptions, emphasizing the need to equip school leaders with skills to foster a productive work environment. Policymakers can use these findings to design policies that improve school management systems and promote the training of competent principals. Additionally, the study contributes to the broader literature on school leadership and its role in shaping teacher job satisfaction, offering a foundation for further research.

The study also highlights the importance of strengthening the competencies of key stakeholders, including school leaders, teachers, and policymakers, to enhance the quality of education. It underscores how school leadership impacts teacher motivation and job satisfaction, which in turn improves student outcomes and school climate. For private school owners, the findings provide valuable insights into teacher job satisfaction levels, helping them develop effective motivational strategies, improve retention, and create a competitive educational environment. By identifying factors contributing to teacher dissatisfaction, school owners and administrators can establish better working conditions and policies. Furthermore, the research aids sub-city education officials and other stakeholders in addressing motivational gaps and enhancing teacher satisfaction. For future researchers, the study serves as a valuable resource, identifying gaps in leadership practices and providing a foundation for further investigations into improving teacher motivation and job satisfaction, while inspiring innovative solutions to challenges in school leadership and educational management.

## **1.6 Delimitation of the Study**

The present study was delimited to selected private primary schools within Gullele sub-city, focusing specifically on examining the relationship between principals' leadership styles and teachers' job satisfaction. While various factors may affect teacher satisfaction, this research concentrated solely on the influence of principals' leadership approaches. The theoretical foundation of the study was based primarily on the Full Range Leadership Theory developed by Bass and Avolio (2004), particularly emphasizing transformational, transactional, and laissez-faire leadership styles. Although other leadership scholars such as Burns (1978), Avolio (1992), and Northouse (2013) were referenced to provide broader context, the study did not explore other leadership models beyond the framework proposed by Bass and Avolio. The scope of the study was further narrowed to six private primary schools selected through purposive sampling out of a total of thirty-eight in the sub-city. This sampling approach was informed by time and financial constraints, the size of the teaching staff, and the schools' longevity, allowing the research to focus on institutions with a stable and experienced teaching body. As collecting data from all schools in the area was not feasible, the findings are generalizable only to the selected schools involved in the study.

## **1.7 Limitations of the Study**

This study encountered certain limitations during the data collection process, particularly related to the administration of the closed-ended questionnaires. Some teachers and school leaders showed a low level of cooperation, with delays in returning the questionnaires and occasional submission of incomplete responses. These issues may have resulted from participants' demanding schedules and workload, which limited their availability and attention to the research activity. To mitigate these challenges, the researcher made repeated visits to the selected schools and maintained continuous follow-up with the respondents to encourage timely and complete participation. While these limitations posed some constraints on the data collection process, considerable efforts were made to reduce their impact and to ensure the reliability and validity of the study findings.

## **1.8 Definition of Key Terms**

**Leadership Style:** The approach a leader takes in influencing and directing followers, shaping their efficiency and productivity (Northouse, 2007; Yukl, 2002; Belonio, 2012).

**Job Satisfaction:** A teacher's sense of fulfillment and contentment derived from their work environment, professional roles, and overall job experience (Locke, 1976; Kaila, 2012, cited in Schalty, 1982).

## **1.9 Organization of the Study**

The research is organized into five chapters. Chapter One provides an overview of the study, including the background, statement of the problem, research questions, objectives, significance, scope and limitations, definitions of key terms, and the overall organization of the paper. Chapter Two presents the review of related literature, covering key concepts and theories of leadership, the full range leadership theory and various leadership styles, as well as the concepts and theories of job satisfaction. It also explores factors and dimensions of job satisfaction, determinants specific to teachers' job satisfaction, the relationship between leadership styles and job satisfaction, relevant empirical studies, and the conceptual framework of the study. Chapter Three outlines the research methodology, detailing the research design and method, data sources, study population, sample size and sampling techniques, data collection instruments, procedures for establishing validity and reliability, data collection procedures, methods of data analysis, and ethical considerations. Chapter Four presents the results and discussion, using various statistical techniques to analyze and interpret the data. Finally, Chapter Five summarizes the major findings, draws conclusions, and offers recommendations based on the study. The reference list and appendices are provided at the end of the document.

# **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE**

### **2.1 Introduction**

This chapter deals with the review of related literatures. It deals with the concept and theories of leadership, the full range leadership theory and leadership styles, the concept and theories of job satisfaction, job satisfactions factors/dimensions, determinants of teachers' job satisfaction, the relationship between leadership style and teachers' job satisfaction, empirical studies, summary of the chapter, and conceptual framework.

### **2.2 The Concept and Theories of Leadership**

#### **2.2.1 The Concept of Leadership**

Leadership is a dynamic and multifaceted process that involves more than simply holding a position of power or authority. At its core, leadership is the capacity to influence, inspire, and guide individuals or groups toward achieving shared objectives. This influence is not merely directive but motivational it involves engaging people emotionally and intellectually to commit to a collective vision (Northouse, 2021). True leadership extends beyond formal titles; it is rooted in the leader's ability to foster trust, cultivate meaningful relationships, and create a sense of purpose among followers (Yukl, 2013). A successful leader must possess strong interpersonal skills, emotional intelligence, and a deep understanding of human behavior to respond effectively to different situations and needs. Leadership is context-dependent, requiring flexibility to shift between styles such as transformational, democratic, or situational leadership based on the environment and team dynamics (Bass & Riggio, 2006).

Moreover, effective leaders act with integrity and consistently align their actions with both personal and organizational values, creating a strong ethical foundation that promotes performance, satisfaction, and long-term growth. Unlike management, which primarily focuses on organizing, controlling, and maintaining systems, leadership emphasizes vision, influence, innovation, and people development. In this way, leadership plays a vital role in shaping organizational culture, guiding strategic direction, and ultimately ensuring success and sustainability.

## **2.2.2 Theories of Leadership**

### **2.2.2.1 Trait Approach**

The trait approach to leadership focused on identifying specific characteristics and attributes associated with effective leaders. These characteristics include personality traits such as self-confidence, authoritarianism, and popularity; physical traits like age, height, gender, and appearance; and abilities such as intelligence and academic performance (Bass, 1990; House & Aditya, 1997). Early research in this domain, particularly between 1930 and 1950, suggested that individuals possessing these traits were more likely to be leaders (House & Aditya, 1997). However, Stogdill (1948) argued against this view, emphasizing that leadership is not solely based on inherent traits but also on the interaction between traits and situational demands. He stated, “A person does not become a leader by virtue of the possession of some combination of traits”.

Furthermore, Mann (1959) reviewed the trait approach and found it to be inconsistent, as traits deemed essential for one leader were not necessarily applicable to another. Consequently, the trait approach has been criticized for its inability to link leadership traits to follower performance, rendering it an insufficient basis for leadership studies (Mullins, 2008).

### **2.2.2.2 Behavioral Approach**

The behavioral approach to leadership shifted focus from inherent traits to learned or acquired behaviors. One of the earliest studies in this field was conducted at the University of Iowa by Lewin, Lippitt, and White (1939), who identified three leadership styles: authoritarian, democratic, and laissez-faire. Among these, the democratic style was considered the most effective. Additional studies conducted at the Ohio State University and the University of Michigan further explored leadership behaviors and their effectiveness (Bryman, 1986).

The Ohio State University study (1940–1950) introduced two key leadership dimensions: “consideration” and “initiating structure” (Kerr et al., 1974). “Consideration” referred to leaders’ ability to build relationships characterized by trust, respect, and support for followers, while “initiating structure” pertained to leaders’ ability to define roles and establish clear goals. Although widely used in leadership research, this study was criticized for lacking a conceptual foundation and for ignoring situational variables (Kerr et al., 1974).

Simultaneously, Kahn and Katz (1960) at the University of Michigan investigated leadership behaviors in industrial organizations, identifying two main styles: “product-oriented” (task-oriented) and “employee-oriented” (relationship-oriented). Product-oriented leaders focused on setting goals and monitoring performance, while employee-oriented leaders emphasized relationships, job satisfaction, and team productivity. These findings aligned with the Ohio State University study’s concepts of “initiating structure” and “consideration.” Building upon these studies, Blake and Mouton (1981) developed the Managerial/Leadership Grid, which assessed leadership styles based on “concern for people” and “concern for production.” This model continues to be utilized in leadership selection and training (Blake & Mouton, 1985).

While the behavioral approach significantly contributed to leadership research, it failed to explain why leadership effectiveness varies across different contexts. As such, it is not entirely suitable for studying leadership in education, where leaders must balance focus on both their followers (teachers) and task outcomes (student achievement).

### **2.2.2.3 Contingency Approach**

Recognizing the limitations of trait and behavioral theories, contingency and situational leadership theories emerged to address the interplay between leadership styles and varying work conditions (House & Aditya, 1997). Among these theories were Fiedler’s Contingency Theory of Leadership (1967) and House and Mitchell’s (1974) Path-Goal Theory of Leader Effectiveness. These theories proposed that effective leadership depends on aligning leadership style with specific situations (Bass, 1990). While these models made substantial contributions to leadership research, they were also criticized for their complexity, impractical applications, and methodological flaws. Due to these criticisms, leadership research moved away from contingency approaches, leading to the development of more comprehensive leadership theories such as the Full Range Leadership Theory.

## **2.3 The Full Range Leadership Theory and Leadership Styles**

In their article, “The Full Range Leadership Theory: The Way Forward”, Antokanis and House (2015) explained that the notion of a charismatic leader goes back to Weber (1947) who argued

that the core of charisma is emotional in nature and will disappear if the bureaucratic nature of an organization envelopes its emotional character. In addition to this charismatic leadership, Downton (1973) identified transactional leadership and inspirational leadership as types of leadership that a leader should use but at different degrees. He believed that transactional leadership is based on an economic exchange process where positive transactions take place to reward desired achievements and negative transactions come about when tasks are not fulfilled. He also argued that leaders employ their charisma, so their followers identify with them, and this identification is further strengthened by the inspirational aspect that the leaders possess and that enables them to persuade their followers to take certain actions and to make sacrifices towards accepting specific ideas.

House (1977) further studied the effect of charismatic leadership on followers and identified the psychological effect of this type of leadership that was not tackled by the previous theories. He concluded that they utilize their self-confidence, influential assertiveness and conviction in moral correctness of their beliefs to motivate and inspire their followers and to become their role models. Following House's Charismatic Leadership Theory, Burns (1978) proposed adding transforming leadership, a more effective type of leadership than the transactional leadership. He explained that, unlike transactional leadership, transforming leadership raises moral and ethical motivations of followers to go beyond their self-interest.

Burn's (1978) theory was extended by Bass (1985) who used the term "Transformational Leadership" instead of "Transforming Leadership". To Bass, transformational leaders are those who transform the attitudes and beliefs of their subordinates, arouse their motives and increase their awareness of and their beliefs in superordinate goals. Transformational leaders provide vision and build emotional relationships with their subordinates to perform beyond their expectations (Walumbwa et al. 2005).

On the other hand, unlike Burns, Bass argued that leaders need, in certain circumstances, to explain clearly to their subordinates their roles in completing tasks, and to reward them on successful performance. Thus, he asserted that leadership becomes more effective when both forms of leadership, transactional and transformational, are combined. Bass's theory of transactional/transformational leadership was further developed by Bass and Avolio to become the

full range leadership theory that encompasses three forms of leadership, transformational leadership, transactional leadership and passive avoidant leadership (Bass & Avolio, 1997).

### **2.3.1 Transformational Leadership Style**

With transformational leadership style, leaders inspire, stimulate and influence their followers who think of them in an idealized way and develop towards them confidence and trust. Bass and Avolio (1997) identified five factors of transformational leadership: intellectual stimulation, individual consideration, inspirational motivation, idealized influence (Attributed), idealized influence (Behavior).

#### **2.3.2.1 Intellectual Stimulation**

The first factor of transformational leadership is intellectual stimulation. With intellectual stimulation, leaders encourage, support and coach their followers to think innovatively and creatively. Bass and Avolio (2004) confirmed that leaders, who practice intellectual stimulation with their followers, stimulate a change in their followers and increase their awareness of their own thoughts and recognition of their beliefs and values. They also encourage them to question their assumptions and reframe their problems and thus, when solving problems, they adopt new approaches rather than traditional ones. This will bring about a challenge and will result in tasks that are interesting and thought-provoking. Followers are also encouraged to question their leaders' beliefs and opinions and any disagreement is respected by the leader who does not criticize them publicly (Bass & Riggio, 2006).

Principals who practice intellectual stimulation share their power with their teachers and encourage them to take greater responsibilities, thus creating an environment that fosters learning and supports followers' development (Bass & Avolio, 2004).

#### **2.3.1.2 Individual Consideration**

As for individual consideration, the second factor of transformational leadership, leaders develop and empower their followers by providing them with customized support that is tailored to address their needs. This support comprises coaching, mentoring and counselling in an attempt to help them achieve self-actualization and maximize their full potential (Antokanis & House, 2015).

Principals who practice individual consideration exert considerable effort to understand the needs of each of their teachers, provide them with a supportive climate and treat them uniquely (Bass, 1999). This understanding is the result of the two-way communication that takes place between the teachers and the principal who spends a lot of their time around the school communicating with teachers and listening effectively to their opinions and concerns. Principals acknowledge the strengths and weaknesses of their followers, treat them with respect and take into consideration their feelings.

The customized individual consideration of a principal could be more structured tasks, more encouragement and firmer standards for new teachers joining the profession or the school. On the other hand, this same principal could delegate tasks to highly performing and experienced teachers while giving them more autonomy and freedom in selecting the processes and procedures of completing these tasks (Bass & Riggio, 2006).

### **2.3.1.3 Inspirational Motivation**

The third factor of transformational leadership is inspirational motivation where leaders motivate and inspire their followers. They share with their followers the expectation to be met and express a persuasive vision while demonstrating commitment to achieve goals (Bass & Riggio, 2006). They are enthusiastic and optimistic in expressing how the goals can be achieved and they also provoke team spirit. Also, to inspire and motivate their teachers, principals utilize their communication skills to persuade the followers of their compelling vision (Bass, 1999). These principals do not only focus on the long-term plans and the advancement of the school but on the career progression of their followers (Bass & Avolio, 2004).

### **2.3.1.4 Idealized Influence (Attributed)**

A fourth factor of transformational leadership is idealized influence (Attributed), which when practiced by leaders will help them build trust in their followers. Leaders become the role models of their followers and inspire them to go beyond their self-interests and focus on the good of the group (Bass & Avolio, 2004).

### **2.3.1.5 Idealized Influence (Behavior)**

Through the idealized influence (Behavior), the fifth factor of transformational leadership, leaders express their beliefs and values to build a common sense of mission and vision while considering any ethical and moral consequences of their actions (Bass & Riggio, 2006). To achieve this purpose, principals treat their teachers with integrity, judge them with high morality and practice

with them self-control and optimism (Bass & Avolio, 2004). Bass and Riggio (2006) explained that idealized influence factors in both forms, attributed and behavior, are combined to form a factor of charismatic-inspirational leadership which shows behaviors, such as role modelling, that were described in the charismatic leadership theory (House, 1977).

### **2.3.2 Transactional Leadership Style**

On the other hand, and as for transactional leadership, Burns (1978) explained that transactional leaders build relationships with their followers by exchanging rewards and punishments. They put a lot of emphasis on work standards and adhering to rules and regulations in order for the tasks to be completed. Once this task is acceptably completed, the employee is rewarded for the purpose of improving their performance (Burns, 1978). Bass and Avolio (1997) built on Burn's work and were in accordance with him that transactional leaders are those who identify and emphasize their followers' strengths and agree with them on the rewards they will receive once their tasks are achieved.

The three dimensions of transactional leadership that they identified are contingent reward, management by exception (Active) and management by exception (Passive). With further research, Bass and Avolio (2004) identified differences between the two forms of management by exception where with the active form, leaders approach problems in a proactive manner, while with the passive form, they do not address problems at an early stage and try to deal with them when they become chronic. Thus, management by exception (Passive) factor was added to the passive avoidant leadership style and currently transactional leadership comprises contingent reward and management by exception (Active) factors.

#### **2.3.2.1 Contingent Reward**

With contingent reward, the relationship between the leader and the follower is based on both emotional and economic exchange. Followers are rewarded when they fulfil an agreed upon task that was previously clarified and thus it is a positive and active relationship that is continuous, provided that both the leader and the follower are in agreement (Brymer & Gray, 2006). The reward could be materialistic such as a salary increase, or psychological such as a letter of appreciation and in this case the contingent reward could be transformational (Antonakis et al. 2003).

Contingent reward is a constructive transaction that plays a role in motivating followers, increasing their compliance and assuring their contribution, but to an extent that is less than that of transformational leadership. Thus, adopting this leadership style is appropriate when completing day-to-day routine tasks, and when short-term goals is the desired outcome. Bass and Avolio (2004) argued that the contingent reward dimension may not be supportive of long term achievement and may not contribute to the development of the organizational commitment of the followers.

#### **2.3.2.2 Management by Exception (Active)**

In its active form, management by exception takes place when leaders are assessing their followers' performance, against a set of previously agreed upon, clarified and specific standards, to take corrective actions when deviations take place and to avoid major problems. This assessment of performance is continuous where leaders closely supervise their followers and follow up on them to track mistakes and interfere when required (Bass & Avolio, 2004). Both contingent reward and management by exception (Active) focus on outcomes; however, the former is a positive transaction while the latter is a negative one (Antokanis & House, 2015).

**2.3.2.3 Management by Exception (Passive)** failing to interfere until the problem becomes serious and waiting for things to go wrong before taking action (Avolio& Bass, 2004).

#### **2.3.3 Laissez Faire Leadership Style**

Laissez-Faire Leadership is a leader who absent when needed, avoids making decisions, not give feedback and delays responding to urgent questions. (Avolio & Bass, 2004). The laissez-faire leadership style is also known as the "hands-off" style. It is one in which the manager provides little or no direction and gives employees as much freedom as possible. Basically, this style looks simple and easy-going between leaders and subordinates. Robbins (2007) explained the laissez-fair style as "Abdicates responsibilities avoid making decisions" Similar Luthans (2005), defined laissez- fair style as "Abdicates responsibilities avoids making decisions". Laissez- Fair is uninvolved in the work of the unit. It is difficult to defend this leadership style unless the leaders' subordinates are expert and well-motivated specialists, such as Scientists. "Leaders let group members make all decision" (Mondy & Premeaux, 1995).

