



# **ADDIS ABABA UNIVERSITY**

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

**FACTORS AFFECTING SCHOOL PRINCIPAL'S JOB-SATISFACTION OF  
GOVERNMENT PRIMARY SCHOOLS IN HOLATA CITY OF OROMIA  
STATE, ETHIOPIA.**

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PRIMARY SCHOOLS OF HOLATA CITY/OROMIA STATE

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## **DECLARATION**

First I declare that the study called “factors affecting school principal’s job-satisfaction in government primary schools of holata city” is my own work and all sources that I have used at study or quoted have been indicated and acknowledge by means of reference

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## **ACRONYMS AND ABBREVIATIONS**

CPD:	Continuous Professional Development
ETP:	Education and Training Policy
FDRE:	Federal Democratic Republic of Ethiopia
GEQIP:	General Educational Quality Improvement Program
GTP:	Growth and Transformational Plan
MOE:	Minster of Education
ONNPEB:	Oromia Nation Nationality of People Educational Bureau
PTA:	Parent Teacher Association
SIP:	School Improvement Program
CEO:	City Educational Office
KETB:	Kebele Educational Trianing board
PS:	Primary School
OEO:	Oromia Educational Office
TDP:	Teachers Development Program
SEQC:	Students education quality cercle

## **Abstract**

*The purpose of the study was concerned with studying the factors affect job-satisfaction of government primary school principals in Holata city of Oromia state, accomplish to this purpose the study employed descriptive survey. The study carried out under selected eight government primary schools of Holata city. A total of 254 were participated in the study. Among them 98 teachers about 50 0/0 were included as a sample through sample random sampling technique especially lottery method. Additionally 28 primary school leaders (8 principals,8 vice principals,8 unit leader and 4 supervisors),40 students council,88 PTA/board members of eight government tprimary schools of holata city were selected through available sampling technique. The questionnaire and focus group discussion was the main instrument of data collection. The analysis of the quantitative data was carried out by using percent and mean. While data obtained through close ended questions. The results of the study suggested that the low status of the principal job-satisfaction. in personal qualification, challenge of low motivation of the school principals.challeng of School environment, low interrelationship of principals with stakeholders, low demographic characteristics of principals, low student result are among the factors affecting school principal's job satisfaction Finally, the study come up with the following recommendations: motivate and give train for school principals, develop school level policy and guidelines, design a strategy to ensure sustainable stakeholders participation and relationship to creating fundraising activities, building school supportive culture and supervision, increasing parent and students participation to promote teaching and learning process, fulfill of school facilities and change students result in order to develop education quality and other problems mentioned.*

# CHAPTER ONE:

## 1. INTRODUCTION

This chapter deals with the main issue of the research comprising of the background of the study, statement of the problem, objective of the study, significance of the study delimitation of the study, limitation of the study and Organization of the study.

### 1.1 Background of the study

Education and training is a vital instrument to fight backwardness and poverty of the country. Nowadays, many countries have been exerting their efforts for quality of education. Derbessa (2006) empirical evidence suggested that educational instrument has been one of the most important factors that contribute to economic growth in both developed and under developing countries. However, bringing quality of education has been a great challenge to be addressed parallel to expansion of educational access in the year at which the world advanced highly and full of the difference change.

In the current knowledge and technologically led era, people are facing rapid social, technological and economic change. In order to meet the changes of the society, educational change and innovation is critical for all school. Among the factors that affect educational change and innovation, the school principals' job satisfaction is very important factor that affects the changing process of educational innovation. Previous research has pointed out that principals job satisfaction affects how a school can work towards a positive change (Goldring, 2002). Locke (1967) defined job satisfaction as the pleasurable emotional state resulting from the perception of one important job values, providing the values are compatible with ones need. As Locke expression job satisfaction of emotional perception to do effective activities Hop (1935) defined job satisfaction as physiological environmental circumstance that makes people feels satisfied with their job. This means that someone that is the owner of job satisfaction psychologically and environmental the job has result.

The importance of being satisfied when one's job is captured by a quote by Disrobe (2003) according to them a job is not merely life substituted, but. Life enhancing and enriching most

people continue to work even if, their economic needs are met suggesting that for most people work satisfies various needs such as need for individual recognition; achievement or the pleasure derived from working with other people.

Job satisfaction is depending on reaching to economic need and individual recognition. Scholz (1983) defined job satisfaction as “the psychological disposition of people toward their work and this involves a collection of numerous attitudes or feelings,” total result of activities gives at the end is job satisfaction on the other. Another definition stated “job satisfactions are feeling or affecting response to facets of the situations” (Smith, Kendall, and Hulin 1969).

Spector (1997) defines job satisfaction as the degree to which people like their job, “it is extent to which people like (satisfaction) or dislike (dissatisfaction) their job.” Spector looked at job satisfaction from global perspective: looking at job satisfaction in relation to other variables of interest. Job satisfaction is the means for developing negative or positive activity towards the job.