The concept to laissez was also given by Osborn as “Abdicates responsibilities and avoiding decisions” (Osborn, 2008). Authors define that in this style the Leaders normally don’t want their interference in decision making process. They normally allowed to their subordinates that they have power to get their personal decisions about the work. They are free to do work in their own way and they are also responsible for their decision. Normally leaders avoid to making decision and don’t involve in working units because the leaders give to subordinates to completely freedom to do decisions. Sometimes the leaders provide them to important material and they just involve the answer & question but avoiding feedback.

The laissez –faire use when employees are highly skilled, experienced, and educated, employees have pride in their work and the drive to do it successfully on their own, outside experts, such as staff specialists or consultants are being used and employees are trustworthy and experienced. In contrast to transactional and transformational, laissez-faire is a passive kind of leadership style (Long & Thean, 2011). Laissez-faire leadership style assumes the absence of a transaction, in which the leader abdicates responsibility, does not use their authority and avoids making decisions. It is considered active only to the extent that the leader "elects" to avoid taking some action (Antonakis et al. 2003).

Researchers consistently reported laissez-faire leadership as one of the least effective and satisfying styles of leadership (Bass, 1990). This is probably the main reason that many researchers decide to rule out laissez-faire leadership from their exploration. During the years of research and use of this theory in practice, it has been proved that contingent reward leadership and active management by exceptions should be viewed as a transactional style of leadership, and passive management by exceptions and laissez-faire as a passive/avoiding leadership style (Yukl, 2008).

## **2.4 The Concept and Theories of Job Satisfaction**

### **2.4.1 The Concept of Job Satisfaction**

Different scholars define job satisfaction in various ways. Research has identified key factors influencing job satisfaction, including salary, training, work environment, supervision, and

recognition (Martineau, 2006). Armstrong (2006) describes job satisfaction as the emotions people associate with their work. It results from psychological, physiological, and environmental elements that boost confidence. Specter (1997) highlights job satisfaction as an individual's feelings towards different aspects of their job, ranging from positive to negative. This variation explains why employees may feel either satisfied or dissatisfied in their roles.

Teachers play a crucial role in any education system, significantly affecting student performance and overall school success. Their job satisfaction directly impacts the quality of education provided. Vroom (1964) defines job satisfaction as a person's emotional orientation towards their job roles. He further identifies seven aspects contributing to job satisfaction: compensation, supervision, colleagues, work environment, job content, promotion, and organizational identity (Vroom, 1962). Churchill et al. (1974) extend this definition by categorizing job satisfaction into work relationships, supervision, pay, promotions, and job responsibilities. Locke (1976) describes job satisfaction as a positive emotional state derived from job experiences, whereas Kalleberg (1977) sees it as an employee's general attitude towards their work.

Hulin and Judge (2003) view job satisfaction as an evaluative judgment of employees' work-related enjoyment, involving both emotional and cognitive aspects. Feldman and Arnold (1983) define it as the degree of positive feelings employees hold about their jobs. Similarly, Organ and Near (1985) suggest that job satisfaction can be examined from emotional and cognitive perspectives. Andrew (1988) links job satisfaction to the level of pleasure or contentment an individual associates with work. Keith Davis et al. (1990) state that job satisfaction reflects employees' positive or negative perceptions of their job roles. Weiss (2002) asserts that job satisfaction can be objectively measured based on work conditions, while Harrison et al. (2006) emphasize that it represents an individual's job attitude.

A successful education system depends on satisfied teachers (Jyoti & Sharma, 2009). Teachers' motivation plays a crucial role in educational achievement. Job satisfaction includes intrinsic factors, such as the nature of work, and extrinsic factors, like workplace conditions (Weasmer & Woods, 2004). Davis (2000) notes that job satisfaction combines positive and negative attitudes towards work and influences employee expectations and behaviors. George (2008) argues that job satisfaction varies among individuals and extends to specific job aspects, such as responsibilities,

relationships, supervision, policies, and pay. Mullins (2005) describes it as an employee's confidence in their work quality, while Artz (2010) associates it with fulfilling material and psychological needs. Job satisfaction reflects employer-driven benefits aimed at employee retention.

Job-related factors influencing satisfaction include employees' skills, aspirations, and opportunities to contribute meaningfully. Schools measure student achievement based on teacher performance. Hiring quality teachers who align with job requirements benefits both educators and administration. Committed and satisfied teachers enhance educational quality and student success. Woods (2004) states that job satisfaction is fostered through commitment, dedication, belonging, and optimal performance. Additionally, Kreitner (2002) emphasizes the positive correlation between job satisfaction and rewards. Key determinants of job satisfaction include management style, work environment, and employee involvement in decision-making.

#### **2.4.2 Theories of Job Satisfaction**

To understand job satisfaction, it is necessary to know the source of motivation of employees for their job. Campbell et al (1970) categorized job satisfaction theories into either content theories or process theories. Content theories are based on various factors which influence job satisfaction. Process theories, in contrast, take into account the process by which variables such as expectations, needs and values, and comparisons interact with the job to produce job satisfaction.

In terms of content theorists, there is an emphasis on the type of goals and incentives that people endeavor to achieve in order to be satisfied and succeed on the job. Scientific management believed at first that money was the only incentive; later other incentives also became prevalent for example; working conditions, security and a more democratic style of supervision. Maslow, Herzberg, Alderfer and McClelland focused on the needs of employees with respect to job satisfaction and performance (Luthans 1998).

##### **2.4.2.1 Maslow's Hierarchy of Needs**

Maslow believed that people, who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work

will not function efficiently. Maslow's theory is based on two assumptions; that is: people always want more and people arranged their needs in order of importance (Smith & Cronje, 1992).

According to Maslow's theory (1970), people's needs range in a hierarchy from physiological, to self-actualization (including safety, security and social status). Failure to satisfy one need may have an impact on the next level. According to this theory, people who are struggling to survive are less concerned about needs on the higher levels. For Maslow, fulfillment of lower-order needs, such a security and payment lead to the higher-order needs like social relations, self-esteem, and self-actualization. Satisfying these higher order needs is necessary for true job satisfaction (Ryan, 1947). Maslow's (1954) hierarchy needs explains job satisfaction in terms of needs fulfillment.

#### **2.4.2.2 Herzberg's Two-Factor Theory**

In the late 1950s Frederick Herzberg developed a two-factor theory (motivation and hygiene) based on Maslow's Hierarchy of Needs. He started with the idea that job satisfaction and dissatisfaction act independently of each other. The work characteristics associated with dissatisfaction (hygiene factors) vary from those of satisfaction (motivators). Motivation led to satisfaction, but its absence may not lead to dissatisfaction. Achievement, recognition and intrinsic interest in the work itself are part and parcel of motivation factors.

There is a direct link between performance and reward. Usually, intrinsic factors motivate employees to perform and improve their job satisfaction. Studies in different organizations have found that the absence of acceptable intrinsic factors in the work-place leads to high employee attrition rates.

Intrinsic factors are related to high attrition rates in many professions, including teaching (Jyoti & Sharma, 2009). Their presence, on the other hand, is related to high job satisfaction.

#### **2.4.2.3 "Hygiene" Factors**

Hygiene factors are corresponding to Maslow's lower order of needs. These are policies and practices, remuneration, benefits and working conditions. Improving these factors may decrease job dissatisfaction and thus increasing motivations. Dissatisfaction is the result of inadequate hygiene factors, but at the same time adequate hygiene factors do not necessarily lead to job satisfaction.

Hygiene factors need to be tackled, and then motivators can follow. For Both Maslow (1954) and Herzberg (1971), salary is a lower-order need or a hygiene factor and as such cannot lead to true job satisfaction. Perrie and Baker (1997) reported a non-significant relationship between salary and benefits.

Herzberg and Maslow are dominant figures in job satisfaction. They offer two of the most frequently cited psychological approaches studying JS (Lester, 1983). Maslow's (1954) hierarchy of needs explains JS in terms of needs fulfillment. Applying these concepts to teachers, Herzberg, et al. (1959) claimed that the intrinsic factors can lead teachers to feel satisfied, but their absence does not necessarily lead to dissatisfaction. A teacher who is not recognized and not given responsibility for his or her high-quality performance in the work-place will not necessarily quit teaching, as long as he or she is well-paid and has good relationships with colleagues.

#### **2.4.2.4 Expectancy Theory**

Expectancy theory is known by its understanding of individuals' linkages between effort and performance, performance and rewards, and rewards and individual goal satisfaction. There is no universal principal that explains people's motivation and is regarded as a contingency model. Maslow and Herzberg focused on the relationship between needs and the associated effort expected to fulfill them. The Expectancy Theory, on the other hand, separates the effort expected, from the fulfillment of the needs.

According to the Expectancy Theory, effort arises from performance, motivation, and outcomes. The theory suggests that motivation that will lead to JS is a function of the perceived relationship between an individual's effort and performance, and the outcomes associated with job performance (Vroom, 1964). Teachers will not engage in motivated behavior unless (1) they value the expected rewards; (2) they believe their efforts will lead to first-rate performance; and (3) their performance will result in the desired rewards (Griffin & Moorhead, 2010).

#### **2.4.2.5 Equity Theory**

Adams theory (1963) emphasizes the comparison of existing conditions against some standard by using the relationship between two variables (inputs and outcomes). Inputs are what an individual

contributes to an exchange, while outcomes represent what an individual obtains from an exchange.

Equity theory suggests that individuals assign weights to various inputs and outcomes according to their own perception of relative importance. According to Daft and Noël (2001), equity theory is a process of job satisfaction that focuses on individuals' cognition of how equally they are treated compared to others. This implies that, if people feel their treatment as less favorable than that of others with whom they compare themselves as equals, they are likely to be less motivated to perform better. This theory therefore compares people to the ratio of their outputs to inputs with the ratio of outputs to inputs of others.

The feeling of inequity may arise when an individual's ratio of outcomes to inputs is either less than, or greater than the outcome-to-input ratio of relevant others (Mullins, 2005). This perceived inequity may result in dissatisfaction (Miner, 2005). According to the Equity Theory, a fair balance serves to ensure satisfied and motivated teachers (Ololube, 2006). If there is a feeling of inequity on the part of teachers, there is a high probability that they will be de-motivated and dissatisfied with their work and with their employer (Ololube, 2006). Thus, Adam's Equity Theory is useful for this study.

## **2.4 Job Satisfaction Factors and Dimensions**

Job satisfaction is influenced by a variety of factors, which can be broadly categorized into organizational and individual determinants. According to Herzberg et al. (1959), job satisfaction is associated with five main factors: achievement, recognition, the work itself, responsibility, and advancement. These factors are referred to as "basic satisfiers" or "motivators" (Herzberg et al., 1959). In addition to these, Vroom, as cited in Bolin (2007), identifies seven major factors of job satisfaction: administration, promotion, job nature, superiors, salary remuneration, working conditions, and colleagues. These factors suggest that job satisfaction can be derived from both intrinsic motivators (e.g., achievement, recognition) and extrinsic factors (e.g., salary, working conditions).

Greenberg and Baron (1995) further elaborate on the factors associated with job satisfaction by categorizing them into organizational and individual determinants. Organizational determinants

include the reward system, perceived quality of supervision, work and social stimulation, and pleasant working conditions. On the other hand, individual determinants encompass personality, job congruence with interests, status and seniority, and general life satisfaction. This implies that job satisfaction is derived from both the environment in which employees work and their personal characteristics. Therefore, to measure job satisfaction accurately, one must consider both the organizational context and the individual employees.

Vroom (1978) identified three important dimensions of job satisfaction. The first dimension involves the notion that job satisfaction is initially a feeling that individuals have towards their job, which can only be inferred but not directly observed. The second dimension is that job satisfaction is often determined by how well outcomes meet or exceed expectations. When employees are satisfied with their jobs, they are more likely to be committed to fulfilling their formal requirements and willing to invest personal energy and time into their job performance. The third dimension is that the terms "job satisfaction" and "job attitude" are often used interchangeably. In this context, they refer to the effective orientations that individuals have towards their work roles. Positive attitudes towards the job are conceptually equivalent to job satisfaction, while negative attitudes indicate job dissatisfaction.

Spector (1997) also lists three important features of job satisfaction. The first feature emphasizes that organizations should be guided by human values, treating employees fairly and respectfully. The second feature focuses on employee behavior, which is influenced by their level of job satisfaction. Satisfied employees are more likely to exhibit positive behaviors, while dissatisfied employees may display negative behaviors, ultimately affecting organizational performance. The third feature highlights that job satisfaction serves as an indicator of organizational activities and can signal changes in both organizational and individual performance.

Luthans (2005) described job satisfaction in terms of three dimensions. The first dimension is that job satisfaction is an emotional response to a job situation, which can be visualized and predicted. The second dimension is that job satisfaction is determined by the extent to which outcomes meet or exceed expectations. The third dimension is that job satisfaction represents several related attitudes, which collectively influence an individual's overall satisfaction with their job.

Job satisfaction is a complex and multifaceted construct influenced by a variety of factors and dimensions. Both organizational and individual determinants play a crucial role in shaping an employee's satisfaction with their job. Understanding these factors and dimensions is essential for organizations aiming to improve employee morale, productivity, and overall performance. Future research should continue to explore the various factors behind job satisfaction, particularly in specific professions such as teaching, to develop more targeted interventions and policies.

## **2.5 Determinants of Teachers' Job Satisfaction**

Job satisfaction among teachers is influenced by various factors, broadly categorized into personal and organizational variables. Personal factors include personality, expectations, age, education, and gender. Additionally, an individual's perceptions, attitudes, and past experiences play a crucial role in shaping job satisfaction. On the organizational side, factors such as compensation, career development opportunities, job security, working conditions, supervisory support, team dynamics, and leadership styles significantly impact satisfaction levels (Robbins & Judge, 2019).

Teachers tend to experience higher job satisfaction when they perceive their salaries as fair compared to their colleagues within and outside their institution. Job security is another critical factor, as a stable position fosters a sense of contentment and commitment. The working environment also plays a crucial role; a well-maintained, comfortable, and safe workplace enhances job satisfaction. Furthermore, positive relationships with supervisors and colleagues, along with leadership styles that emphasize inclusivity and transformational approaches, contribute to higher satisfaction levels (Luthans, 2021).

Nine key dimensions determine job satisfaction: compensation, career advancement, supervision, fringe benefits, contingent rewards, working conditions, coworker relationships, the nature of work, and communication (Spector, 1997).

- **Compensation:** While salary alone may not always be the primary motivator, perceptions of equitable pay distribution significantly impact job satisfaction. Employees who feel fairly compensated are more engaged and committed (Herzberg, 2017).

- **Career Advancement:** Opportunities for professional growth, promotions, and increased responsibilities enhance job satisfaction. Employees who see clear career pathways tend to be more motivated and satisfied (Greenberg & Baron, 2018).
- **Supervision:** Supportive and approachable supervisors who provide constructive feedback and recognize employee contributions foster a positive work environment. Leadership styles emphasizing mentorship and collaboration significantly improve job satisfaction (Northouse, 2021).
- **Fringe Benefits:** Monetary and non-monetary benefits, such as health insurance, retirement plans, and professional development opportunities, strengthen employee commitment and satisfaction (Armstrong & Taylor, 2020).
- **Contingent Rewards:** Recognition for achievements, whether through incentives or appreciation, boosts employee morale and productivity. A lack of recognition, however, can lead to dissatisfaction (Deci & Ryan, 2017).
- **Working Conditions:** Safe, flexible, and well-structured workplaces contribute to employee satisfaction. A rigid and overly bureaucratic environment, on the other hand, may lead to disengagement (Hackman & Oldham, 2019).
- **Coworker Relationships:** A culture of mutual respect, teamwork, and collaboration fosters a positive work atmosphere. Employees with supportive colleagues are more engaged and committed to their roles (Gelfand, Erez, & Aycan, 2017).
- **Nature of Work:** Job satisfaction is closely tied to the nature of the tasks performed. Engaging, intellectually stimulating, and meaningful work, along with autonomy and opportunities for skill development, enhances satisfaction (Wrzesniewski & Dutton, 2020).
- **Communication:** Open and transparent communication within an organization builds trust, motivation, and commitment. Conversely, poor communication can lead to misunderstandings and dissatisfaction (Daft, 2018).

Teachers' job satisfaction is shaped by a combination of personal attributes and organizational factors. Schools that prioritize fair compensation, career growth, supportive supervision, and a positive work environment are more likely to foster engaged and motivated teachers.

## 2.6 Empirical Literature Review

Numerous empirical studies have explored the relationship between transformational leadership and job satisfaction across various organizational contexts.

A study on banking employees in Jordan demonstrated that transformational leadership has a significant positive impact on job satisfaction and self-perceived performance (Chen, 2005). Similarly, research conducted in a Malaysian public sector organization found that transformational leadership positively correlates with job satisfaction, whereas transactional leadership negatively influences job satisfaction in government institutions (Voon, 2011).

Another study on nursing faculty in Taiwan concluded that leaders exhibited more transformational than transactional characteristics, leading to moderate job satisfaction among faculty members. Among leadership dimensions, contingent reward and individualized consideration significantly contributed to job satisfaction, while passive management by exception had a negative impact (Chen, 2005).

Further evidence comes from a study at Azad University among physical education organization employees, which found that transformational leadership sub-variables positively influenced all aspects of job satisfaction. In contrast, the laissez-faire leadership style showed a negative correlation with job satisfaction (Hamidifar, 2009). Research conducted in Lahore, Pakistan, within the banking sector confirmed a strong positive relationship between transformational leadership and job satisfaction (Bushra & Fatima, 2011). Another study in Malaysia reaffirmed that both transactional and transformational leadership styles directly impact employees' job satisfaction, with transformational leadership exhibiting a stronger influence (Voon, 2011). However, a separate Malaysian study revealed that while most transformational leadership factors had an insignificant relationship with job satisfaction, individualized consideration showed a significant positive effect (Long Chio Sang, 2014).

In the context of transformational leadership components, intellectual stimulation was found to positively impact job satisfaction, while individualized consideration had a negative relationship. Inspirational motivation, however, showed no significant correlation (Marn, 2012). A study in

selected universities in Mogadishu, Somalia, indicated a significant positive relationship between job satisfaction and both transformational and transactional leadership styles (Ali & Dahie, 2015).

A review of the Greek banking sector also concluded that transformational leadership significantly influences job satisfaction (Belias, 2014). Similarly, research conducted at an Egyptian college confirmed that transformational leadership enhances job satisfaction, as employees tend to feel more satisfied when they perceive their leaders as transformational (Metwally, 2014). A case study in Sweden's banking sector found that both transformational and transactional leadership styles positively impact job satisfaction (Bahmanabadi, 2015).

Elmazi (2018) examined the influence of school leaders' styles in pre-university education and emphasized the significance of transformational and transactional leadership. The study found that transformational leadership has a beneficial effect on teacher job satisfaction, as these leaders inspire, empower, and transform their followers. However, the study did not establish a link between instructional leadership and job satisfaction.

The correlation between poor leadership and declining job satisfaction is well-documented. In a study of 230 secondary school teachers, Weiqi (2007) explored how job satisfaction impacts teacher retention and motivation, revealing that dissatisfaction with school leadership and administration played a key role in teachers leaving the profession. Ladebo (2005) also found a direct link between leadership quality and teachers' intent to remain in their roles strong leadership corresponded with lower attrition rates. Similarly, Choi & Tang (2009) discovered that late-career teachers in Hong Kong often left due to poor leadership and overwhelming administrative burdens. When teachers perceive a lack of support from school leadership, their professional commitment diminishes, reinforcing the crucial role of effective leadership in job satisfaction and retention.

In an earlier study, Ryan (1980) found a positive correlation between management style and teachers' job satisfaction in Newfoundland. However, since the study was conducted before the widespread adoption of transformational leadership theory, specific leadership types were not identified. Delaney (1991) further investigated the impact of management practices on teacher morale and job satisfaction, identifying job security, working conditions, and management practices as key factors. He recommended that administrators regularly review policies,

particularly regarding decision-making, to foster more effective leadership. Evans (1998) supported these findings in a study conducted in the United Kingdom, demonstrating that consultative and collaborative leadership styles enhance teacher job satisfaction and morale.

In the healthcare sector, Medley and Larochelle (1995) found a strong relationship between leadership characteristics and job satisfaction. Organizations with higher job satisfaction also had an 85% retention rate among nurses. Voon et al. (2011) conducted research in Malaysia and confirmed that teacher job satisfaction positively correlates with both transformational and transactional leadership styles. Additionally, a study in Indonesia's Lampung Province (Hariri et al., 2016) revealed that most school principals practiced transformational leadership while avoiding laissez-faire leadership. Teachers in the study reported higher job satisfaction when their principals demonstrated transformational leadership and rational decision-making styles, while laissez-faire and avoidant decision-making styles contributed to decreased job satisfaction.

These studies collectively affirm that transformational leadership plays a critical role in enhancing job satisfaction across various organizational settings, reinforcing the importance of leadership style in shaping workplace morale and employee commitment.

## **2.7 The Relationship between Leadership Styles and Teachers' Job Satisfaction**

Leadership style plays a significant role in shaping teachers' job satisfaction, influencing their motivation, performance, and overall well-being. Teachers' responses to their school leaders are impacted by both the leaders' characteristics and the teachers' professional needs (Wexley & Yukl, 1984). Additionally, the internal environment of a school, including its culture, leadership practices, and interpersonal relationships, plays a critical role in influencing job satisfaction (Seashore & Taber, 1975). Strong, positive interactions between school leaders and teachers enhance self-esteem and job fulfillment, fostering greater commitment to teaching and student outcomes (Chen & Spector, 1991; Brockner, 1988).

Research suggests that teachers are more satisfied when working under supportive, considerate, and communicative leaders, as opposed to those who are critical or disengaged (Yukl, 1971). A

lack of support from school leadership can lead to stress, burnout, and dissatisfaction (Wilkinson & Wagner, 1993), while clear guidance and support from instructional leaders improve teachers' job satisfaction (Wexley & Yukl, 1984). Negative leader-teacher relationships can also result in lower motivation, increased absenteeism, higher turnover rates, and decreased student achievement (Keashly, Trott, & MacLean, 1994; Ribelin, 2003).

Transformational leadership has been shown to be particularly effective in enhancing teachers' job satisfaction. Principals who adopt transformational leadership practices such as providing inspiration, empowerment, and fostering professional growth tend to create a positive working environment, improving teachers' performance and addressing their professional needs (Bass, 1994; Liu et al., 2003). Transformational leadership is characterized by a shared process of leadership between the principal and teachers, built on trust, respect, and collaboration (Bass, 1994; Burns, 1978). In contrast, transactional leadership, while effective in certain contexts, has been found to have less impact on job satisfaction than transformational leadership (Bass, 1998; Bass & Avolio, 1997; Bogler, 2001).

A principal's leadership style is crucial to creating a nurturing school environment that supports teachers' engagement and job satisfaction. Teachers report higher satisfaction levels when they are involved in decision-making and have open communication with their leaders (Bogler, 2001). Inclusive, democratic leaders who foster cooperation and delegate authority enhance teachers' job satisfaction (Jyoti & Sharma, 2006). Furthermore, strong leadership has been linked to better student performance, as teachers who feel valued and supported are more motivated and dedicated to their work (Ladd, 2009; Choi & Tang, 2009).

## **2.8 Chapter Summary**

The reviewed literature offered a broad examination of leadership styles and their impact on teachers' job satisfaction. The findings underscored that leadership styles significantly influence on teachers' attitudes toward their work, their motivation, job performance, and their decisions to remain in or leave the profession. Several leadership theories were explored, including trait theories, behavioral theories, contingency models, and the Full Range Leadership Theory. Each

provided distinct insights into how leadership behaviors shape workplace dynamics in educational settings.

Among these, the Full Range Leadership Theory stood out for its integrative approach, encompassing transformational, transactional, and laissez-faire leadership styles. The review found that transformational leadership had the most positive effect on teacher satisfaction. Teachers under transformational leaders demonstrated higher motivation, professional engagement, and a stronger sense of commitment to their roles. Transactional leadership was moderately effective, particularly in structured settings. On the other hand, laissez-faire leadership was consistently associated with teacher dissatisfaction, low morale, increased stress, and higher turnover, as it reflects a lack of guidance and involvement from school leaders.

The review also explored key factors that contribute to job satisfaction. These include financial compensation, opportunities for career advancement, working conditions, quality of supervision, collegial relationships, and access to continuous professional development. Foundational theories such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, Expectancy Theory, and Equity Theory were instrumental in explaining both the intrinsic and extrinsic motivators that influence job satisfaction.

Empirical studies reviewed consistently revealed that teachers under transformational leadership reported greater job engagement, professional fulfillment, and motivation. Conversely, ineffective leadership, particularly laissez-faire styles, contributed to negative work experiences and increased teacher attrition. Numerous studies have examined these dynamics in various educational contexts. This study seeks to fill that gap by assessing the influence of school principals' leadership styles on teachers' job satisfaction in private primary schools within Gullele Sub-city, Addis Ababa.

## **2.9 Conceptual Framework**

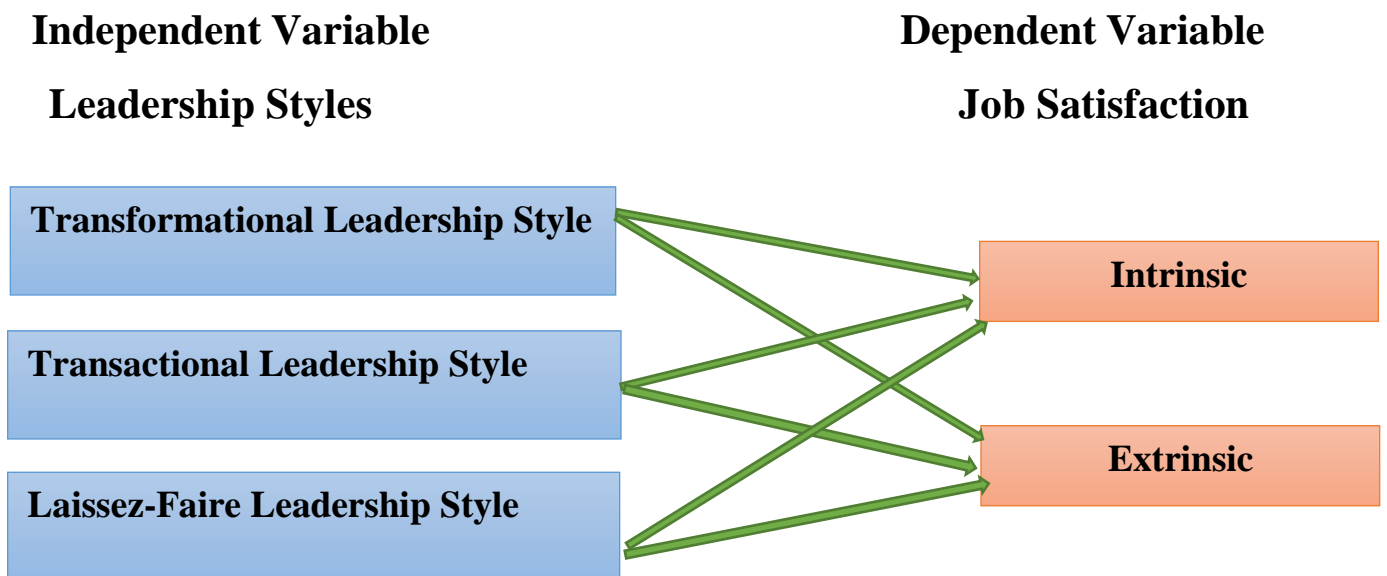
The framework highlights the relationship between leadership styles such as transactional, transformational, and laissez-faire and their influence on teachers' job satisfaction. Each leadership style has a distinct impact on various aspects of job fulfillment. To expand the traditional understanding of leadership, the full range leadership theory is introduced, offering leaders a flexible set of strategies that can be adapted to suit different situations (Avolio B.J., 2004).

This study's conceptual framework examines how principals' leadership styles affect teachers' job satisfaction in private schools. Within this framework, the principal's leadership style is treated as the independent variable, while teachers' job satisfaction is the dependent variable. The framework illustrates how a principal's leadership style can significantly influence teachers' overall sense of satisfaction in their roles.

Teachers' job satisfaction reflects their overall feelings about their work, which can be positive or negative. Maintaining a high level of teacher satisfaction is essential for achieving school objectives, as satisfied teachers are more motivated, productive, and committed to their responsibilities. Conversely, dissatisfaction can reduce teachers' performance and overall contribution to the school's success. Principals who implement effective leadership strategies can create a supportive and encouraging work environment, improving teachers' morale and enhancing the school's performance.

By understanding the various influences on teacher satisfaction, school leaders can adopt leadership styles that best support their staff, ensuring a positive and productive learning environment. The Conceptual framework of this study is to explore the impacts of Principals' leadership styles on job satisfaction of teachers working in private primary schools.

**Figure 1. Conceptual framework of the study**



*Source: adapted from the Revised Full Range Leadership Theory (FRLT originally developed by Bass and Avolio (1997)).*

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

This part of the research presents the methodological aspects of the research, which include the research design, research method, sources of data, population of study, sample size and sample techniques, instruments of data collecting, validity and reliability, procedure of data collection, data analysis and ethical considerations.

### **3.2 Research Design**

Research design is the structured framework that guides how a research study is conducted, ensuring that the evidence collected effectively addresses the research questions or hypotheses. It involves selecting appropriate methods, strategies, and procedures for data collection and analysis. According to Creswell (2012), research design is “the plan or proposal to conduct research, involving the intersection of philosophy, strategies of inquiry, and specific methods,” highlighting the importance of aligning philosophical assumptions with methodological choices to ensure coherent and credible research outcomes.

To gather relevant and sufficient data addressing the research problem, a descriptive survey research design was employed. This design was deemed appropriate as it enables the researcher to systematically collect and analyze a wide range of information related to principals’ leadership styles and teachers’ job satisfaction. According to Kumar (2008), descriptive research is utilized to portray the characteristics of existing conditions. Similarly, Best and Kahn (2003) highlight that descriptive design is effective for examining prevailing circumstances, current levels of performance, commonly held perceptions, observable effects, ongoing processes, and emerging trends.

In this study, the descriptive survey design was integrated with a quantitative research approach. The primary data collection instrument was a structured questionnaire featuring closed-ended questions. This methodological choice was made to allow for the thorough assessment of the current leadership practices of school principals and their corresponding influence on teachers' job satisfaction in private primary schools within Gullele sub-city.

### **3.3 Research Method**

Research method refers to the specific techniques and procedures used to identify, collect, analyze, and interpret data in a research study. It is the practical aspect of conducting research and forms a part of the broader research design, where the design outlines the overall plan and the methods are the actual tools used to implement that plan. According to Creswell (2012), research methods involve the forms of data collection, analysis, and interpretation that researchers propose for their studies, highlighting their essential role in executing a coherent and effective research process.

This study assessed the influence of principals' leadership styles on teachers' job satisfaction in selected private primary schools located in Gullele sub-city. A quantitative research approach was employed, utilizing a structured questionnaire composed of closed-ended questions to collect the necessary data.

The decision to adopt a quantitative methodology was guided by the nature of the research objective, which required the collection and analysis of large-scale data in a systematic, formal, and objective manner. This approach facilitated the identification of patterns, the analysis of relationships between variables, and the development of findings that are statistically reliable and generalizable across similar contexts. The structured questionnaire was administered to both teachers and principals, allowing for the efficient gathering of consistent and comparable responses from a broad sample of participants.

### **3.4 Sources of Data**

The researcher was used both primary and secondary data sources for this study. Primary data was gathered from teachers and school principals to address the research questions. Teachers and principals were complete closed-ended questionnaires designed with an ordinal scale to measure and rank variables. Secondary data will be sourced from journals, reference books, and previous studies to identify dependent and independent variables and provide contextual background.

## **3.5 Population, Sampling Techniques and Sample size Determination**

### **3.5.1 Population of the study**

According to Coups, Aron, and Aron (2008), a population refers to the complete set of individuals or elements to which the results of a research study are intended to be generalized. In the context of this study, the target population comprises teachers and principals working in private primary schools within Gullele sub-city, Addis Ababa. Based on official data obtained from the sub-city's education office, there are a total of 38 private primary schools operating in the area. These schools collectively employ 896 teachers on a permanent basis and are managed by 38 principals.

All 6 principals (100%) from the selected private primary schools were included in the study through purposive sampling, ensuring the inclusion of individuals with relevant leadership experience and decision-making roles. Additionally, simple random sampling was employed to select teachers from these schools. This approach was adopted to ensure that the sample accurately represents the larger population of teachers while also enabling the collection of detailed insights from key educational stakeholders.

### **3.5.2 Sampling Techniques**

Sampling is a research procedure used to select a subset of subjects from a target population to make generalizations or draw conclusions about the entire group. According to Wiersma (1995), a sample is a small, systematically selected portion of the target population. In this study, the target population consisted of private primary schools in Gullele sub-city, as reported in the 2024/25 quick statistical summary by the Gullele sub-city education office, which documented a total of 38 private primary schools. From these, 6 schools representing approximately 16% of the total were selected using purposive sampling. This method was chosen intentionally based on the size of the teaching staff in each school, ensuring that the selected schools had a relatively larger number of teachers. Schools with more staff members were preferred because they could provide a broader and more diverse range of perspectives regarding leadership styles and job satisfaction. Moreover, selecting schools with larger staff sizes increased the likelihood of collecting sufficient and reliable data for meaningful analysis, while still maintaining a manageable sample size for the scope of the study.

The sample size will be determined based on the target population, aiming to obtain sufficient and relevant information. A simple random sampling technique will be employed to select teacher respondents from each school, ensuring proportionality based on the number of teachers in each school. As Kothari (2004:60) explains, simple random sampling ensures that: each element in the population has an equal chance of being selected, and all choices are independent of one another and every possible sample combination has an equal probability of being chosen. According to Cohen (1992), the strength of random sampling lies in selecting information-rich cases that provide deep insights into issues central to the research.

This approach ensured that the sample was representative of the population and that respondents from all sample schools were included in equal percentages. In total, six school principals were participated in the study, with one school principal selected from each school using purposive sampling.

For this study, primary data was collected from principals and teachers to explore the leadership styles employed by principals and the level of job satisfaction among teachers in private primary schools in Gullele sub-city.

### **3.6 Sample Size Determination**

According to Koul (2006), selecting a sample was deal with the process of choosing a small number of individuals from the population. According to Kotrlík and Higgins (2001), the entire collection of people or appropriate groups of people or things from which a sample is formed were known as the population.

In order to determine sample size, this study used Kothari (2004) formula. In the case of finite population, sample size when estimating a percentage or proportion is as in the following;

$$n = \frac{Z^2 * p * q * N}{e^2(N-1) + Z^2 * p * q}$$

Where, p = proportion of success, q = proportion of fail, n = the required number sample size, z = confidence level, e = standard error, N= total population. According to Kothari(2004) the most

tolerant number that ensure our sample to be the best representative are 0.05 margin of error ,0.5 proportion of success and 0.5 proportion to fail.

Thus, given that  $p = 50\%$ ,  $q = 50\%$ ,  $z = 1.96$ ,  $e = 5\%$ ,  $N=287$ ; the required number of sample size is determined as;

$$n = \frac{Z^2 * p * q * N}{e^2(N - 1) + Z^2 * p * q} = \frac{1.96^2 * (0.5 * 0.5) * 287}{0.05^2(287 - 1) + 1.96^2(0.5 * 0.5)} = 164$$

In order to determine the number of sample from each selected school, proportional sampling is applied with following formula.

$$n_i = \frac{N_i}{N} * n$$

Whereas 'i' is refers to school identification,  $N_i$  is the number of Teacher and  $n_i$  is sample size required from each school. So, the result in first equation was calculated using this equation. However, all of the school principal were included in study because of such population are small. As the result, 6 principals and 164 teachers, a total of 170 participants are included in this study.

**Table 3.1 Teachers' and Principals' Sample Size of Gullele Sub-City**

Name of Sample Schools	Teachers				Principals			
	M	F	T	Sample Size	M	F	T	Sample Size
Gibson School	27	6	33	19	1		1	1
Merwa School	12	23	35	20	1		1	1
Ethio-Parent School	38	16	54	31		1	1	1
Awolia School	38	33	71	40	1		1	1
Sumeya School	27	35	62	35	1		1	1
AlQelem School	10	24	34	19	1		1	1
<b>Total</b>	<b>152</b>	<b>135</b>	<b>287</b>	<b>164</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>6</b>

A survey was conducted among a group of private primary schools in the Gullele sub-city. Questionnaires was administered to school teachers and school principals. The purpose was to gather information on how the participants interpret the leadership styles employed by the principals in relation to teachers' job satisfaction.