As above expression job satisfaction is the means for developing positive attitude towards job.

Principal “, like other employees have moral obligation over all development of their country. On the way of doing that, they want to be professionally effective and satisfied on their job. Because satisfied teachers have often refer to as desirable professional attitude that means they have positive attitudes and responsibility towards their role. Principals require conducive working environment and status that could be ensured by the government and local community at large.

Factors involved in physical environment, community of the schools and managerial structure of the system, these may be more powerful when Principal “ got job satisfaction. Different types of work will become very productive when workers are satisfied in their job. The effectiveness of school is largely depended on the professional confidences and job satisfaction of the Principal. Therefore, schools Community and other concerned authorities must support the development of Principals . To achieve higher level of Principal “ job satisfaction, efforts were made to get beyond attractive working conditions and to foster among principals the fulfillment of those needs associated with the work itself, such as recognition, responsibility and achievement. Job-satisfaction can positively enhance an employee’s work attitude because he is likely to be more motivated and committed to achieving organizational goals or realizing the goals of primary

school education as spelt out in the national policy on education. In organizations where people are experiencing a high level of job-satisfaction, complaints, grievances, absenteeism, turn over and termination are likely to be reduced to the barest minimum and there will be improvement in punctuality, a boost in workers' morale, and increase in the quality of output. There are several factors that may affect the level of job-satisfaction and these are salary, promotion, work environment and in-service training. All over the world, people engage in work in order to receive pay with which to acquire necessities and luxuries needed to better their lives. In addition, workers (and in this case, principals) also need money to enable them to care for members of the extended family. Supporting this, Arubayi (1991) asserted that money is an economic reward and means of enhancing job-satisfaction among the Nigerian worker. Adequate salary (paid as at when due) boosts workers' morale and makes them happy and more dedicated to their duties. Corroborating this fact, Demaki (2012) pointed out that money does not only meet material needs of workers but also gives them psychological satisfaction. However, Herzberg and his colleagues (1959) discovered out that wages were rated less important than security, opportunity for advancement, company and management, but more important than job content, supervision, social aspects of the job, communication, working conditions and benefits when respondents were asked to rank job factors.

Promotion is beneficial to principals because it has to do with increase in salaries, taking up more responsibilities and boosting their social status. Thus workers now have higher purchasing power, are given opportunity to use their initiatives and improve their competencies and as a result of such elevation, they experience a high level of contentment with their jobs. Demaki (2012) stressing on the benefits of promotion to workers reiterated that it is positively related to job-satisfaction, because pay and promotion have social prestige which is tied up with occupational level. Continuing, it was stated that the more they are increased,

Whenever principals are less satisfied on their job, this could lead to reflect frustration in work environment. Their frustration will be manifested through different conditions. Concerning quality of education, Pigozzi (2008) enlightened that poor qualities frustrate efforts to use education as an effective device for economic growth and development in this age of accelerating globalization. With this understanding, we can learn that quality education is

prominent agenda across the world, and countries are looking for various quality improvement initiative and promoted, have the capacity to fulfill an increasing number of needs.

Some principals experience stagnation and when this occurs, they are demoralized, frustrated and dissatisfied with their jobs and look elsewhere for greener pasture. This dissatisfaction can also be manifested in partial commitment to work, early retirement and resignation.

In contrast to this, in Holata City Primary schools students performance was poor and deteriorating from time to time. In supporting this, Michael (2003:123) stated that education institutions with inefficient physical facilities, poorly motivated principals and low resources tend to be less successful. Educational quality is largely related to principal job satisfaction and their commitment. The more we help principals. Become. more effective, the more we contribute to increasing student learning and achievement.

Attempts to improve performance in schools will never succeed if principal job satisfaction is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively (Mbua, 2003). This implies that motivated and satisfied primary school principals are most likely to affect the students learning positively, while the opposite of that may have negative impacts on students performance. If these needs are fulfilled, employees will be satisfied with the outcome of the job and greater satisfaction would generally motivate employees in performing their tasks more efficiently, thus resulting in an increase in the organizations productivity.

The work environment is an important issue that can affect the job-satisfaction of principals. Obineli (2010) argued that inspired work place will result in inspired workers and draws attention to the importance for work performance, the atmosphere, quality and style of buildings and offices. temperature, humidity, ventilation, lighting, noise, clean lines of the work place and adequate tools and equipment (such as technology address system, computer, resource materials for leading teaching, good offices). Further training of principals is an inevitable factor in the leading teaching and learning process. The government and all employers of labour normally embark on staff development programmes in order to improve the performance of workers and greatly enhance productivity. In general, possible influence on the job satisfaction including



individual wellbeing, working hours, working orientation, financial variables, the employment contract and market and job mobility. high level of work stress and desire to work fewer hours are some examples for lack of job satisfaction (Rose). According to this research the main issue of the study identified to do in Holeta city government primary schools that the research knows the study area was chosen for to gather reliable information into school principals have lack of job satisfaction on their promotion is low. They have lack of school improvement and low policy practice by having low students result, lack of community participation and low principals motivation were the main issue of school principals. On other hands, the principals have lack of satisfied what they have done. Because they have low work motivation and there is no the culture of school work supportive and supervision etc. due to this research area of the study doesn't choose by any researcher, because. Any are no focus, those are have lack of Capacity and they were not enough supervision and school resource and they have no school facility...etc. In other way there is the gap of each school as policy practice through blue print of school rule and regulation. Those problems were the main factors on school principals job satisfaction those problems were known in each schools as expert was evaluate the schools of study area. Lastly, the researcher justified all the above gaps in eight government primary school of Holeta city. the issue factors that affecting school principal's job satisfaction that the researcher was conducted for the study.

The main my concern is lack of school principals job satisfaction in Holota city government primary schools Is to minimize the problems, educational stakeholders (students, teachers, principals, parents, cluster supervisors, city educational officials etc....) expected to do more on reducing factors affecting school principal's job satisfaction. In this account the investigator of this issue is interested and studying and finding pictures behind the school administration and factor that affect the school principal's job satisfaction in Holota city of Oromia.

## **1.2: Statements of the problem**

School of developing countries including Ethiopia which manifest limited concern for leadership job activities have been criticized for wastage of instructional time in principal's job satisfaction.

It is obvious that the purpose of any educational system is the preparation of skillful citizens that help for political, social and economic development of the country. These will be accomplished

when the components of the educational systems are in good conditions. Among several components of the educational system viable, functional and productive maintenance of satisfied and committed teaching force in the system is crucial. If the principals are not satisfied in their job, their moral would be poor and a lot of damage is happened to the skilled manpower supply (Naylor, 1999:542).

The factors like salary,experience,qualification,work condition and environment,school size, participation of parents in enrollment up students learning progressare problems to achives in time on the school principal job satisfaction.Lock heed and veers poor (1991),sung tong(2007)in his part identified three major challenges that school principals face during school reform restructuring school administration and management system ,financial management related and staff expectation and relation are the main challeng on school principals job satisfaction.

The MOE has clearly noted the challenges facing the country with regard to education quality stating “the regardments in enrollment have not been accompanied by sufficient progress in the quality of education in fact, in some areas quality has deteriorated at least partly as a result of rapid expansion”(MOE ,2007).the key factors attributed to low student achievement included poor school organization and management, in adequate teacher training on subject mastery and pedagogical skills inadequate school facilities and in sufficient curricular and instructional materials(NEA,2010 ] above all the practice of school principals take a lion share for the implementation of the package. This implies that a principals (managers) holds a special place in the system of leadership /management /because, he/she leads and accomplishes over all school activities and one can say that schools grow, develop and prosper because of effective leadership of principals job satisfaction.There is an alarming shortage of qualified a sparing principals job satisfaction to meet current and future needs for school principals.Johnson-Tylor and martin (2007).indicate that school principal need to build vacancies arise large numbers of principals are approaching retirement age regarding the practices of job satisfaction in the primary schools of the study area. the role of the school principals are central to the effective functioning of a school. Principals are supposed to give direction to words the education policy and goals of the institution. Castillo and Palomar’s (2004, p. 147) classify the duties of a principal in to the following two models.

- Socio- political: conditioned by political tensions both inside and outside the educational institution.
- Professional: operations based on scientific efficiency, autonomy and objectivity.

The demands of the job-satisfaction of the principal keep on increasing practicing principals of the actual gaps are interact with supervisors, educators, parents and learners with in an organizational structure and the challeng of school community participation problem for ful filment school facilty and budget are the main. Each of these issues can demands the attention of the principal. A principal has to perform the role of the manager. My research has been contacted on job-satisfaction in many professions, but, many gaps exists on the job-satisfaction of principals of Holota city government primary schools. The study use for most Concepts the motivation theories of conceptual fram work .The motivation theories .need Herzberg theory and content theories of motivation use for more supportive in my study.

The gap can be attributed to the principals limited skills, training, experience and ability in managing the school program may be some contextual factors which influence principals job-satisfaction although such problems and influences seem prevalent in the study area. The caliber of managing in school can have dramatic effect in job dissatisfaction to practices of principal job-satisfaction.

The most problems or gaps of that factor affecting school principals job-satisfaction of the study area are the result of in adequate preparation and training, lack of clarity about the core roles of leadership, inadequate qualification, low salary, poor personal and institutional management, lack of interact with internal and external stakeholders, lack of promotion, challange of school size and environment management, lack of school budget and school facility, education quality problem, lack of motivation, absence of supportive school culture and supervision, the challenge of PTA and board activities are the major challenges or gap on school principal job satisfaction in study area.

For the purpose of the study it is importance to examine the characteristics of the principal's profession and personal characteristics. that affects either positive or negative attitudes and

filling in Holota city government primary school Principal's job and leads to job-satisfaction. Those factors encounter to initiation to apply duties on time in preferable way principals have extra duties. In addition to this materials and skilled man power must fulfilled to overcome the factor from many difficulties most often identify problem in Holota city government primary school.