Each participant teachers of the study was selected using simple random sampling technique, mainly by lottery method. In the lottery method, the researcher also took the names of the teachers from each school and wrote their name on a piece of paper having equal size and then folding the papers, putting them on a carton. Then, the researcher put back in each of the drawn participants before the next draw until the required number of samples obtained to ensure that each participant had equal chance to be selected. In addition to this the school principals selected using purposive sampling technique.

### **3.7 Instrument of Data Collection**

To identify appropriate instruments for measuring the influence of school leadership styles on teachers' job satisfaction, the researcher conducted an extensive literature review and analysis. Based on this review, standardized questionnaires were selected as the primary data collection tools for this study.

The questionnaires were designed to assess the relationship between school leadership styles and teachers' job satisfaction. Specifically, the leadership styles examined include transformational, transactional, and laissez-faire leadership. These dimensions were measured using the Multifactor Leadership Questionnaire (MLQ-5X Short Form) developed by Bass and Avolio (1997). The MLQ-5X is a validated instrument widely used to evaluate leadership behaviors, and it requires respondents to rate the frequency with which their school leaders demonstrate specific behaviors associated with each leadership style.

The MLQ-5X utilizes a self-scoring format and employs a five-point Likert scale to capture participants' perceptions. The Likert scale, as described by Bowling (1997) and Burns and Grove (1997), uses fixed-choice response options to measure attitudes or opinions. Participants respond to a series of statements by indicating the degree to which they agree or disagree, thus reflecting both cognitive and affective dimensions of attitude. The scale's ordinal nature enables the measurement of varying levels of agreement or disagreement.

In addition to the MLQ, a teachers' job satisfaction survey was administered using the Job Satisfaction Survey (JSS) developed by Specter (1997). The JSS is designed to measure

employees' satisfaction or dissatisfaction across multiple facets of their work experience and is particularly suited for use in educational settings.

### **3.7.1 Questionnaire**

To collect quantitative data for this study, standardized closed-ended questionnaires were employed. This data collection method was selected for its practicality and efficiency in gathering relevant information from a large number of respondents within a short period. According to Best and Kahn (2003), closed-ended questionnaires offer the advantages of saving both time and cost, while also yielding a high proportion of usable responses. The questionnaires were prepared in English, as all selected teachers were capable of understanding the language and the concepts presented.

The questionnaire designed for teachers consisted of three main sections. The first section gathered demographic information such as sex, age, academic qualifications, and teaching experience. The second section focused on the independent variables by assessing teachers' perceptions of their principals' leadership styles, specifically transformational, transactional, and laissez-faire leadership. The third section addressed the dependent variable, which is teachers' job satisfaction. All items in the second and third sections were structured using a five-point Likert scale, allowing respondents to express their degree of agreement or disagreement with each statement. This format facilitated the measurement of attitudes, perceptions, and levels of satisfaction.

Similarly, the questionnaire designed for principals was divided into two main sections. The first section aimed to gather relevant demographic and professional background information, such as sex, age, academic qualifications, and years of administrative experience. This data was essential for understanding the profile of the respondents and identifying any patterns or relationships between these variables and their leadership approaches. The second section focused specifically on principals' leadership styles and their perceived influence on teachers' job satisfaction.

To maintain consistency with the teachers' questionnaire and facilitate reliable comparative analysis, the items were structured using a five-point Likert scale, ranging from "strongly disagree" to "strongly agree." The leadership style component of the questionnaire was adapted from the standardized Multifactor Leadership Questionnaire (MLQ), developed by Bass and Avolio (1997),

which is widely recognized for its validity and reliability in assessing transformational, transactional, and laissez-faire leadership dimensions. This standardized approach ensured both the credibility of the instrument and the comparability of responses across participants.

### **3.8 Validity and Reliability.**

To manage the validity of the questionnaire, the researcher adopted a systematic and multi-faceted approach grounded in established research practices. Consistent with Yalew Endawoke's (1998) recommendation, a pilot test was conducted with 12 teachers and 2 principals from schools outside the main study area. This preliminary testing was essential in identifying vague, unclear, or ambiguous items, allowing for significant revisions. Based on the participants' feedback, six items were revised, while five unclear questions were removed and replaced with clearer alternatives.

In addition to pilot testing, the researcher ensured content and construct validity by employing standardized and well-established instruments: the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1997) for measuring leadership styles, and the Job Satisfaction Survey (JSS) developed by Spector (1997) for assessing teacher job satisfaction. Expert judgment also played a critical role in the validation process, as the researcher consulted with the research advisor and subject matter experts to verify whether the items accurately represented the intended constructs. This expert input helped confirm the relevance, clarity, and adequacy of the questionnaire items. Through this rigorous process combining pilot testing, use of validated tools, and expert review the researcher effectively managed and enhanced the overall validity of the data collection instruments.

According to Cohen et al. (2007:146), reliability refers to the consistency, dependability, and stability of a measurement tool over time and with the same participants. Similarly, Leedy and Ormrod (2001:99) describe it as the degree to which an instrument produces consistent and accurate results when the trait being measured remains unchanged. One approach to enhance an instrument's consistency is by incorporating a greater number of items within the questionnaire. In this study, the researcher took care to include an adequate number of items for each construct.

To assess the reliability of the questionnaire, the researcher applied Cronbach's alpha coefficient. George and Mallery (2003) suggest that a Cronbach's alpha above 0.9 is considered excellent,

above 0.8 is good, above 0.7 is acceptable, above 0.6 is questionable, above 0.5 is poor, and below 0.5 is unacceptable. Results from the pilot study showed that the average Cronbach's alpha exceeded 0.8, indicating that the research instrument demonstrated good internal consistency, as presented in the table below.

**Table 3.1 Summary of Cronbach's Alpha Results**

<b>Variables</b>	<b>No. of Items</b>	<b>Cronbach's Alpha Result <math>\alpha</math></b>	<b>Interpretation</b>
Transformational leadership style	15	0.919	Excellent reliability
Transactional leadership style	9	0.821	Good reliability
Laissez-fair Leadership	3	0.868	Good reliability
Teachers Job Satisfaction	27	0.943	Excellent reliability

**Source:** *SPSS reliability output, 2025 G.C.*

A reliability analysis was conducted using Cronbach's alpha to assess the internal consistency of the scales employed in the study. The results indicated that all constructs demonstrated acceptable to excellent reliability. The transformational leadership style scale, consisting of 15 items, yielded a Cronbach's alpha of .919, which reflects excellent internal consistency. The transactional leadership style scale, composed of 9 items, produced a Cronbach's alpha of .821, indicating good reliability. The laissez-faire leadership scale, though containing only 3 items, demonstrated good internal consistency with a Cronbach's alpha of .868. Finally, the teachers' job satisfaction scale, which included 27 items, achieved a Cronbach's alpha of .943, representing excellent reliability. These findings suggest that the instruments used in this study are reliable measures of the respective leadership styles and teachers' job satisfaction.

### **3.9 Procedures of Data Collection**

As a step, first questionnaires questions were prepared and submitted to the advisor for comment. Then, pilot testing was held on 12 teachers and 2 principals were randomly selected from other

schools in the same sub-city and depending on the feedback of respondents' responses amendments will be made for clarity. In the pre-testing questionnaire, the main issue was to detect problems that may cause confusion for the respondents, which was used to identify ambiguous or biased items in the questionnaire for elimination and suitability for collecting the required data. It was also needed to improve the format of the questionnaire to facilitate understanding. Depending on the feedback from the respondent's responses, amendments were made for clarity; for example, grammar errors were corrected. Then, after the necessary amendments were done, the questionnaires were distributed to the sampled participants. The researcher was contacted responsible officials of the Gullele sub-city education office to carry out the study in this private primary schools. Then, further communications were made to each of the school principals who granted permission for the conduct of the study. The questionnaire was prepared with hard copy and distributed to each school. The researcher went to each school and collected the data.

### **3.10 Method of Data Analysis**

After data collection, the study proceeded to the analysis phase, using quantitative methods to examine the data. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize information related to leadership styles and employees' job satisfaction. Inferential statistical techniques, such as Pearson correlation and regression analysis were employed to examine the relationship between principals' leadership styles and teachers' job satisfaction.

Pearson correlation was used to measure the strength and direction of the linear relationship between each leadership style (transformational, transactional, and laissez-faire) and job satisfaction, providing an initial understanding of how closely these variables are associated. This method is suitable because both leadership style scores and job satisfaction scores are continuous variables, and the relationship is assumed to be linear.

Regression analysis, on the other hand, was used to determine the extent to which each leadership style predicts teachers' job satisfaction. Unlike correlation, regression not only indicates whether a relationship exists but also quantifies how much each leadership style contributes to variations in job satisfaction. Multiple linear regression allowed the researcher to assess the combined and

individual effects of the three leadership styles, identify the most influential predictor, and determine the proportion of variance in job satisfaction explained by these styles. The combined use of both techniques provided a comprehensive statistical foundation for understanding and explaining the influence of leadership behaviors on teachers' workplace satisfaction. All quantitative data collected through questionnaires were coded, entered into SPSS version 26, and analyzed accordingly.

### **3.11 Ethical Considerations**

The study was conducted in full compliance with established ethical research standards to uphold the principles of integrity, respect, and confidentiality throughout the research process. Participants were thoroughly informed about the nature and purpose of the study, the intended use of the data collected, and the voluntary basis of their involvement. Informed consent was ensured by including a detailed explanation at the beginning of the questionnaire, outlining the study's objectives, its significance, and any potential benefits. To safeguard privacy, respondents were assured that their identities would remain anonymous no personal identifiers such as names or contact information were collected. All data obtained were treated with strict confidentiality and used solely for academic purposes. The research process also emphasized honesty and transparency, with proper acknowledgment of all consulted sources through appropriate citation. Data collection was initiated only after participants explicitly confirmed their willingness to participate, and it was made clear that their responses would not be used in any manner that could cause harm or discomfort.

# **CHAPTER FOUR**

## **PRESENTATION, ANALYSIS AND INTERPRITATION OF DATA**

### **4.1 INTRODUCTION**

This chapter presents the analysis, presentation, and interpretation of the data collected for this study. The primary objective was to assess the influence of principals' leadership styles on teachers' job satisfaction in selected private primary schools of Gullele sub-city. Data were analyzed using IBM SPSS version 26, applying descriptive statistics such as percentages, mean scores, and standard deviations, inferential statistical techniques, such as Pearson correlation and regression analysis, were applied to explore the relationships and effects between the independent and dependent variable. The findings are presented in tables to ensure clarity and facilitate effective communication.

This chapter focuses on three key results: the dominant leadership styles, the level of teachers' job satisfaction, and the correlation between leadership styles and job satisfaction.

The data for this study were gathered using two standardized instruments: the Multifactor Leadership Questionnaire (MLQ) Bass and Avolio (1997) and the Job Satisfaction Survey (JSS) Paul Spector (1997). The MLQ comprised 27 items designed to assess three leadership styles—transformational, transactional, and laissez-faire. The JSS also contained 27 items and was used to evaluate job satisfaction across nine dimensions: pay, promotion, supervision, fringe benefits, recognition, working conditions, coworkers, nature of work, and communication.

The relationship between the three leadership styles and the nine facets of job satisfaction was analyzed to understand the influence of leadership on teachers' job satisfaction.

Out of the 164 questionnaires distributed to teachers, 152 were completed and returned, while 12 were not. The responses from the 152 participants were analyzed using descriptive and inferential statistics including percentages, mean scores, standard deviations, correlations, and simple regression to determine the impact of leadership styles on job satisfaction. The analysis and discussion that follow are based on the research methodology presented in the previous chapter.

## **4.1 Demographic Characteristics of Respondents**

Under this topic demographic characteristics of respondents in terms of sex, age, education level and work experience were presented and analyzed.

**Table 4.1 Demographic Characteristics of Teachers and Principals**

Variables		Teachers		Principals	
		Frequency	Percent	Frequency	Percent
Sex	Female	65	42.8%	2	33.3%
	Male	87	57.2%	4	66.7%
	<b>Total</b>	<b>152</b>	<b>100.0%</b>	<b>6</b>	<b>100.0%</b>
Age	30 and Below	27	17.8%	-	-
	31-39	75	49.3%	4	66.7%
	40-50	44	28.9%	2	33.3%
	51 and above	6	3.9%	-	-
	<b>Total</b>	<b>152</b>	<b>100.0%</b>	<b>6</b>	<b>100.0%</b>
Educational Background	Diploma	16	10.5%		
	BA/BSc/BEd Degree	120	78.9%	4	66.7%
	MA/MSc Degree	16	10.5%	2	33.3%
	<b>Total</b>	<b>152</b>	<b>100.0%</b>	<b>6</b>	<b>100.0%</b>
Work Experience	Less than 5 years	16	10.5%	-	-
	5-9 Years	49	32.2%	-	-
	10-15 Years	31	20.4%	3	50.0%
	Above 15 Years	56	36.8%	3	50.0%
	<b>Total</b>	<b>152</b>	<b>100.0%</b>	<b>6</b>	<b>100.0%</b>

Source: Own survey data result 2025G.C.

Table 4.1 presents the demographic characteristics of the teacher and principal respondents who participated in the study. The variables examined include sex, age, educational background, and work experience.

Among the teacher respondents, the majority were male (57.2%,  $n = 87$ ), while female teachers accounted for 42.8% ( $n = 65$ ). Among principals, two-thirds (66.7%,  $n = 4$ ) were female, and one-third (33.3%,  $n = 2$ ) were male. This indicates a higher representation of females in both teaching and leadership positions within the schools surveyed.

The age distribution of teachers shows that the largest group fell within the 31–39 age range (49.3%,  $n = 75$ ), followed by those aged 40–50 (28.9%,  $n = 44$ ). Teachers aged 30 and below accounted for 17.8% ( $n = 27$ ), while those aged 51 and above comprised only 3.9% ( $n = 6$ ). Among the six principals, 66.7% ( $n = 4$ ) were aged 31–39, and 33.3% ( $n = 2$ ) were aged 40–50, with no principals reported in the youngest or oldest age categories.

In terms of educational attainment, the majority of teachers held a BA/BSc/BEd degree (78.9%,  $n = 120$ ). Equal proportions of teachers held Diplomas (10.5%,  $n = 16$ ) and MA/MSc degrees (10.5%,  $n = 16$ ). Among principals, 66.7% ( $n = 4$ ) held a BA/BSc/BEd degree, while 33.3% ( $n = 2$ ) had earned a master's degree. This suggests that most principals possess at least an undergraduate qualification, with a significant proportion holding graduate-level degrees.

Teacher respondents showed a broad range of professional experience. Those with more than 15 years of experience represented the largest group (36.8%,  $n = 56$ ), followed by 5–9 years (32.2%,  $n = 49$ ), 10–15 years (20.4%,  $n = 31$ ), and less than 5 years (10.5%,  $n = 16$ ). For principals, 50.0% ( $n = 3$ ) had 10–15 years of experience, and the remaining 50.0% ( $n = 3$ ) had more than 15 years of service. No principals reported having fewer than 10 years of experience, indicating that leadership roles in these schools are typically held by individuals with considerable professional tenure.

In conclude the demographic analysis of teachers and principals in the selected private primary schools of Gullele Sub-City reveals a predominantly male teaching staff, with a majority of principals also being male. Most teachers fall within the 31–39 age range, indicating a largely young to mid-career workforce, while principals are similarly concentrated in this age group,

reflecting that school leadership is typically held by mid-career professionals. Educationally, both groups are generally well-qualified, with the majority holding at least a bachelor's degree and a notable proportion of principals (33.3%) possessing master's degrees. Regarding professional experience, most teachers have more than five years of service, and a significant number have over 15 years, while all principals reported more than a decade of experience. These findings suggest that the teaching and leadership personnel in the studied schools are mature, experienced, and academically competent.

## **4.2 The Dominant Leadership Style Practiced by School Principals**

The leadership style practiced by school principals is often examined through the lens of the Full-Range Leadership Theory (FRLT). This theoretical framework categorizes leadership behaviors into three primary styles: transformational, transactional, and laissez-faire. Each category encompasses specific behaviors that collectively represent a comprehensive range of leadership practices.

To assess these styles, researchers frequently use the Multifactor Leadership Questionnaire (MLQ), a validated and widely utilized instrument in leadership studies. For this study, the researcher selected 27 items from the MLQ that measure the extent to which a leader exhibits behaviors associated with the three core leadership styles.

By analyzing principals' responses to the MLQ, researchers can identify the most dominant leadership style in their practice. This understanding provides valuable insights into how school leaders influence teacher job satisfaction.

### **4.2.1 Descriptive Statistics Analysis of Transformational Leadership Style**

Transformational leaders are those who transform their teachers into becoming leaders themselves. It is a leadership approach that is defined as leadership that creates valuable and positive change in the teachers. A transformational leader focuses on "transforming" build respect, considers the moral and ethical consequences of decisions, articulates a compelling vision of the future, Looks at problems from many different angles Displays a sense of power and confidence, Emphasize the importance of having a collective sense of mission from Bass and Riggio (2006 : 94),

Transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity.

**Table 4.2 Comparison of Principals’ and Teachers’ Perceptions on Idealized Influence (Attributes)**

Item	Respondents	N	M	SD	Average M	t-value
The principal demonstrates a high level of integrity in decisions.	Principals	6	4.67	0.52	4.27	3.62**
	Teachers	152	3.86	0.94		
The school principal inspires and motivates teachers to achieve goals.	Principals	6	4.50	0.55	4.08	3.51**
	Teachers	152	3.66	1.03		
The principal gains respect and admiration through their actions.	Principals	6	4.33	0.82	4.13	1.20
	Teachers	152	3.92	0.87		
<b>Overall</b>	<b>Principals</b>	<b>6</b>	<b>4.50</b>	<b>0.63</b>	<b>4.16</b>	<b>2.78**</b>
	<b>Teachers</b>	<b>152</b>	<b>3.81</b>	<b>0.36</b>		

The results presented in Table 1 compare the perceptions of principals and teachers on idealized influence (attributes), a sub-dimension of transformational leadership. This dimension reflects a leader’s ability to act as a moral role model who is admired, respected, and trusted.

Across all three items, principals rated themselves more favorably than teachers did. For example, principals reported a higher mean score ( $M = 4.67$ ,  $SD = 0.52$ ) than teachers ( $M = 3.86$ ,  $SD = 0.94$ ) on the item stating that the principal demonstrates a high level of integrity. A statistically significant difference between groups was found ( $t(156) = 3.62$ ,  $p < .05$ ), indicating that principals and teachers differ significantly in their perceptions of this leadership attribute.