### **1.3 Research Questions**

- 1: What are the factors affecting school principals' internal personal (personal qualification and managing activity) of job satisfaction in government primary schools of Holota city?
- 2 .what are the factors affecting school principals external organizatin (institutional work enviroment and management) in government pramiry schools in Holota city?
- 3: what are the Issue related to the factors affecting school principal's job satisfaction to interact with internal stakeholders (supervisors, teacher's parents and learners) in government primary schools of Holota city?
- 4: How does the relationship between school principals and external stakeholders (educational office, Kebele ,diffirent sectors, NGO, community association and self sponcers) that the factors affecting job satisfaction of the school principals in government primary schools of Holota city ?
- 5: What are the factors affecting Promotion of school principals job-satisfaction and specific direction of government primary schools in Holota city ?
- 6: How do the issue related to demographic factors such as age, Sex, experience, and qualification affect principals' job satisfaction in government primary schools of Holota city ?
- 7: what are the factors affecting of leadership on student result in job satisfaction of the school principals in government primary schools of Holota city ?

## **1.4 Objectives of the study**

### **1.4.1 General objective**

The general objective of the study was to investigate the sources of the factors that affect the school principal's job satisfaction in west Oromia Holota city primary schools and to find the solution for it.

### **1.4.2 Specific objectives of the study**

The specific objectives of the study are:

1. To identify the internal and external factors that affects the school principal's job satisfaction

In Holota city primary schools.

2. To identify the satisfaction level of school principals in the current job in government primary schools of hлата city based on the variable like Gender, age, experience, qualification, salary etc.

3. To examine recommendation of school principals' job satisfaction in Holota city primary schools.

4. To investigate measures that should be taken to promote school principals job satisfaction in government primary schools of holata city,

## **1.5 Significance of the study**

School principals job satisfaction could be enhance all the educational activity of the study, therefore, that try to identify job satisfaction problems that school principals encounter in their day today management activity and would come up with remedial solution. in addition these, this study will be assumed to be very important expecting to benefit the following bodies. it may help as advising to facilities for strategies in producing school leaders that are skillful in the implementation quality of education. it may be basis for decision making for the target line offices by getting useful information on the factors affect school principals in relation to job satisfaction in government primary schools of Holota city. It may also indicate stakeholders to

recognize the problems of school principals and give situation to the problem. It may make students of the target area and parents at a large more profitable by exposing principal's job satisfaction and resistance to change. It may also help to differentiate internal and external factors that affect the school principal's job satisfaction in Holota city primary schools. Finally, it may provide information for those who are interested to make further studies on the topic that it may encourage future research.

## **1.6 Delimitations of the study**

The researchers assume the problem was restricted only to the government primary schools of Holota city. It also affects other schools in the whole city, region, and even in the state. However, the study geographically was delimited to the government primary schools of Holota city. This is because it was helpful to get reliable data and information that was used for the study and to make the study more manageable and this study was also delimited only to governmental schools. This study focuses on assessing the factors affecting school principals' job satisfaction of internal and external gaps of school principals.

## **1.7 limitation of the study**

This study was conducted on government primary school principals' job satisfaction in Holota city. Therefore, to generalize the result for both government primary school principals, the study will involve more participants from all government primary schools of Holota city. As the concept of job satisfaction in education is broad and takes different forms, it is difficult to evaluate the magnitude of all job satisfaction due to different forms with a short period of time.

## **1.8 Operational Definitions of Key Terms**

Job satisfaction:-the pleasure emotional state is resulting from appraisal of oneself. Stake holders:- are persons who have the role for every activity of the school

Staff- Teachers of professional organization

Primary school:-is the second cycle of primary school which consists of grade 7 and 8.

School leaders:-a person in a school who influence a group of people and organize the activities preformed in school. These are principals, vice principals unit leaders and primary school supervisors.

Community-the school society

## **1.9 organization of the study**

This research was organized in the following way. It has five chapter one contains background of the study. Statement of the problem, research questions, objective of the study, scope of the study, limitation and delimitation of the study. Chapter two of the study contains literature review that would present the past study by different researchers on family bckgroun and student's achievement. The third chapter deals with the research methodology that contains research design, data and data resourse, and method of data analaysis. Chapter four presents the data presentation analaysis and interpretation. Chapter five summarize the issue point, discussesthe major findings of the study, conclusion, recommendation, and questionnaire are annexed at the end.

## **CHAPTER TWO**

### **2. REVIEW OF THE RELATED LITERATURES**

This study was mainly aimed on assessing school principals' job satisfaction in government primary schools of Holata City. In order to develop the theoretical framework for the study; an attempt was made to review of the related literature concerning factors of principals' job satisfactions on the basis of research questions. Accordingly, the review began with the concepts of job satisfaction, theories of job satisfaction, importance of principals' job satisfaction, factor for job satisfaction.