Similarly, on the item the school principal inspires and motivates teachers to achieve goals, principals again reported higher mean scores ( $M = 4.50$ ,  $SD = 0.55$ ) than teachers ( $M = 3.66$ ,  $SD = 1.03$ ), with the difference also being statistically significant ( $t(156) = 3.51$ ,  $p < .05$ ).

For the third item concerning gaining respect and admiration, the difference in perceptions was less pronounced, with principals reporting ( $M = 4.33$ ,  $SD = 0.82$ ) and teachers ( $M = 3.92$ ,  $SD = 0.87$ ). Although the direction of difference remains, this comparison yielded a lower  $t$ -value ( $t(156) = 1.20$ ), indicating a weaker statistical difference.

The overall average mean score for principals across the three items was 4.50 ( $SD = 0.63$ ), while teachers reported a lower mean of 3.81 ( $SD = 0.36$ ). The  $t$ -test result ( $t(156) = 2.78$ ,  $p < .05$ ) confirms a statistically significant difference between the two groups regarding their views on Idealized Influence (Attributes).

These findings suggest that principals perceive themselves as demonstrating stronger attributes of idealized influence than what is perceived by teachers. The significant differences highlight a perceptual gap between leaders and staff regarding the principals' integrity, motivational capacity, and ability to earn respect key elements of transformational leadership.

**Table 4.3 Comparison of Principals' and Teachers' Perceptions on Idealized Influence (Behavior)**

<b>Item</b>	<b>Respondents</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>Average M</b>	<b>t-value</b>
The principal consistently shows behaviors aligned with school values and mission.	Principals	6	4.33	0.82	4.15	1.06
	Teachers	152	3.97	0.87		
The school principal inspires and motivates teachers to achieve goals.	Principals	6	4.33	0.82	2.79	0.87
	Teachers	152	4.03	1.02		
The principal shows respect for all members of the school community.	Principals	6	4.50	0.84	4.34	0.89
	Teachers	152	4.19	0.90		
<b>Overall</b>	<b>Principals</b>	<b>6</b>	<b>4.38</b>	<b>0.82</b>	<b>3.76</b>	<b>0.94</b>
	<b>Teachers</b>	<b>152</b>	<b>4.06</b>	<b>0.62</b>		

In addition to assessing Idealized Influence (Attributes), the study examined perceptions regarding Idealized Influence (Behavior), which reflects the leader's actions in modeling core values, earning trust, and inspiring followers through exemplary conduct.

As shown in Table 2, principals rated themselves consistently high across all items in this dimension, with an overall mean score of 4.38 (SD = 0.82), compared to teachers' mean of 4.06 (SD = 0.62). However, in contrast to the attributes dimension, the differences between principals' and teachers' ratings were less pronounced and statistically not significant, as none of the *t*-values exceeded the critical threshold ( $p > .05$ ).

On the item, the principal consistently shows behaviors that align with the school's values and mission, principals reported a mean of 4.33 (SD = 0.82), while teachers rated slightly lower at 3.97 (SD = 0.87), with a *t*-value of 1.06.

Interestingly, for the item on inspiring and motivating teachers, teachers rated principals slightly higher ( $M = 4.03$ ,  $SD = 1.02$ ) than the principals rated themselves ( $M = 4.33$ ,  $SD = 0.82$ ), though the difference again was not significant ( $t = 0.87$ ).

In terms of respect, both groups showed strong agreement, with principals reporting a mean of 4.50 ( $SD = 0.84$ ) and teachers 4.19 ( $SD = 0.90$ ). The  $t$ -value for this comparison was 0.89.

The overall  $t$ -value for the dimension was 0.94, further indicating that there is no statistically significant difference in how principals and teachers perceive the behavioral aspect of idealized influence.

**Table 4.4 Comparison of Principals' and Teachers' Perceptions on Inspirational Motivation**

Item	Respondents	N	M	SD	Average M	$t$ -value
The principal consistently encourages staff to work toward achieving common goals.	Principals	6	4.00	0.63	4.11	-0.83
	Teachers	152	4.22	0.72		
The principal recognizes and celebrates achievements, which encourages teachers to strive for excellence.	Principals	6	4.17	0.75	4.08	0.54
	Teachers	152	4.00	0.76		
The principal uses motivating language to inspire teachers to do their best work.	Principals	6	4.00	0.63	4.02	-0.11
	Teachers	152	4.03	0.79		
<b>Overall</b>	<b>Principals</b>	<b>6</b>	<b>4.05</b>	<b>0.67</b>	<b>4.07</b>	-0.134
	<b>Teachers</b>	<b>152</b>	<b>4.08</b>	<b>0.76</b>		

Table 3 presents the perceptions of principals and teachers regarding the inspirational motivation dimension of transformational leadership, which involves articulating a clear vision, fostering enthusiasm, and motivating staff to pursue shared goals.

Across the three items, both groups reported consistently high mean scores, indicating overall agreement that school leaders demonstrate behaviors associated with inspirational motivation.

On the item stating that the principal consistently encourages staff to work toward achieving common goals, teachers gave a slightly higher mean score ( $M = 4.22$ ,  $SD = 0.72$ ) than principals ( $M = 4.00$ ,  $SD = 0.63$ ), with a negative  $t$ -value of  $-0.83$ , indicating a minor, non-significant difference in favor of teachers' perceptions.

In contrast, for the item regarding recognition and celebration of achievements, principals rated themselves slightly higher ( $M = 4.17$ ,  $SD = 0.75$ ) than teachers ( $M = 4.00$ ,  $SD = 0.76$ ), yielding a small positive  $t$ -value of  $0.54$ . This suggests a marginal difference in perception, but again not statistically significant.

Finally, on the item assessing the use of motivating language, the means were almost identical: principals reported ( $M = 4.00$ ,  $SD = 0.63$ ), while teachers reported ( $M = 4.03$ ,  $SD = 0.79$ ), with a negligible  $t$ -value of  $-0.11$ .

The overall average mean for principals across the three items was  $4.05$  ( $SD = 0.67$ ), while the average for teachers was slightly higher at  $4.08$  ( $SD = 0.76$ ). These findings indicate a strong mutual perception that principals demonstrate inspirational motivation, with no statistically significant differences between the two groups across any of the items.

**Table 4.5 Comparison of Principals' and Teachers' Perceptions on Intellectual Stimulation**

Item	Respondents	N	M	SD	Average M	t-value
The principal encourages innovative thinking among staff.	Principals	6	4.50	0.84	4.19	1.78
	Teachers	152	3.88	0.83		
The principal encourages teachers to explore new teaching strategies and methods.	Principals	6	4.33	0.82	4.17	0.94
	Teachers	152	4.01	0.76		
The principal promotes continuous learning and personal development for teachers.	Principals	6	4.17	1.33	3.97	0.75
	Teachers	152	3.76	0.98		
<b>Overall</b>	<b>Principals</b>	<b>6</b>	<b>4.33</b>	<b>0.99</b>	<b>4.11</b>	<b>1.16</b>
	<b>Teachers</b>	<b>152</b>	<b>3.88</b>	<b>0.86</b>		

Table 4 presents the perceptions of principals and teachers regarding the intellectual stimulation component of transformational leadership, which involves encouraging creativity, questioning assumptions, and supporting professional learning.

In the first item, the principal encourages innovative thinking among staff, principals reported a relatively high mean score ( $M = 4.50$ ,  $SD = 0.84$ ), while teachers reported a somewhat lower mean ( $M = 3.88$ ,  $SD = 0.83$ ). The  $t$ -value of 1.78 indicates a moderate difference in perception, though it does not reach statistical significance ( $p > .05$ ).

For the second item, the principal encourages teachers to explore new teaching strategies and methods, both groups rated positively, with principals scoring a mean of 4.33 ( $SD = 0.82$ ) and teachers slightly lower at 4.01 ( $SD = 0.76$ ). The  $t$ -value of 0.94 suggests a small, non-significant difference in responses.

On the third item, the principal promotes continuous learning and personal development for teachers, the principal group again rated higher ( $M = 4.17$ ,  $SD = 1.33$ ) than teachers ( $M = 3.76$ ,  $SD = 0.98$ ). Despite the higher variability among principals, the  $t$ -value of 0.75 still indicates no statistically significant difference between the groups.

Overall, the mean score for principals across the intellectual stimulation items was 4.33 ( $SD = 0.99$ ), while the teachers' overall mean was 3.88 ( $SD = 0.86$ ). The overall  $t$ -value of 1.16 shows a general trend in which principals perceive themselves more positively in encouraging intellectual stimulation than teachers do, though the difference is not statistically significant.

These results reflect a positive view from both groups regarding the principal's support for innovation, exploration, and professional growth within the school context.

**Table 4.6 Comparison of Principals' and Teachers' Perceptions on Individualized Consideration**

Item	Respondents	N	M	SD	Average M	$t$ -value
The principal takes time to listen to the concerns and needs of individual teacher.	Principals	5	4.80	0.45	4.34	4.37
	Teachers	152	3.87	0.91		
The principal provides personalized feedback to help teachers improve their performance.	Principals	6	4.50	0.84	4.26	1.41
	Teachers	152	4.01	0.76		
The principal recognizes individual staff needs and provides personalized support.	Principals	6	4.00	0.63	3.80	1.52
	Teachers	152	3.59	0.94		
<b>Overall</b>	<b>Principals</b>	<b>6</b>	<b>4.43</b>	<b>0.64</b>	<b>4.13</b>	<b>2.43</b>
	<b>Teachers</b>	<b>152</b>	<b>3.82</b>	<b>0.87</b>		

Table 5 presents respondents' ratings concerning individualized consideration, which refers to the principal's attentiveness to individual teachers' needs, professional growth, and personal support.

In the first item, the principal takes time to listen to the concerns and needs of individual teacher, principals gave a high mean score ( $M = 4.80$ ,  $SD = 0.45$ ), indicating strong self-perception in this behavior. Teachers, however, rated this item lower ( $M = 3.87$ ,  $SD = 0.91$ ), resulting in a  $t$ -value of 4.37. This substantial value indicates a statistically significant difference between the two groups' perceptions.

The second item assessed the provision of personalized feedback by the principal. Principals reported a mean of 4.50 ( $SD = 0.84$ ), while teachers reported 4.01 ( $SD = 0.76$ ). The  $t$ -value of 1.41 shows a moderate difference, though not statistically significant at the conventional alpha level ( $p > .05$ ).

For the third item, the principal recognizes individual staff needs and provides personalized support, the principal group reported a mean of 4.00 ( $SD = 0.63$ ), compared to teachers' mean of 3.59 ( $SD = 0.94$ ). The  $t$ -value of 1.52 again indicates a moderate difference, though not statistically significant.

Overall, principals rated their behavior across individualized consideration items with a mean of 4.43 ( $SD = 0.64$ ), while teachers gave an overall lower rating of 3.82 ( $SD = 0.87$ ). The overall  $t$ -value of 2.43 suggests a noticeable gap in perception, especially concerning how well principals believe they meet individual needs compared to how teachers experience it.

These results suggest that while principals generally perceive themselves as highly supportive and responsive to individual teachers, teachers do not always share the same level of agreement, particularly in terms of being listened to and personally supported.

**Table 4.7 Comparison of Principals' and Teachers' Perceptions on Contingent Reward**

Item	Respondents	N	M	SD	Average M	<i>t</i> -value
The principal clearly communicates expectations for teachers' performance.	Principals	6	4.67	0.52	3.39	3.41
	Teachers	152	3.91	0.90		
The principal uses rewards to maintain a high level of morale and motivation among teachers.	Principals	6	4.00	0.89	3.39	0.30
	Teachers	152	3.89	0.87		
The principal praises teachers when they demonstrate exceptional effort or achievement.	Principals	6	4.17	0.75	3.39	0.98
	Teachers	152	3.86	0.95		
<b>Overall</b>	<b>Principals</b>	<b>6</b>	<b>4.28</b>	<b>0.72</b>	<b>4.08</b>	<b>1.61</b>
	<b>Teachers</b>	<b>152</b>	<b>3.89</b>	<b>0.90</b>		

Table 6 presents data on respondents' perceptions of contingent reward, a core aspect of transactional leadership characterized by clarifying expectations and rewarding goal achievement.

For the item the principal clearly communicates expectations for teachers' performance, principals reported a high mean ( $M = 4.67$ ,  $SD = 0.52$ ), whereas teachers rated it lower ( $M = 3.91$ ,  $SD = 0.90$ ). The  $t$ -value of 3.41 suggests a statistically significant difference, indicating that principals perceive themselves as more effective in communicating performance expectations than teachers perceive them to be.

The second item, the principal uses rewards to maintain a high level of morale and motivation among teachers, yielded relatively similar ratings from both groups. Principals gave a mean score of 4.00 ( $SD = 0.89$ ), and teachers rated it at 3.89 ( $SD = 0.87$ ). The low  $t$ -value of 0.30 indicates minimal difference in perception between the two groups.

Regarding the item the principal praises teachers when they demonstrate exceptional effort or achievement, principals rated themselves at a mean of 4.17 (SD = 0.75), compared to a slightly lower teacher rating of 3.86 (SD = 0.95). The *t*-value of 0.98 reflects a small, statistically non-significant difference.

On average, principals' overall perception of their contingent reward behavior was higher (M = 4.28, SD = 0.72) than that of teachers (M = 3.89, SD = 0.90). The overall *t*-value of 1.61 suggests a moderate perceptual difference, though it does not reach the threshold for statistical significance ( $p > .05$ ).

These results illustrate a trend in which principals view themselves as actively recognizing and reinforcing teacher performance through clear communication and rewards, while teachers recognize these efforts to a slightly lesser extent.

**Table 4.8 Principals' and Teachers' Perceptions on Management by Exception (Active)**

Item	Respondents	N	M	SD	Average M	<i>t</i> -value
The principal actively monitors staff performance to identify issues early.	Principals	6	2.33	0.52	3.03	-6.26
	Teachers	152	3.72	0.86		
The principal regularly checks whether teachers are adhering to school policies and regulations.	Principals	6	2.33	0.52	3.10	-6.84
	Teachers	152	3.87	0.97		
The principal takes immediate action when a teacher's performance is not aligned with school goals/values.	Principals	6	2.33	0.52	2.96	-5.63
	Teachers	152	3.59	0.94		
<b>Overall</b>	<b>Principals</b>	<b>6</b>	<b>2.33</b>	<b>0.52</b>	<b>3.03</b>	<b>-6.24</b>
	<b>Teachers</b>	<b>152</b>	<b>3.73</b>	<b>0.93</b>		

Table 7 presents findings on management by exception (active), a transactional leadership dimension where leaders closely monitor performance and intervene proactively to address deviations from expectations.

In the item, *the principal actively monitors staff performance to identify issues early*, principals rated themselves with a mean of 2.33 (SD = 0.52), while teachers rated their principals substantially higher at 3.72 (SD = 0.86). The *t*-value of  $-6.26$  indicates a highly significant difference in perception between the two groups, with teachers perceiving more active monitoring than principals report conducting.

Similarly, in the statement *the principal regularly checks whether teachers are adhering to school policies and regulations*, principals again reported a mean of 2.33 (SD = 0.52), whereas teachers rated this behavior at a higher mean of 3.87 (SD = 0.97). The *t*-value of  $-6.84$  represents a statistically significant gap, suggesting a marked difference between principal self-perceptions and teacher observations.

For the item, *the principal takes immediate action when a teacher's performance is not aligned with the school's goals or values*, principals reported a mean of 2.33 (SD = 0.52), compared to 3.59 (SD = 0.94) from teachers. The *t*-value of  $-5.63$  indicates another strong and statistically significant difference in perception.

Overall, principals reported a consistent average of 2.33 (SD = 0.52) across all three items, while teachers gave a significantly higher overall mean of 3.73 (SD = 0.93). The resulting *t*-value of  $-6.24$  reinforces the statistically significant disparity between groups. These results suggest that teachers perceive principals to be much more engaged in active performance oversight and intervention than principals themselves report.

**Table 4.9 Principals' and Teachers' Perceptions on Management by Exception (Passive)**

Item	Respondents	N	M	SD	Average M	<i>t</i> -value
The principal intervenes only when problems become serious.	Principals	6	3.50	0.55	3.42	0.66
	Teachers	152	3.34	1.17		
The principal does not take proactive steps to prevent problems from arising in the classroom or among staff.	Principals	6	4.67	0.52	3.99	5.84
	Teachers	152	3.32	1.18		
The principal's interventions tend to be more about fixing problems rather than preventing them.	Principals	6	4.50	0.55	3.88	5.12
	Teachers	152	3.26	1.13		
<b>Overall</b>	<b>Principals</b>	<b>6</b>	<b>4.22</b>	<b>0.54</b>	<b>3.76</b>	<b>3.87</b>
	<b>Teachers</b>	<b>152</b>	<b>3.31</b>	<b>1.16</b>		

Table 8 presents data related to management by exception (passive), a transactional leadership style in which intervention occurs only after problems have become evident rather than being preemptively addressed.

For the item the principal intervenes only when problems become serious, principals rated themselves with a mean of 3.50 (SD = 0.55), while teachers gave a slightly lower mean of 3.34 (SD = 1.17). The *t*-value of 0.66 suggests a small and non-significant difference in perception between the two groups.

The item the principal does not take proactive steps to prevent problems from arising in the classroom or among staff showed a substantial discrepancy in perceptions. Principals reported a high mean of 4.67 (SD = 0.52), indicating strong agreement, while teachers rated this item at a considerably lower mean of 3.32 (SD = 1.18). The *t*-value of 5.84 reflects a statistically significant

difference, suggesting that principals acknowledge their reactive approach more strongly than teachers do.

Similarly, for the statement the principal's interventions tend to be more about fixing problems rather than preventing them, principals again gave a high mean rating of 4.50 (SD = 0.55), whereas teachers provided a mean of 3.26 (SD = 1.13). The *t*-value of 5.12 indicates another significant disparity in perception.

Overall, the principals' mean score across the three items was 4.22 (SD = 0.54), compared to the teachers' lower mean of 3.31 (SD = 1.16). The resulting *t*-value of 3.87 confirms a statistically significant difference, indicating that principals are more aware of—or more willing to report—their passive management behavior than are the teachers, who perceive them as less reactive.

**Table 4.10 Principals' and Teachers' Perceptions on Laissez-faire Leadership Style**

Item	Respondents	N	M	SD	Average M	<i>t</i> -value
The principal rarely takes responsibility for problems or challenges that occur within the school.	Principals	6	4.33	0.82	3.84	2.81
	Teachers	152	3.35	1.29		
The principal does not actively manage or supervise teachers' work on a regular basis.	Principals	6	4.33	0.82	3.81	3.05
	Teachers	152	3.26	1.35		
The principal tends to let teachers solve problems on their own, even when it would be helpful to intervene.	Principals	6	4.33	0.82	3.96	2.17
	Teachers	152	3.58	1.13		
<b>Overall</b>	<b>Principals</b>	<b>6</b>	<b>4.33</b>	<b>0.82</b>	<b>3.87</b>	<b>2.68</b>
	<b>Teachers</b>	<b>152</b>	<b>3.41</b>	<b>1.26</b>		

Table 9 presents data related to the laissez-faire leadership style, which is characterized by a hands-off approach where leaders avoid taking responsibility, lack active supervision, and allow staff to manage independently.

For the item the principal rarely takes responsibility for problems or challenges that occur within the school, principals rated themselves with a mean of 4.33 (SD = 0.82), indicating strong agreement, while teachers gave a lower mean of 3.35 (SD = 1.29). The *t*-value of 2.81 shows a statistically significant difference, suggesting that principals perceive themselves as more disengaged than teachers report.

In the item the principal does not actively manage or supervise teachers' work on a regular basis, principals again gave a high mean of 4.33 (SD = 0.82), while teachers rated it at 3.26 (SD = 1.35). The *t*-value of 3.05 reflects a notable gap between how principals and teachers perceive the level of management and supervision.

Regarding the statement the principal tends to let teachers solve problems on their own, even when it would be helpful to intervene, principals gave a mean score of 4.33 (SD = 0.82), while teachers scored it slightly lower at 3.58 (SD = 1.13). The *t*-value of 2.17 again indicates a statistically meaningful difference, implying a misalignment in perceptions of principal intervention.

Overall, principals rated their laissez-faire leadership behavior with a mean of 4.33 (SD = 0.82), while teachers' average rating was 3.41 (SD = 1.26). The overall *t*-value of 2.68 indicates a statistically significant difference in perceptions, with principals acknowledging a more passive and disengaged leadership style than their teachers perceive.

### **4.3 The Status of Teachers' Job Satisfaction**

The second objective of this study was to assess the status of job satisfaction among teachers. To achieve this, the study utilized the standardized Job Satisfaction Survey (JSS) developed by Spector (1997), which comprises 27 items designed to measure various aspects of job satisfaction. This instrument was employed to evaluate the job satisfaction status of teachers working in private primary schools within Gullele sub-city. The JSS encompasses nine key dimensions of job satisfaction: pay, promotion, supervision, fringe benefits, recognition, working conditions, coworkers, the nature of the work, and communication. The results were analyzed using a one-

sample t-test, and the mean scores were reported. Teachers responded to each item on a five-point Likert scale, ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). The distribution of responses is presented in the tables below.

**Table 4.11 Teachers’ Level of Job Satisfaction with Pay**

<b>Teachers’ Pay</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
I feel I am being paid a fair amount for the work I do	152	2.84	1.352
Raises I receive reflect the effort I put into my teaching	152	3.06	1.303
I feel satisfied with the benefits I receive as a teacher	152	2.83	1.408
<b>Overall Score</b>	<b>152</b>	<b>2.91</b>	<b>1.354</b>

Table 4.11 presents the mean scores and standard deviations of teachers’ responses related to their satisfaction with pay and compensation. The findings indicate that teachers generally report low to moderate levels of satisfaction regarding their remuneration and associated benefits.

The statement I feel I am being paid a fair amount for the work I do received a mean score of  $M = 2.84$ ,  $SD = 1.35$ , suggesting that many teachers do not feel adequately compensated for their work. This is reinforced by the relatively low mean score for the statement I feel satisfied with the benefits I receive as a teacher ( $M = 2.83$ ,  $SD = 1.41$ ), indicating a lack of satisfaction with non-salary compensations such as health insurance, retirement plans, or professional allowances.

In contrast, slightly more favorable responses were observed for the statement raises I receive reflect the effort I put into my teaching, which had a mean of  $M = 3.06$ ,  $SD = 1.30$ . While still modest, this suggests that some teachers perceive a partial alignment between their effort and the financial recognition they receive.

Overall, the results highlight a trend of dissatisfaction with financial aspects of the teaching profession among respondents. These findings align with previous literature that links low teacher

satisfaction with inadequate compensation, which can negatively affect motivation, job commitment, and retention (Ingersoll, 2001; Skaalvik & Skaalvik, 2011).

**Table 4.12 Teachers’ Level of Job Satisfaction with Promotion**

<b>Teachers’ Promotion</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
There are good opportunities for professional advancement in this school	152	3.44	1.120
I feel there is a clear path for career growth in my teaching role	150	3.37	.979
I am satisfied with the way promotion decisions are made here	152	3.41	1.100
<b>Overall Score</b>	<b>150</b>	<b>3.41</b>	<b>1.066</b>

Table 4.12 presents the mean scores and standard deviations for items related to teachers’ perceptions of promotion and career advancement opportunities within their schools. The data indicate that teachers experience a moderate level of satisfaction regarding promotion.

The statement there are good opportunities for professional advancement in this school received a mean score of  $M = 3.44$ ,  $SD = 1.12$ , suggesting that while some teachers perceive professional advancement opportunities as available, others may feel uncertain or limited in their prospects.

Similarly, the item I feel there is a clear path for career growth in my teaching role was rated slightly lower with a mean of  $M = 3.37$ ,  $SD = 0.98$ . This indicates that the clarity of promotional pathways remains ambiguous for a number of respondents, potentially pointing to a lack of structured career development frameworks or transparent communication about advancement criteria.

The third item, I am satisfied with the way promotion decisions are made here, had a mean of  $M = 3.41$ ,  $SD = 1.10$ . This score suggests a moderate level of satisfaction with the fairness and transparency of promotion processes.

Overall, these results reflect a neutral to moderately positive perception among teachers concerning career growth and promotion. While there is some recognition of advancement opportunities, the scores also suggest areas for improvement particularly in making promotion processes more transparent, structured, and widely accessible.

These findings are consistent with prior studies emphasizing the importance of clear and equitable promotion policies in enhancing teacher motivation and long-term job satisfaction (Nguni, Slegers, & Denessen, 2006; Skaalvik & Skaalvik, 2011).

**Table 4.13 Teachers’ Level of Job Satisfaction with Supervision**

<b>Supervision</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
My principal supports me in my teaching efforts	152	3.64	.999
I receive helpful feedback from my supervisor	152	3.68	.931
I am treated with respect by school leaders	152	3.30	.898
<b>Overall Score</b>	<b>152</b>	<b>3.54</b>	<b>0.946</b>

Table 4.13 presents the mean ratings and standard deviations for items related to teachers’ perceptions of supervision and support from school leadership. The data reflect a moderate level of satisfaction with the supervision practices experienced by teachers in their respective schools.

The item my principal supports me in my teaching efforts yielded a mean score of  $M = 3.64$ ,  $SD = 0.999$ , indicating that many teachers feel supported by their principals in carrying out their instructional responsibilities. This level of perceived support contributes positively to their job satisfaction and instructional effectiveness.

The highest-rated item was I receive helpful feedback from my supervisor, with a mean of  $M = 3.68$ ,  $SD = 0.931$ . This suggests that most teachers feel they receive constructive feedback, which can guide their professional growth and improve teaching practices. Effective feedback is a key

element of instructional leadership and is essential in fostering a positive teaching and learning environment.

On the other hand, the item I am treated with respect by school leaders received the lowest mean score of  $M = 3.30$ ,  $SD = 0.898$ . Although still within the moderate range, this result may reflect a need for improvement in relational aspects of leadership, such as recognition, open communication, and mutual respect between administrators and teaching staff.

**Table 4.14 Teachers’ Level of Job Satisfaction with Fringe Benefits**

<b>Fringe Benefits</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
I am satisfied with the health and welfare benefits provided to me	152	3.09	1.257
The school’s benefit policies meet my needs	152	3.14	1.153
I feel secure in my job because of the benefits I receive	152	3.82	.839
<b>Overall Score</b>	<b>152</b>	<b>3.35</b>	<b>1.083</b>

The data presented in Table 4.14 show teachers’ perceptions regarding fringe benefits provided by their schools. The overall mean score ( $M = 3.35$ ,  $SD = 1.08$ ) indicates a moderate level of satisfaction among teachers.

Specifically, the highest-rated item was I feel secure in my job because of the benefits I receive ( $M = 3.82$ ,  $SD = 0.839$ ), suggesting that many teachers perceive their benefits as a source of job security. This reflects the stabilizing role that comprehensive benefit packages can play in fostering a sense of professional stability.

In contrast, the item I am satisfied with the health and welfare benefits provided to me received a lower mean score ( $M = 3.09$ ,  $SD = 1.257$ ), while the school’s benefit policies meet my needs was similarly rated ( $M = 3.14$ ,  $SD = 1.153$ ). These findings suggest that, although benefit-related security is relatively strong, the specific content and adequacy of the benefit packages may not fully meet teachers’ expectations or needs.

**Table 4.15 Teachers' Level of Job Satisfaction with Contingent Reward**

<b>Contingent Reward</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
My efforts are recognized when I do a good job	152	3.49	1.080
I feel appreciated by the administration for my work	152	3.41	1.057
I receive praise for doing my job well	152	3.54	1.234
<b>Overall Score</b>	<b>152</b>	<b>3.48</b>	<b>1.124</b>

Table 4.15 presents teachers' perceptions of job satisfaction related to contingent reward—specifically, how recognition and appreciation from school administration influence their morale. The overall mean score for this category was moderate ( $M = 3.48$ ,  $SD = 1.12$ ), suggesting that teachers feel somewhat acknowledged for their efforts, though not consistently or strongly.

The item I receive praise for doing my job well received the highest mean score ( $M = 3.54$ ,  $SD = 1.23$ ), indicating that many teachers experience some degree of verbal recognition when performing effectively. Similarly, the item my efforts are recognized when I do a good job was also moderately rated ( $M = 3.49$ ,  $SD = 1.08$ ), pointing to a recognition system that is present but perhaps not systematic or robust.

The lowest mean score was for I feel appreciated by the administration for my work ( $M = 3.41$ ,  $SD = 1.06$ ), suggesting a slight gap between recognition for specific tasks and a general feeling of appreciation. This may reflect an environment where occasional praise exists, but ongoing or systemic acknowledgment may be lacking.

These findings align with existing literature highlighting that recognition and positive reinforcement are essential to enhancing teacher motivation and job satisfaction (Herzberg, 1968; Robbins & Judge, 2019). A more consistent and structured approach to rewarding teacher performance could help improve satisfaction and retention.

**Table 4.16 Teachers' Level of Job Satisfaction with Operating Procedures**

<b>Operating Procedures</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
School policies and procedures do not interfere with my teaching	152	3.26	1.136
I understand the rules and regulations that affect my work	152	3.37	.947
Administrative procedures in this school are efficient	152	2.89	1.429
<b>Overall Score</b>	<b>152</b>	<b>3.17</b>	<b>1.170</b>

Table 4.16 presents the mean ratings regarding teachers' perceptions of school operating procedures as a factor in job satisfaction. The overall mean score was moderate ( $M = 3.17$ ,  $SD = 1.17$ ), indicating a neutral to slightly positive view among teachers concerning how school policies and procedures impact their work environment.

The statement I understand the rules and regulations that affect my work received the highest mean score ( $M = 3.37$ ,  $SD = 0.95$ ), suggesting that most teachers feel reasonably informed about the policies that govern their professional responsibilities.

The item school policies and procedures do not interfere with my teaching was rated slightly lower ( $M = 3.26$ ,  $SD = 1.14$ ), indicating a perception that, while some policies may be supportive, others may at times hinder effective teaching.

The lowest score was observed for the item administrative procedures in this school are efficient ( $M = 2.89$ ,  $SD = 1.43$ ), suggesting a concern among teachers regarding bureaucratic inefficiencies or a lack of streamlined processes in school management.

**Table 4.17 Teachers' Level of Job Satisfaction with Coworker Relationships**

<b>Coworkers</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
I enjoy working with my fellow teachers	152	3.99	.997
I can count on my colleagues when I need help	152	4.03	.920
There is a good sense of teamwork in this school	152	3.72	.959
<b>Overall Score</b>	<b>152</b>	<b>3.91</b>	<b>0.969</b>

Table 4.17 illustrates teacher responses concerning their relationships with coworkers as a factor influencing job satisfaction. The overall mean score was relatively high ( $M = 3.91$ ,  $SD = 0.97$ ), indicating that teachers generally experience positive and collegial relationships within their schools.

The statement I can count on my colleagues when I need help received the highest rating ( $M = 4.03$ ,  $SD = 0.92$ ), reflecting a strong sense of mutual support and reliability among staff. Similarly, the item I enjoy working with my fellow teachers was also rated favorably ( $M = 3.99$ ,  $SD = 1.00$ ), suggesting that interpersonal relationships among teachers contribute positively to the overall school climate.

While slightly lower, the statement there is a good sense of teamwork in this school still received a favorable score ( $M = 3.72$ ,  $SD = 0.96$ ), indicating that collaboration is present, although there may be room for improvement in strengthening team dynamics.

These findings align with previous research emphasizing that positive coworker relationships are significantly correlated with job satisfaction, professional collaboration, and emotional well-being in educational settings (Kitching et al., 2009; Skaalvik & Skaalvik, 2011).

**Table 4.18 Teachers' Level of Job Satisfaction with Nature of Work**

<b>Nature of Work</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
I find teaching to be a personally rewarding experience	152	3.84	1.140
My work as a teacher is meaningful to me	152	3.74	.961
I feel that my job allows me to make a difference in students' lives	152	3.34	1.017
<b>Overall Score</b>	<b>152</b>	<b>3.64</b>	<b>1.039</b>

The data presented in Table 4.18 show the level of job satisfaction among teachers assessed using three items related to the nature of their work. The results revealed a generally positive perception of their roles. The item “I find teaching to be a personally rewarding experience” received the highest mean score ( $M = 3.84$ ,  $SD = 1.14$ ), indicating that most teachers consider their work fulfilling on a personal level.

The second-highest rated item was my work as a teacher is meaningful to me ( $M = 3.74$ ,  $SD = 0.961$ ), reinforcing the notion that educators perceive their roles as significant.

Similarly, teachers reported that their work is meaningful to them ( $M = 3.74$ ,  $SD = 0.96$ ), suggesting a strong intrinsic motivation associated with their profession. However, the statement I feel that my job allows me to make a difference in students' lives received a slightly lower mean score ( $M = 3.34$ ,  $SD = 1.02$ ), though still above the midpoint of the scale, indicating moderate agreement. This may reflect some concerns or challenges teachers face in perceiving the direct impact of their work.

The overall job satisfaction of composite score ( $M = 3.64$ ,  $SD = 1.039$ ) suggests a moderate to high level of overall job satisfaction among the surveyed teachers.

**Table 4.19 Teachers’ Level of Job Satisfaction with Communication**

<b>Communication</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Important information is shared with me in a timely manner	152	3.63	1.078
I feel free to express my opinions at work	152	3.78	1.117
Communication between staff and administration is effective	152	3.62	1.048
<b>Overall Score</b>	<b>152</b>	<b>3.68</b>	<b>1.081</b>

Based on the data presented in the table 4.19 teachers’ level of job satisfaction in the category of communication the results indicate a moderate level of job satisfaction among teachers regarding communication within their schools. The highest mean score was recorded for the item I feel free to express my opinions at work ( $M = 3.78$ ,  $SD = 1.12$ ), suggesting that teachers generally feel comfortable sharing their views. This may reflect a workplace culture that values openness and individual voice.

The item important information is shared with me in a timely manner had a slightly lower mean ( $M = 3.63$ ,  $SD = 1.08$ ), while communication between staff and administration is effective scored similarly ( $M = 3.62$ ,  $SD = 1.05$ ). These results suggest that while communication practices are generally viewed positively, there may still be room for improvement in the consistency and quality of information flow between administration and staff.

The overall mean score for the communication domain was ( $M = 3.68$ ,  $SD = 1.08$ ) indicating that teachers are moderately satisfied with the communication practices in their schools. The standard deviations across items show a relatively wide range of responses, implying variability in how communication is perceived by different individuals.

#### **4.4 The Relationship among Principals’ Leadership Style and Teachers’ Job Satisfaction**

Another objective dealt with determine the relationship among principals’ leadership style and teachers’ job satisfaction in private primary schools of Gullele sub-city. The correlational analysis

and simple regression analysis were run to assess the relationships among principal's leadership style and teachers' job satisfaction.

#### **4.4.1 Correlation Analysis**

Correlations are utilized to determine the presence of significant relationships between an independent variable and a dependent variable. The researcher used Pearson correlation statistical technique of analysis to measure the strength and direction of the linear relationship between two continuous (quantitative) variables. The tables presented below illustrate the connection between three leadership styles - transactional, transformational, and laissez-faire with overall job satisfaction.

**Table 4.20 Pearson Correlation Analysis between Leadership Styles and Teachers' Job Satisfaction**

Variables		Transformational Leadership	Transactional Leadership	Laissez-faire Leadership	Job Satisfaction
Transformational Leadership	Pearson Correlation	1	.500**	-.036	.549**
	Sig. (2-tailed)		.000	.659	.000
	N	152	152	152	152
Transactional Leadership	Pearson Correlation	.500**	1	.524**	.836**
	Sig. (2-tailed)	.000		.000	.000
	N	152	152	152	152
Laissez-faire Leadership	Pearson Correlation	-.036	.524**	1	.366**
	Sig. (2-tailed)	.659	.000		.000
	N	152	152	152	152
Job Satisfaction	Pearson Correlation	.549**	.836**	.366**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	152	152	152	152
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: own survey 2025 G.C. of SPSS

Table 4.19 presents the Pearson correlation coefficients that assess the relationship between three leadership styles transformational, transactional, and laissez-faire and teachers' job satisfaction. The data were collected from 152 participants.

The results show a moderate positive correlation between transformational leadership and job satisfaction,  $r(150) = .549, p < .01$ , indicating that higher levels of transformational leadership are associated with higher levels of teacher job satisfaction.