#### **2.1 Concepts of job satisfaction**

Review of satisfaction literature reflects one area in which there seems to be same general agreement among researchers. The area of agreement is the definition of job satisfaction, Smith Kendall and Hulin (1969) define it as the feeling the worker has about his job (p.6). Locke (1989 p.45) define job satisfaction as "the pleasurable emotional state result from the perception of one's important job values are compatible with ones need." Herzberg (1935) defines job satisfaction as a psychological, physiological and environmental circumstance that makes a person feel satisfied with their job. The importance of being satisfied with one's job captured by Herzberg (2003). Schultz (1982) define job satisfaction as "the psychological disposition of people towards their work and this involves a collection of numerous attitude of feeling." (p.2870). Spector (1997) defines job satisfaction as the degree to which people like their jobs (p.2) Spector looked at job satisfaction from a global perspective looking at job satisfaction in relation to the other variables of interests.

#### **2.2 Job Satisfaction and Educational Implication**

Several theories of job satisfaction have been constructed to explain what makes people satisfy with their works. A review of job satisfaction literature indicates that job satisfaction is a multi-dimensional construct and there is no single general agreement on the definition or determinants of job satisfactions. Although, Job satisfaction has been the focus of much research and several authors, explained various theories related to employees' job satisfaction in different ways. Maslow's and Herzberg's two factor theory forms the theoretical framework on which the study is based. Hence, it is necessary to explore these theories as follows:-



## **2.3 Theories of Motivation**

Give the many definition of job satisfaction; many scholars have been proposed various theories of job satisfaction. This theory have been developed, then either supported or rejected by others in the field of work motivation and behavioral research. Today the classic theories of Maslow's [1963], Herzberg [1968], and Vroom [1961] on job satisfaction are the basis for much of the modern day studies. In classic theories of job satisfaction, Campbell, Dunne tee, Lawler, Weik [1970] divide the present day theories of job satisfaction in to two groups, content theories which gives an account the factor that influence job satisfaction and process theories that try to give account of the process by which variables such as expectation, needs and values relate to the characteristic of the job to produce job satisfaction. Maslow's [1943]needs hierarchy theories and its development by Herzberg in to two factors theories of job satisfaction are example of content theory, equity fulfillment and vroom's [1964] expectancy theory are example of process theory.

In my study of the factors affect principals job-satisfaction of Holota city primary schools will be use the theory of motivation of content theory of maslow's hierarchy theories and herzgerg theories of job-motivation and the process theories job-motivation of equity theories and expectancy theories are the most example of job-motivation theories in this study.

## **2.4 Need Hierarchy Theory**

Abraham Maslow's (1954) need hierarchy theory is probably one of the best known and most widely used theories for the study of motivation in organizations. He identified five basic groups of human needs that emerge in a specific sequence or pattern that is in a hierarchy of importance. In this scheme once one need is satisfied another emerges and demands satisfaction and so on through the hierarchy. The five levels of needs which represent the order of importance to the individual, are physiological, safety, social, esteem and self-actualization.

Physiological needs: include the need for food, water and shelter. Once these needs are sufficiently satisfied other levels of needs become prominent and provide motivation for an individual's behavior. According Maslow's theory people would first want to have these needs fulfilled before they move on to the next level of needs.

Safety Needs: include protection against danger, threat, and deprivation including avoidance of anxiety. Organization can provide these needs with safe working conditions fair rules and regulations job security, pension and insurance plans salary increase and freedom to unionize.

Social Needs: include affection, love and sense of belonging in ones" relationships with others. In the workplace, this need is satisfied by participation in teamwork, with good relationships among co-workers and between workers and managers.

Esteem Needs: focus on Self-respect and includes recognition and respect from others. Fulfilling esteem needs produces feeling of self-confidence, prestige, power and control. People also desire self-esteem and need a good self-image. In the workplace, increased responsibility, high status, and recognition for contributions satisfy these needs.

Self-Actualization Needs: focus on the attainment of one"s full potential for continued selfdevelopment. This involves people striving to actualize their full potential, in order to become more of what they are capable of being. In the workplace, people satisfy this need by involving employees in planning job designs, making assignments that capitalize on employees" unique skills, and relaxing structure to permit employees" personal growth and self-development.

## **2.5 Motivation /Hygiene Theory (Two Factor Theory)**

Herzberg (Herzberg, Mausner, Patterson, and cap well 1957; Herzberg, Mausner, Patterns on, cap well, (2002).Used Maslow's need hierarchy to formulate the motivation /hygiene /theory of employee motivation. In 1968, Herzberg wrote about the different need of man. The first need is the one that comes human's animal nature or the ingrained drive to avoid pain from the environment or the learned practices that arises as the response to the basic biological needs. The other set of needs relate to the unique characteristics of human's the ability to achieve. It is through this achievement that a person experience psychological growth (Gruenberg, 1976). Herzberg also theorized that growth or motivation factors intrinsic to the job are: achievement, recognition, for achievement. The work itself, responsibility, and growth for achievement (Gruenberg, 1976). He also theorized that the hygiene factors or those factors that produces it. Dissatisfaction is company policy administration, supervision, interpersonal relationship working

conditions, status, and security (Guenberg's). Herzberg two factor theory was tested by Schmidt (1976), when he conducted a study using 74 educational administrators in Chicago.