A strong positive correlation was found between transactional leadership and job satisfaction,  $r(150) = .836, p < .01$ . This suggests that teachers are more satisfied in environments where transactional leadership is practiced, possibly due to the clarity of expectations and rewards.

There is a low positive correlation between laissez-faire leadership and job satisfaction,  $r(150) = .366, p < .01$ . Although statistically significant, this relatively weak correlation indicates that laissez-faire leadership contributes less to job satisfaction compared to the other two styles.

In addition, transformational and transactional leadership are moderately correlated with each other,  $r(150) = .500, p < .01$ , suggesting that school leaders may demonstrate elements of both styles simultaneously. A significant moderate positive correlation was also found between transactional and laissez-faire leadership,  $r(150) = .524, p < .01$ . However, transformational leadership and laissez-faire leadership are not significantly correlated,  $r(150) = -.036, p = .659$ , indicating that they are conceptually and behaviorally distinct.

These findings imply that transactional and transformational leadership styles are more positively associated with teachers' job satisfaction, while laissez-faire leadership shows a weaker association. This suggests that active leadership approaches contribute more to a satisfying work environment for teachers.

These findings imply that transactional and transformational leadership styles are more positively associated with teachers' job satisfaction, while laissez-faire leadership shows a weaker association. This suggests that active leadership approaches contribute more to a satisfying work environment for teachers.

#### 4.4.2 Regression Analysis

A regression analysis was conducted using SPSS version 26 to examine whether teachers' job satisfaction moderates the relationship between principals' leadership style and teachers' job performance. The analysis aimed to determine if the effect of principals' leadership style and the level of teachers' job satisfaction.

In simple terms, this regression analysis examined how the way a school principal leads (leadership style) influences how well teachers perform in their jobs, and whether this relationship is stronger or weaker depending on how satisfied teachers are with their jobs. When teachers are more satisfied, the positive impact of good leadership on job performance tends to be stronger.

**Table 4.21 Regression Analysis between Leadership Style and Teachers' Job Satisfaction**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 <sup>a</sup>	.717	.711	.37186
a. Predictors: (Constant), Laissez-fair Leadership, Transformational Leadership, Transactional Leadership				
b. Dependent Variable: Teachers Job Satisfaction				

Source: own survey 2025 G.C. of SPSS

The model summary presented in the table provides insight into the strength and explanatory power of the regression model used to assess the relationship between three leadership styles laissez-faire leadership, transformational leadership, and transactional leadership and teachers' job satisfaction. The multiple correlation coefficient (R) for the model is .847, indicating a strong positive relationship between the predictors and the dependent variable. This suggests that the combined effect of the three leadership styles is strongly associated with teachers' job satisfaction.

The coefficient of determination (R Square) is .717, which means that approximately 71.7% of the variance in teachers' job satisfaction can be explained by the combined influence of laissez-faire, transformational, and transactional leadership styles. This is a substantial proportion, indicating that leadership style plays a major role in predicting job satisfaction among teachers. The Adjusted R Square, which accounts for the number of predictors in the model and adjusts for any potential overfitting, is slightly lower at .711. This value confirms that the model remains robust even when adjusted for the number of predictors used.

The standard error of the estimate is .37186, indicating the average amount by which the actual job satisfaction scores deviate from the predicted scores based on the model. A lower standard error suggests a better fit of the model to the data. Overall, the regression model appears to be a good fit, providing meaningful insights into how different leadership styles contribute to the level of job satisfaction experienced by teachers.

**Table 4.22 Summary of ANOVA between Leadership Style and Teachers' Job Satisfaction**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.835	3	17.278	124.953	.000 <sup>b</sup>
	Residual	20.465	148	.138		
	Total	72.300	151			
a. Dependent Variable: Teachers Job Satisfaction						
b. Predictors: (Constant), Laissez-fair Leadership, Transformational Leadership, Transactional Leadership						

Source: *own survey 2025 G.C. of SPSS*

The ANOVA table provides information about the overall significance of the regression model used to predict teachers' job satisfaction based on three leadership styles: laissez-faire, transformational, and transactional leadership. The analysis of variance helps determine whether the model as a whole provides a statistically significant prediction.

According to the table, the regression model has a sum of squares of 51.835 with 3 degrees of freedom, indicating the amount of variation in teachers' job satisfaction explained by the three leadership styles included as predictors. The residual sum of squares, which represents the unexplained variation, is 20.465 with 148 degrees of freedom. The total sum of squares, which is the total variation in the dependent variable, is 72.300 with 151 degrees of freedom.

The mean square for regression is 17.278, calculated by dividing the regression sum of squares by its degrees of freedom. The mean square for residuals is .138, derived similarly from the residual values. The F-ratio is 124.953, which tests whether the variance explained by the model is significantly greater than the variance unexplained. This high F-value indicates that the model explains a significantly greater proportion of the variance in teachers' job satisfaction than would be expected by chance.

The significance value (p-value) is .000, which is well below the conventional threshold of .05. This indicates that the overall regression model is statistically significant, meaning that at least one of the leadership styles included as a predictor significantly contributes to the explanation of teachers' job satisfaction. Therefore, the model is valid for predicting the dependent variable using the specified leadership styles.

This finding aligns well with previous research. For instance, Bass and Avolio (1994) emphasize that transformational leadership positively influences employees' motivation and satisfaction by promoting a shared vision, intellectual stimulation, and individualized consideration. These elements are particularly relevant in the school setting, where teacher morale and job satisfaction play a critical role in student outcomes.

Additionally, transactional leadership, which relies on structured reward and punishment systems, can also contribute to job satisfaction when expectations and outcomes are clearly defined (Podsakoff et al., 1990). However, laissez-faire leadership is typically associated with negative outcomes, including lower satisfaction, due to lack of direction and support (Skogstad et al., 2007).

The findings from the ANOVA table are not only statistically significant but also theoretically grounded. They confirm that leadership styles especially transformational and transactional have

a tangible impact on teachers’ job satisfaction. This insight is critical for school administrators seeking to improve teacher retention, morale, and ultimately, student achievement.

**Table 4.23 Linear Regression Analysis Predicting Teachers' Job Satisfaction from Leadership Styles**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.253	.224		-1.127	.261
	Transformational Leadership	.203	.063	.177	3.197	.002
	Transactional Leadership	.813	.070	.756	11.673	.000
	Laissez-fair Leadership	-.016	.035	-.026	-.470	.639

Source: *own survey 2025 G.C. of SPSS*

The coefficients table provides detailed information about the contribution of each independent variable—transformational leadership, transactional leadership, and laissez-faire leadership—to the prediction of teachers’ job satisfaction. The table includes both unstandardized and standardized coefficients, along with associated t-values and significance levels, which help assess the individual effect of each predictor while holding the others constant.

The unstandardized coefficient (B) for the constant is -.253 with a standard error of .224. This value is not statistically significant ( $p = .261$ ), indicating that when all predictors are zero, the predicted level of teachers’ job satisfaction is not significantly different from zero. However, the constant is less important for interpretation than the predictor coefficients.

Transformational leadership has a positive unstandardized coefficient of .203 ( $p = .002$ ), meaning that for each one-unit increase in transformational leadership, teachers’ job satisfaction increases by .203 units, assuming all other variables remain constant. The standardized coefficient (Beta) is

.177, indicating a moderate positive effect. The t-value of 3.197 confirms that this relationship is statistically significant at the .01 level.

Transactional leadership demonstrates the strongest positive influence on teachers' job satisfaction, with an unstandardized coefficient of .813 and a standardized Beta of .756. The t-value is 11.673, and the significance level is .000, indicating a highly significant effect. This suggests that among the three leadership styles, transactional leadership has the greatest impact on teachers' job satisfaction in this model.

## **4.5 Results and Discussion**

This study assessed the influence of principals' leadership styles on teachers' job satisfaction in private primary schools located in Gullele sub-city, utilizing both descriptive and inferential statistical techniques. Data collected through the Multifactor Leadership Questionnaire (MLQ) revealed a distinct difference in how leadership styles particularly transformational leadership are perceived by principals and teachers. Principals evaluated their own transformational leadership behaviors highly, with an average score of 4.43, especially in areas such as idealized influence (attributes) and individualized consideration. Teachers, however, provided a more moderate assessment, with a mean score of 3.82. This statistically significant disparity indicates a notable perceptual gap between how school leaders view their leadership behavior and how it is experienced by their staff.

Such perceptual mismatches have been well-documented in the literature. Leithwood and Jantzi (2005) reported similar findings, where principals tended to rate themselves more favorably than teachers did, particularly on transformational leadership dimensions. Daniel Tekeste (2024), in his study of private schools in Bole sub-city, Addis Ababa, found that school principals often overestimated their effectiveness in transformational domains such as inspirational motivation and intellectual stimulation. Nguni, Slegers, and Denessen (2006) also observed this phenomenon in Tanzanian schools, noting that although school leaders viewed themselves as transformational, teachers frequently perceived their behavior as limited or inconsistent in practice. These findings collectively emphasize the importance of establishing shared leadership expectations and open communication between principals and teachers.

Interestingly, the study found that transactional leadership showed the strongest positive correlation with teachers' job satisfaction ( $r = .836$ ), a result that may seem unexpected but is supported by previous research in similar educational environments. In settings characterized by structural limitations, resource constraints, or rigid organizational hierarchies like those often found in parts of sub-Saharan Africa transactional leadership, with its focus on clear expectations, structured roles, and consistent rewards, can be especially effective. Bass and Avolio (1994) highlighted the vital role of transactional elements like contingent reward and active management-by-exception in maintaining institutional stability. Similarly, Bogler (2001) found that transactional leadership was significantly associated with teacher satisfaction when leaders were perceived as fair and dependable in managing performance and rewards.

While transformational leadership exhibited only a moderate positive correlation with teacher job satisfaction ( $r = .549$ ), it still emerged as a significant predictor in the regression analysis ( $\beta = .177$ ,  $p = .002$ ). This aligns with global evidence suggesting that transformational leaders who inspire, support, and engage their staff tend to foster higher morale and professional motivation. For example, Griffith (2004) and Sun and Leithwood (2015) found that transformational practices such as intellectual stimulation, inspirational motivation, and individualized support positively influenced teachers' job satisfaction and engagement. However, the strength of this relationship can vary based on contextual factors. In the Ethiopian education system, where teachers may face systemic limitations such as low pay, high student-teacher ratios, and insufficient infrastructure, the benefits of visionary leadership may be constrained by these underlying challenges (Tesfaw, 2014).

Regarding laissez-faire leadership, the results indicated a weak yet statistically significant positive correlation with teacher job satisfaction ( $r = .366$ ). However, this style did not significantly predict satisfaction in the regression model, echoing findings in the broader literature. Laissez-faire leadership is often viewed as ineffective or even detrimental in educational contexts. Avolio and Bass (2004) described it as a failure to lead, typically characterized by avoidance of decision-making, minimal engagement, and lack of accountability. Teachers in this study may have interpreted some laissez-faire behaviors as delegated autonomy, which could explain the weak positive correlation. Nevertheless, such ambiguity is problematic. Skogstad et al. (2007) found that

laissez-faire leadership was linked to role conflict, stress, and emotional exhaustion, particularly when leaders failed to offer necessary support or conflict resolution.

The interrelationships among the different leadership styles observed in this study also merit attention. The moderate positive correlation between transformational and transactional leadership ( $r = .500$ ) supports the argument that these leadership approaches are not mutually exclusive. Rather, effective leaders often exhibit both styles depending on the situation. Judge and Piccolo (2004) emphasized that adaptive leadership involves drawing on a range of behaviors, blending the motivational aspects of transformational leadership with the structural clarity of transactional methods. The absence of a meaningful correlation between transformational and laissez-faire leadership ( $r = -.036$ ,  $p = .659$ ) reinforces their conceptual incompatibility, as articulated in Bass and Riggio's (2006) full-range leadership theory.

The overall model produced a strong coefficient of determination ( $R^2 = .717$ ), indicating that approximately 71.7% of the variance in teacher job satisfaction could be explained by the leadership styles assessed. This robust explanatory power is consistent with prior studies. For instance, Ali and Ahmed (2009) found that leadership behaviors significantly influenced teacher satisfaction in Pakistani schools. Ewetan and Ewetan (2015), studying Nigerian schools, similarly concluded that leadership practices, particularly those related to reward systems and staff recognition, were major contributors to teacher job satisfaction and commitment.

In summary, this study affirms that leadership style is a critical determinant of teachers' job satisfaction in the primary education context. While transformational leadership remains valuable for enhancing motivation, commitment, and professional growth, transactional leadership appears to be more immediately impactful in providing structure and stability, especially in resource-limited settings. The findings also highlight the need to minimize leadership perception gaps through reflective practices and to avoid passive leadership tendencies that may lead to disengagement. As such, leadership development initiatives should be tailored to local realities, equipping school leaders with the skills to effectively combine transformational and transactional approaches while avoiding laissez-faire tendencies.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS & RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The objective of this study was to assess the influence of principals' leadership styles variable) on teachers' job satisfaction and in private primary schools of Gullele Sub-city, Addis Ababa. The study employed descriptive research design to provide a comprehensive understanding of the relationships among the variables. Data were collected from a total of 158 respondents, including 152 teachers and 6 principals, selected from 6 private primary schools using purposive and simple random sampling techniques. Data collection tools included structured questionnaires for both teachers and principals. Quantitative data were analyzed using SPSS version 26 through descriptive statistics such as frequency, percentage, mean, and standard deviation, as well as inferential statistics including correlation and multiple linear regression analysis to determine the strength and significance of relationships among variables. Accordingly, this chapter presents a summary of the major findings aligned with the study objectives, draws conclusions based on the statistical and thematic analysis, and provides recommendations for enhancing leadership practices and improving teacher job satisfaction in the context of private primary schools in Gullele Sub-city, Addis Ababa.

#### **5.2 Summary of the Major Findings**

This study was conducted to answer the following specific research questions:

1. What is the dominant leadership style practiced by principals in selected private primary schools of Gullele sub-city?
2. What is the current status of teachers' job satisfaction in selected private primary schools of Gullele sub-city?
3. Are there statistically significant relationships between principals' leadership style and teachers' job satisfaction in private primary schools of Gullele sub-city?

### **5.2.1 The Dominant Leadership Style**

The data collected using the Multifactor Leadership Questionnaire (MLQ) showed that transformational leadership was the most commonly practiced style among principals, as indicated by both principals and teachers. Principals rated themselves highly across the five components of transformational leadership—idealized influence (attributes and behavior), inspirational motivation, intellectual stimulation, and individualized consideration—with mean scores all above 4.0. Teachers gave slightly lower ratings, ranging between 3.81 and 4.08. The largest difference in ratings was observed in individualized consideration.

Transactional leadership was present but less dominant. Principals rated themselves highly in contingent reward ( $M = 4.28$ ), while teachers rated this lower ( $M = 3.89$ ). For management by exception (active), teachers rated principals higher ( $M = 3.73$ ) than principals rated themselves ( $M = 2.33$ ). In management by exception (passive), principals rated themselves higher ( $M = 4.22$ ) than teachers rated them ( $M = 3.31$ ).

Laissez-faire leadership was the least practiced. Principals rated themselves at  $M = 4.33$ , while teachers gave a lower score of  $M = 3.41$ .

### **5.2.2 Teachers' Job Satisfaction**

Teachers' job satisfaction was assessed using the Job Satisfaction Survey (JSS), covering nine dimensions. Overall, teachers reported moderate levels of job satisfaction. Coworker relationships had the highest mean score ( $M = 3.91$ ), followed by the nature of work ( $M = 3.64$ ), communication ( $M = 3.68$ ), and supervision ( $M = 3.54$ ). Moderate satisfaction was also recorded in promotion ( $M = 3.41$ ), contingent reward ( $M = 3.48$ ), and fringe benefits ( $M = 3.35$ ).

Pay received the lowest score ( $M = 2.91$ ), with low satisfaction in fairness of compensation ( $M = 2.84$ ). Operational procedures also received relatively low ratings ( $M = 3.17$ ). The scores for other job satisfaction dimensions ranged between  $M = 3.09$  and  $M = 3.84$ .

### **5.2.3 Relationship between Principals' Leadership Style and Teachers' Job Satisfaction**

Pearson correlation analysis showed that transactional leadership had a strong positive correlation with teachers' job satisfaction ( $r = .836, p < .01$ ), followed by transformational leadership ( $r = .549, p < .01$ ). Laissez-faire leadership had a weaker but significant correlation ( $r = .366, p < .01$ ). There was a moderate correlation between transformational and transactional leadership ( $r = .500$ ), and between transactional and laissez-faire ( $r = .524$ ), while transformational and laissez-faire leadership were not correlated ( $r = -.036$ ).

Multiple linear regression analysis indicated that the overall model significantly predicted teachers' job satisfaction,  $F(3, 148) = 124.95, p < .001$ , accounting for 71.7% of the variance ( $R^2 = .717, \text{Adjusted } R^2 = .711$ ). Transactional leadership was the strongest predictor ( $\beta = .756, p < .001$ ), followed by transformational leadership ( $\beta = .177, p = .002$ ). Laissez-faire leadership was not a significant predictor ( $\beta = -.026, p = .639$ ). The standard error of the estimate was .37186.

## **5.3 Conclusions**

This study assessed the influence of principals' leadership styles on teachers' job satisfaction in selected private primary schools of Gullele Sub-city. Based on the results of the major findings of the study, the following conclusions were drawn.

The findings reveal that transformational leadership style is the most dominantly practiced style among school principals. However, notable discrepancies exist between principals' self-assessments and teachers' perceptions particularly in dimensions such as individualized consideration and ideal influence (Attributes). These gaps highlight the need for improved self-awareness and robust feedback mechanisms for school leaders to better align their leadership behavior with teachers' expectations.

In contrast, transactional leadership behaviors, such as goal setting, reward systems, and performance monitoring, were also evident and positively associated with higher levels of teacher satisfaction. While not as prevalently applied as transformational practices, these transactional elements were found to provide necessary structure and motivation, supporting teacher engagement and accountability. The combination of both leadership styles appears to yield the

most beneficial outcomes, suggesting that an integrated leadership approach may be the most effective in promoting a productive school environment.

On the other hand, laissez-faire leadership was minimally observed and did not contribute meaningfully to teachers' job satisfaction. Its lack of proactive guidance and involvement was perceived as detrimental to staff morale and professional growth. Therefore, it is recommended that laissez-faire tendencies be consciously avoided in favor of more active and supportive leadership strategies.

Regarding teacher job satisfaction, the study found that teachers experience moderate levels of overall satisfaction. Intrinsic motivators such as a sense of purpose, student impact, and collegial support were highly valued. However, persistent dissatisfaction with extrinsic factors including salary, fringe benefits, and school administration practices poses a significant challenge to motivation and staff retention. Addressing these areas through targeted structural reforms, particularly in compensation systems, career development opportunities, and administrative efficiency, is crucial for sustaining teacher well-being and commitment.

In conclusion, the study underscores the importance of active, intentional leadership particularly a balanced use of transactional and transformational strategies in fostering teacher job satisfaction and professional fulfillment.

## **5.4 Recommendations**

Based on the findings and conclusions of this study, several recommendations are proposed to improve principals' leadership effectiveness and enhance teachers' job satisfaction in private primary schools of Gullele Sub-city. These recommendations aim to address key issues identified in the research. Implementing these suggestions can help create a more supportive school environment, promote professional growth, and improve overall educational outcomes.

- School principals should participate in targeted, evidence-based professional development programs focused on enhancing transformational leadership competencies. These programs should include practical workshops, peer mentoring, and scenario-based training modules that emphasize to practice individualized

consideration, develop emotional intelligence, demonstrate idealized influence (attributes), and uphold ethical leadership. This will ensure that transformational leadership is not only understood conceptually but also effectively applied in daily school leadership practices.

- To address job dissatisfaction related to financial factors, school management bodies should review and restructure salary schemes by conducting a comparative market analysis of teacher remuneration in similar institutions. This could be achieved by forming a finance committee that includes teacher representatives and external advisors to ensure transparency and competitiveness in salary adjustments and benefit packages, thereby improving retention and satisfaction levels.
- Administrative inefficiencies must be addressed to improve teachers' work environments. Schools should simplify internal workflows by adopting digital platforms for attendance, reporting, and communication, and by revising existing policies to eliminate unnecessary bureaucratic steps. Establish a task force to audit current administrative practices and recommend changes. Implement training sessions for staff on new procedures to ensure smoother operations and increased instructional time, thereby enhancing teacher job satisfaction.
- Schools should consider a blended leadership model that combines the strengths of both transformational and transactional leadership styles. While transformational leadership drives long-term engagement, transactional elements like setting clear performance expectations, offering timely feedback, and recognizing achievements are essential for immediate motivation. School leaders should receive training on creating structured performance appraisal systems and reward mechanisms, allowing them to balance vision with accountability, thus fostering a more motivated and satisfied teaching staff.
- Further research is necessary to build on these findings by conducting longitudinal studies that assess the sustained impact of combined leadership styles on teacher performance, job satisfaction, and student achievement. Researchers should design multi-year comparative studies across various sub-cities or regions, incorporating diverse school settings.

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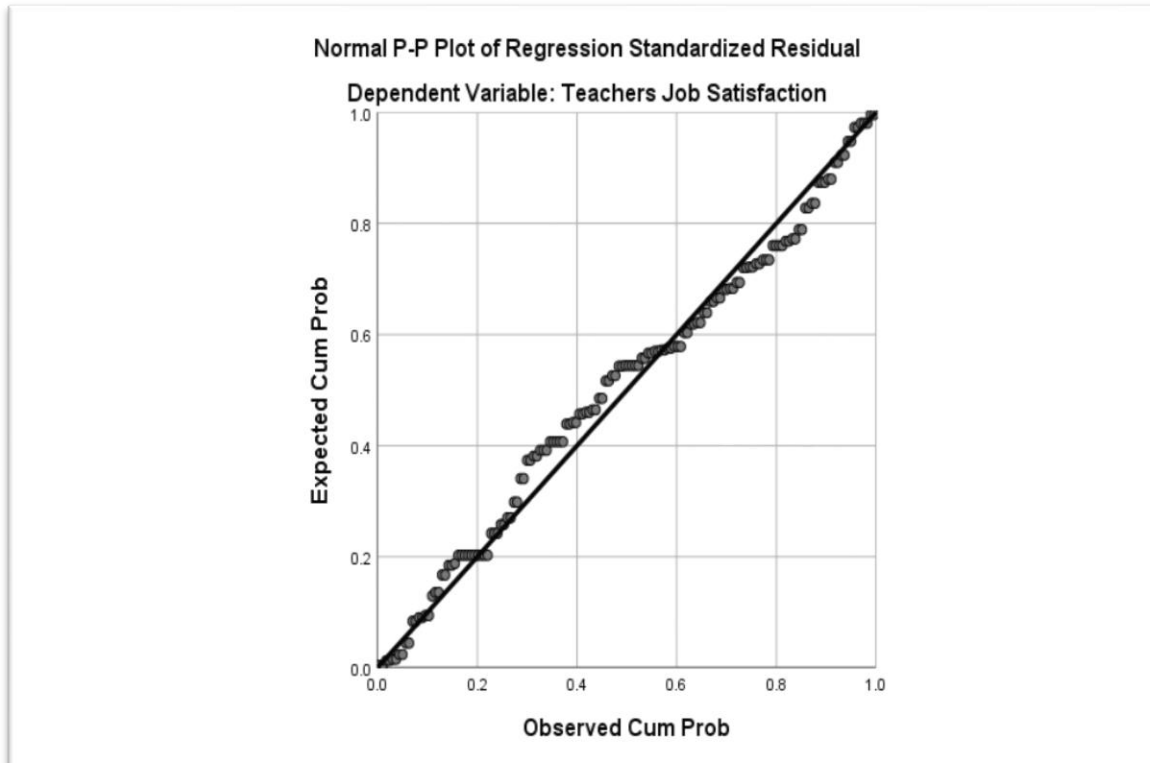
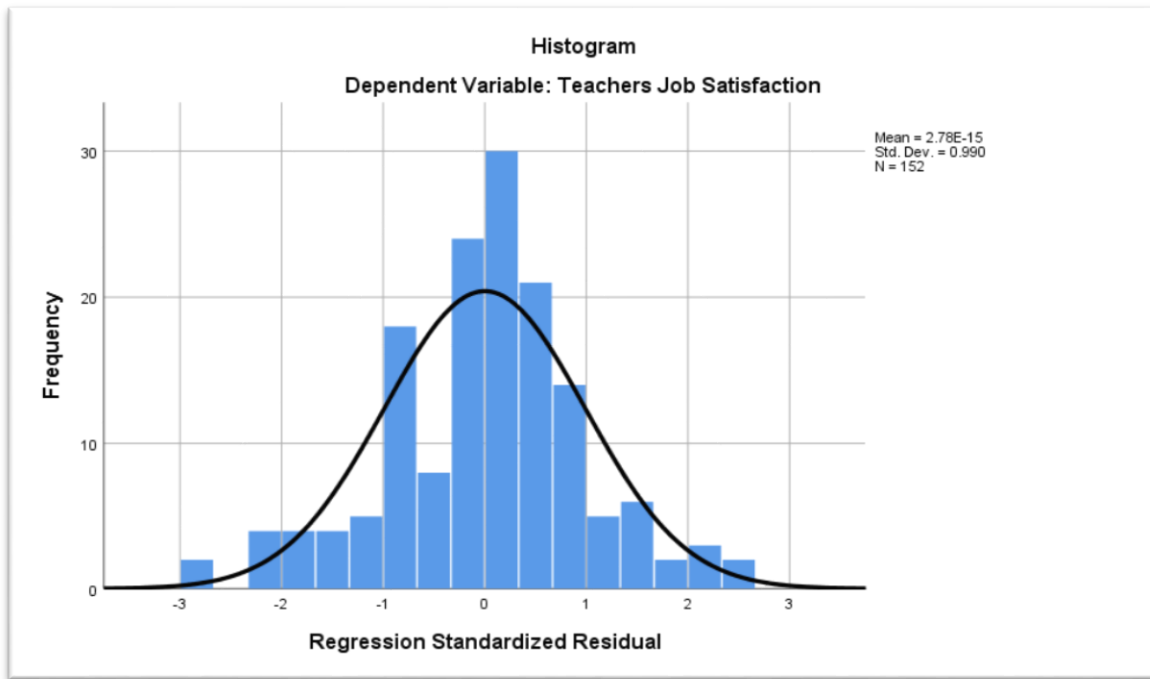
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# APPENDIX-A



## APPENDIX-B

### ADDIS ABABA UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

#### DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

### Questionnaire for Teachers

**Dear Respondent,**

The purpose of this questionnaire is to gather data on how the leadership styles of principals influence teachers' job satisfaction in selected private primary schools within Gullele sub-city, Addis Ababa. The information collected will be used solely for academic research purposes and will remain confidential. Your honest and thoughtful responses are vital for the success of this study.

**Please take note of the following points before you begin filling out the questionnaire:**

1. Do not write your name on the questionnaire.
2. Read all questions carefully before answering.
3. There is no need to consult others when filling out the questionnaire.
4. Respond using "v" mark to select the appropriate Likert scale for each question.
5. Please answer all questions.

#### **Part I: Background Information**

1. Sex: Female  Male

2. Age: 20 & below  21 – 30  31-40  41&above

3. Educational Background:

Diploma  BA/BSc/BEd Degree  MA/MSc Degree

4. Work Experience in years:

Less than 2 years  3-5 Years  6– 10 Years  above 10 Years

## Part II: Questions related to principals' leadership style

This section focuses on the Multifactor Leadership Questionnaire (MLQ), designed to assess the influence of principals' leadership styles on teachers' job satisfaction in private primary schools within Gullele sub-city, Addis Ababa. The questionnaire includes questions related to leadership styles, aiming to measure your perception of leadership in three dimensions: transformational, transactional, and laissez-faire leadership styles.

Please indicate your level of agreement by placing a "√" mark in the box corresponding to each statement. Use the five-point Likert scale provided for each item to reflect your response accurately.

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

<b>No.</b>	<b>Descriptions/Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b>	<b>Transformational leadership Style</b>					
<b>1.1</b>	<b>Idealized Influence (Attributes)</b>					
<b>1.1.1</b>	The principal demonstrates a high level of integrity in their decisions.					
<b>1.1.2</b>	The school principal inspires and motivates teachers so that they can achieve goals.					
<b>1.1.3</b>	The principal gains the respect and admiration of staff through their actions.					
<b>1.2</b>	<b>Idealized Influence (Behavior)</b>					

1.2.1	The principal consistently shows behaviors that align with the school's values and mission.					
1.2.2	The principal demonstrates behaviors that inspire others to act with honesty and fairness.					
1.2.3	The principal shows respect for all members of the school community.					
1.3	<b>Inspirational Motivation</b>					
1.3.1	The principal consistently encourages staff to work toward achieving common goals.					
1.3.2	The principal recognizes and celebrates achievements, which encourages teachers to continue striving for excellence.					
1.3.3	The principal uses motivating language to inspire teachers to do their best work.					
1.4	<b>Intellectual Stimulation</b>					
1.4.1	The principal encourages innovative thinking among staff.					
1.4.2	The principal encourages teachers to explore new teaching strategies and methods.					
1.4.3	The principal promotes continuous learning and personal development for teachers.					
1.5	<b>Individualized Consideration</b>					
1.5.1	The principal takes time to listen to the concerns and needs of individual teacher.					
1.5.2	The principal provides personalized feedback to help teachers improve their performance.					

1.5.3	The principal recognizes individual staff needs and provides personalized support.					
<b>2</b>	<b>Transactional leadership Style</b>					
<b>2.1</b>	<b>Contingent Reward</b>					
2.1.1	The principal clearly communicates expectations for teachers' performance.					
2.1.2	The principal uses rewards to maintain a high level of morale and motivation among teachers.					
2.1.3	The principal praises teachers when they demonstrate exceptional effort or achievement.					
<b>2.2</b>	<b>Management by Exception (Active)</b>					
2.2.1	The principal actively monitors staff performance to identify issues early.					
2.2.2	The principal regularly checks whether teachers are adhering to school policies and regulations.					
2.2.3	The principal takes immediate action when a teacher's performance is not aligned with the school's goals or values.					
<b>2.3</b>	<b>Management by Exception (passive)</b>					
2.3.1	The principal intervenes only when problems become serious.					
2.3.2	The principal does not take proactive steps to prevent problems from arising in the classroom or among staff.					
2.3.3	The principal's interventions tend to be more about fixing problems rather than preventing them.					
<b>3</b>	<b>Laissez- fair Leadership Style</b>					

<b>3.1</b>	The principal rarely takes responsibility for problems or challenges that occur within the school.					
<b>3.2</b>	The principal does not actively manage or supervise teachers' work on a regular basis.					
<b>3.3</b>	The principal tends to let teachers solve problems on their own, even when it would be helpful to intervene.					

### **Part Three III: Questions related to teachers' job satisfaction**

This section focuses on the Job Satisfaction Survey (JSS) measure your perception of job satisfaction. Please make “√” mark on your response to each statement according to the five point scale labeled at each statement that reflects your own agreement.

1 = Very Dissatisfied | 2 = Dissatisfied | 3 = Neutral | 4 = Satisfied | 5 = Very Satisfied

<b>No.</b>	<b>Descriptions/Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b>	I feel I am being paid a fair amount for the work I do					
<b>2</b>	Raises I receive reflect the effort I put into my teaching					
<b>3</b>	I feel satisfied with the benefits I receive as a teacher					
<b>4</b>	There are good opportunities for professional advancement in this school					
<b>5</b>	I feel there is a clear path for career growth in my teaching role					
<b>6</b>	I am satisfied with the way promotion decisions are made here					
<b>7</b>	My principal supports me in my teaching efforts					
<b>8</b>	I receive helpful feedback from my supervisor					

9	I am treated with respect by school leaders					
10	I am satisfied with the health and welfare benefits provided to me					
11	The school's benefit policies meet my needs					
12	I feel secure in my job because of the benefits I receive					
13	My efforts are recognized when I do a good job					
14	I feel appreciated by the administration for my work					
15	I receive praise for doing my job well					
16	School policies and procedures do not interfere with my teaching					
17	I understand the rules and regulations that affect my work					
18	Administrative procedures in this school are efficient					
19	I enjoy working with my fellow teachers					
20	I can count on my colleagues when I need help					
21	There is a good sense of teamwork in this school					
22	I find teaching to be a personally rewarding experience					
23	My work as a teacher is meaningful to me					
24	I feel that my job allows me to make a difference in students' lives					
25	Important information is shared with me in a timely manner					
26	I feel free to express my opinions at work					
27	Communication between staff and administration is effective					

***Thank you for your time and valuable feedback!***

## APPENDIX-C

### ADDIS ABABA UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

#### DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

### Questionnaire for School Principal

Dear Respondent,

The purpose of this questionnaire is to gather data on how the leadership styles of principals influence teachers' job satisfaction in selected private primary schools within Gullele sub-city, Addis Ababa. The information collected will be used solely for academic research purposes and will remain confidential. Your honest and thoughtful responses are vital for the success of this study.

### Part I. Participants' Demographic Information

#### Background of Information

1. Sex: Female  Male

2. Age: 30 & below  31–39  40-50  51&above

3. Educational Background:

Diploma  BA/BSc/BEd Degree  MA/MSc Degree

4. Work Experience in years:

Less than 5 years  5 -9 Years  10– 15 Years  above 15 Years

### Part II: Questions on Principals' Leadership Styles

This section uses the Multifactor Leadership Questionnaire (MLQ) to explore how principals' leadership styles affect teachers' job satisfaction in private primary schools in Gulele sub-city, Addis Ababa. The questions are designed to capture your views on three leadership styles: transformational, transactional, and laissez-faire.

Please indicate your level of agreement by placing a "√" mark in the box that best reflects your opinion for each statement. Use the five-point Likert scale provided to ensure an accurate response.

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

No.	Descriptions/Items	1	2	3	4	5
<b>1</b>	<b>Transformational leadership Style</b>					
<b>1.1</b>	<b>Idealized Influence (Attributes)</b>					
<b>1.1.1</b>	I demonstrate a high level of integrity in my decisions.					
<b>1.1.2</b>	I inspire and motivate teachers to achieve shared goals.					
<b>1.1.3</b>	I gain the respect and admiration of staff through my actions.					
<b>1.2</b>	<b>Idealized Influence (Behavior)</b>					
<b>1.2.1</b>	I consistently display behaviors that align with the school's values and mission.					
<b>1.2.2</b>	I model behaviors that inspire others to act with honesty and fairness.					
<b>1.2.3</b>	I show respect for all members of the school community.					
<b>1.3</b>	<b>Inspirational Motivation</b>					
<b>1.3.1</b>	I consistently encourage staff to work toward achieving common goals.					
<b>1.3.2</b>	I recognize and celebrate achievements to motivate continued excellence.					
<b>1.3.3</b>	I use motivating language to inspire teachers to do their best work.					
<b>1.4</b>	<b>Intellectual Stimulation</b>					
<b>1.4.1</b>	I encourage innovative thinking among staff.					

1.4.2	I support teachers in exploring new teaching strategies and methods.					
1.4.3	I promote continuous learning and personal development for teachers.					
1.5	<b>Individualized Consideration</b>					
1.5.1	I take time to listen to the concerns and needs of individual teachers.					
1.5.2	I provide personalized feedback to help teachers improve their performance.					
1.5.3	I recognize individual staff needs and offer tailored support.					
2	<b>Transactional Leadership Style</b>					
2.1	<b>Contingent Reward</b>					
2.1.1	I clearly communicate my expectations for teachers' performance.					
2.1.2	I use rewards to maintain high morale and motivation among teachers.					
2.1.3	I praise teachers when they demonstrate exceptional effort or achievement.					
2.2	<b>Management by Exception (Active)</b>					
2.2.1	I actively monitor staff performance to identify issues early.					
2.2.2	I regularly check that teachers are following school policies and regulations.					
2.2.3	I take immediate action when a teacher's performance does not align with school goals or values.					
2.3	<b>Management by Exception (passive)</b>					
2.3.1	I intervene only when problems become serious.					
2.3.2	I do not take proactive steps to prevent problems in classrooms or among staff.					
2.3.3	My interventions are mostly reactive rather than preventive.					

<b>3</b>	<b>Laissez- fair Leadership Style</b>					
<b>3.1</b>	I rarely take responsibility for problems or challenges that occur within the school.					
<b>3.2</b>	I do not actively manage or supervise teachers' work on a regular basis.					
<b>3.3</b>	I tend to let teachers handle problems on their own, even when intervention would be helpful.					

*Thank you for your time and valuable feedback!*

**Phone No. 0910857187**