Schmidt collected data using a modification of Herzberg's interview technique and a questionnaire on characteristics of the job. Each principal was asked to think of an incident that made him feel exceptionally good or exceptionally bad about his job as administrator. Either in his present position, each participant was limited with four specific sequences of events: two positive and two negative. The written responses were then coded by a set of encoders.

The author also reported that interpersonal relations with subordinates, policy and administration, interpersonal relations with superiors and interpersonal relations with peers were perceived to be the major determinants of overall dissatisfaction.

## **2.6 Expectations of Equity Theory**

Equity theory was most heavily influenced by James Adams and originated around 1965 (Pinder, 1998). Equity theory was based on three main assumptions. First, that people develop beliefs about what constitutes a fair and equitable return for their contributions to their jobs. Secondly, equity theory assumes that people tend to compare what they perceive to the exchange they have with their employers. Thirdly, equity theory holds that when people believe co-workers have with their own treatment is not equitable, relative to the exchange they perceive others to be making, and they will be motivated to do something about inequity (Pinder, 1998). One main criticism of equity theory is that issues of fairness and justice can be a matter of "the eye of the beholder." There is always the possibility that what one thinks or believes is not congruent with what is actually happening. The other limitation of this theory is that it can be hard to compare one organization to another. Thus, this theory is localized for the person.

## **2.7 Needs /Fulfillment Theory**

Fulfillment theories believe that people's satisfaction is a function of how much of a reward or outcome they are receiving from their work. Theories simply viewed satisfaction depending on how much of a given outcome or group of outcomes a researcher is willing to take into account the individual different factors of a person. The individual difference factor is how people feel

about what they receive and what outcomes they feel they should receive for their work. A person who expects to be paid more for their work is more likely to be dissatisfied than someone who feels that he is paid adequately for his work. Individual difference factors suggest that the fulfillment theory approach to job satisfaction is not valid, since this approach fails to take into account difference in people's feelings about what the outcomes they should receive. (Lawler, p, 83) theories believed that satisfaction is determined by the difference between the actual outcomes a person receive and some other outcome level. They would say that is received

Should be compared with other outcome level, and when the outcome level is below the other outcome level, dissatisfaction results (Lawler, 1994).

This theory is clearly evident in teacher salaries. Teachers who feel their salaries or benefits are below the state or regional level become dissatisfied with their employers. Vroom (1964) developed two forms of need fulfillment theory. The first model was the subtractive model which states that job satisfaction is negatively related to the degree of discrepancy between what the worker needs and the extent to which the job meets those needs. His second model is multiplicative mode in which the need for importance is taken into account by multiplying the perceived amount of need fulfillment offered by the job by the importance of the individual of the need (Gruenberg, 1979).

## **2.8 Work Adjustment Theory**

In the 1964, first version of the work adjustment theory was published by Dawis, England, and Lofquist. The theory was revised in 1968, and extended forms of the theory was published in book from 1969 (Lofquist and Dawis 1969). The theory of the work adjustment is based on the concept of the correspondence between the Individual and the groups, (Dawis and Lofquist 1987). This theory includes the basic assumption that the individuals seek to achieve and maintain correspondence with environment. While many kinds of environments exist for an individual-home, school, work church to which an individual must relate, achieving and maintaining correspondence with one environment may affect the correspondence with other environments. Work represents one such environment in which one must relate. Satisfaction then indicates the correspondence between the individual and the work environment (Dawis and Lofquist

1984). Dawis, England and Lofquist (1969) formulated a theory of vocational psychology that was based on the idea that the individual is responding organism. As individual respond to their environment, their responding becomes associated with reinforces in the environment. Dawis Et at. (1964) summarized the theory of work adjustment in the following statements.

1: Work is conceptualized as an interaction between an individuals and work environment.  
2: The work environment requests that certain task be performed, and individuals bring skills to perform the tasks.

3: In exchanges, the individual requires compensation for work performance and certain preferred conditionals, such as a safe and comfortable place to work it

4: The environment and the individuals must continue to meet each other's requirements for the interaction to be maintained. The degree to which the requirements of both are many be called correspondence.

5: Work adjustment in the process of achieving and maintaining correspondence. Work adjustment is indicated by the satisfaction of the individuals with work environment and by the satisfaction of the work environment with the individuals, by the individual's satisfaction.

6: Satisfactions and satisfactoriness result in tenure, the principal indicator of work adjustment.

7: Work personalities and work environment can be described in terms of structure and style variables that are measured on the some diminished (p. 9-10)

Looking at the summary statement of the work adjustment it is easy to see when many researchers use this instrument when exploring aspect of job satisfaction (Chen, 2000, Genzen, 1993; Sutter, 1994; Waskiewicz, 1999).

Each of the seven statement adds to the concept that individual's act, react, and come to terms with their work environment thus adjusting to the work environment.

## **2.9 Factors Influencing School principals' Job Satisfaction.**

After explaining concept, theories and benefits of job satisfaction turn focus to other essential point factors of job satisfaction. Considering the employee's motivation of the organization enable the environment will boast work motivated and reducing frustration among workers or balance of job satisfaction with performance.

principals are expected to perform a variety of responsibilities. Literature therefore suggests that an improvement in a principals' job role will require an insight to the factors that affect job satisfaction and also, burden on the average principals and could reduce the quality of a principals offering. These factors are loosely regarded as a "complex summation of a number of discrete job elements" (Robbins and others 2009). According to NCES (1994) principals " job

satisfaction can be contributed by both intrinsic and extrinsic factors. Specifically, the salary the principals receives, the roles performed by principals, and growth opportunities. Others include the effect of supervision and extent of co-worker relations. Improving one aspect of job satisfaction, wage in this case, had a positive effect on other “facets of job satisfaction (Yang, and others, 2008, 5). The six facets of job satisfaction were colleague satisfaction, subordinate satisfaction, work-self-satisfaction, supervision satisfaction, development and promotion satisfaction, and pay and benefits satisfaction. Job outcomes include intrinsic and extrinsic work outcomes. Luthans (2005) stated that, work, pay, promotion, supervision and coworkers as the major determinants of job satisfaction. The greatest impacts on job satisfaction are the intrinsic factors such as a sense of accomplishment, self-worth and personal growth (Davis & Wilson, 2000). Hassan (2009) viewed factors or determinants of job satisfaction in the organization as; Intrinsic motivating factors which relate to job content, challenge, responsibility, control over work methods, and control over the workplace, the opportunity to use skills and abilities and involvement in decision making.

**Extrinsic factors-** are forces that affect a principals satisfaction that are beyond the teacher’s control. A variety of extrinsic factors have been associated with principals satisfaction, including salary, perceived support from administrators, school safety, and availability of school resources, among others (Bobbitt and others, 1994; Choy and others., 1993).

**Organizational Policy and Administration.** It is believed that a supportive administration positively influence job satisfaction among employees (Wood, 2008). And also (Nzuve, 1999) indicates that effectiveness of leaders’ behavior is measured by the degree to which the manager meets both the organizational goals and satisfies the employee needs.

**Working Conditions:** Work environment- The term refers to a physical place, where employees work (Leithwood, 2006). While the physical aspects can consist of buildings, equipment and workstations, the psycho-social aspects include employees’ attitudes, work-related stress, social interactions and behavior (Chandrasekar, 2011). Workplace environment may have either positive or negative influence on the satisfaction level of employees depending upon the nature of working environment. According to Beam (1991), whenever there are favorable conditions of service for principals their morale is boosted to the workers in the working service. Workers are satisfied when the work place is orderly with adequate tools, materials and a favorable environment while poor equipment and facilities may lead to tension and stress among employees (Ololube, 2006). As noted by Luthans (1989) clean and attractive surrounding tend to make workers happy when doing their work hence increasing job satisfaction. A satisfied employee is more loyal, because he sees more benefits in staying with an organization than with leaving it (Jachnis, 2008).

**Promotion Opportunities:** Promotions create the opportunities for personal growth, increased levels of responsibility and an increase on social standing (Robbins & Judge,

2008). Opportunities for self-growth can also positively reinforce teacher job satisfaction (Skaalvik & Skaalvik, 2011). The study of Kimengi's (1983) underscored the important roles played by the promotional opportunities available in teaching profession that also increase job satisfaction to principals. It is among the functions of the manager to motivate employees successfully and influence their behavior to achieve greater organization efficiency (Oosthuizen, 2001). Keiner and Kinicki (2001) lamented that a significant relationship exists between job satisfaction and promotion, and they viewed that job satisfaction is contingent upon what employee perceives as equity in his employment relation like reward.

**Supervision:** is a provision of emotional technical support and guidance to workers who carry out the job (Robbins, 2003). Informative and consultative Supervisors who consider the needs and feelings of their subordinates positively affect workers' performance and motivation (Otube, 2004). On the other hand, in many jobs the judgment of supervisor is not the only yard stick to reward or punish the employees (Prendergast, 2002). Therefore, supervision plays decisive role in acquire professional and qualified persons in state.

## Summary

In this chapter several literature review relating to job satisfaction were illustrated. The literature review undertaken in this chapter reveals different ways understanding teachers' job satisfaction and commitment. The Maslow's Hierarchy of Needs Theory and Herzberg's Two-factor theories of job satisfaction were review highlighted. Moreover, many job satisfaction factors were identified and such can be broadly classified into: Organizational policy and administration, working conditions, salary, promotion opportunities and supervision.

## 2.10 Variables of Job satisfaction

Some research will be completes on principals job satisfaction and the relationship to specific characteristic. The characteristics must be mostly examine includes age, gender, salary, experience, adequate training et

### 2.10.1 Age

The general finding report by Herzberg et al, (1957) on the relationship between job satisfaction and the age show that job satisfaction increasing age in u-shaped curve. This result was substantial recent study by Kacmar and Ferris (1989). Their study resulted in a u-shaped curvilinear association between job satisfaction and age for the factor measured on the job descriptive index (Smith, Kendall, and Hulin, 1969). This including satisfaction with pay, promotions supervision and coworker. One importance consideration as the work force grows

older is why job satisfaction varies with age. Herzberg (1957) suggested that job satisfaction increased with age because the individual comes to adjust to his/her work and life situation. Job satisfaction might tend to increase as workers grow because the extrinsic reward of the work tends to increase with age. There might also be upper levels of administration are usually not young men and women. Another factor contributing to the job satisfaction relationship might be the expectation that as one's age increase, so does one's prestige and confidence, and these filling contribute to a greater level of job satisfaction.

## **2.10.2 Gender**

Many people take for granted the idea that most people, male and female, will hold down a job for much of their lives. Gender however has long been a factor in many aspects of human existence such as child rearing, military participation and in the workforce. Recently, technological and individual change has played a major role in what kinds of job are available both man and women.(Figart, Maturi, and power, 2002).The general consensus concerning gender difference in job satisfaction is that there is little practical significance between two sexes. Hulin and Smith (1964) indicated the difference in job satisfaction by sex in negligible when the factors of pay, tenure, and educational are controlled statistically.

## **2.10.3. Salaries**

A Person's salary is often listed to one's levels of achievement and success. (Hop pock 1977) suggested that significant difference exist in the average salaries of the most satisfied and the least satisfied teachers. Those teaches who earn higher salaries were more satisfied that those who had low-income earning. The findings of Hop pock were supported by a study conducted by the porter and Lawler (1968). They concluded that job satisfaction reflects the reward (salary) the employees get for the type of work they do. Other classic studies suggest a positive correlation between job satisfaction and pay (blanch flower, Oswald, and Warr, 1993 Schwab and Wallace, 1974). More recently Kim and Load man (1994) conducted a study of 2054 practicing classroom teachers. They found that job satisfaction and pay satisfaction were significantly related. Tablature (2002) in his dissertation study found that urban, suburban, and rural principals were not satisfied with how well they are compensated, thus salary was determined to be a factor in job satisfaction. Barry (2002) reported that among 173 Michight



high school principals surveyed during the 2000-2002 school years, those principals who were paid more were more satisfied with their work

## **2.10.4 Education experience**

Educational experience is interesting as one looks at the job satisfaction of newer principals versus the job satisfaction of more experienced principals. Sutter (1994) studied secondary assistant principals, in Ohio, to determine the relationship between job satisfaction and administrative experience. Bridge (1995) conducted a similar study using assistant principals and also found no relationship between experience and job satisfaction. Newby (1999) also found no significance between job satisfaction and experience level in her study of middle school principals in Virginia. The studies that have shown a significant difference between education level and job satisfaction have not been done in an education setting (Klieon) Maher, 1966) Quinn, graham, and mccullough, 1974.

Education experience isn't limited to the classes on your college transcript it also encompasses work study jobs field work, practicum experience and internship. it related to the job you are seeking such experiences can be listed separately on your application, include a description your duties and accomplishments, also list all schools attended

The nature of educational experience by taking as its starting point Dewey's art as experience in order to identify what it is that counts as a significant or worthwhile experience. Dewey's suggests that all experience needs to have an integral character in which the different phases of the experience are related and which tends to toward a conclusion. Furthermore, an experience also needs to have the character of what Dewey calls an undergoing, an engagement with content which may be difficult or painful. It is suggested that this kind of experience may be seen in terms of a "light" pedagogy in which content is allowed to unfold. This is contrasted with educational experiences that are teacher driven 'or' learner driven.

Education experience is one of the variables of job satisfaction as a psychological, physiological and environmental circumstance that makes a person feel satisfied with their job. Through theories of motivation on definition of job satisfaction the classic theories of Maslow's (1963), Herzberg (1968), and Vroom (1961) on job satisfaction are the basis for much of the modern day studies. The motivation process theories that try to give account of the process by which variables

such as expectation,needs and values relate to the characteristic to the job to produce job satisfaction.as my study the from work of motivation theories,that the maslow's(1943)need hierarchy theories and its development by Herzberg in to two factors theories of job satisfaction are the main.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This section with the research design, source of data, sample population and sampling technique, instrument of data collection, procedures of data collection and method of data analyses will be treated.

#### **3.1 Research methods of the study**

The methods of this research was to proved information about the way in which this study would conduct. This study, focus on assessed the factors affecting school principal's jobs-satisfaction in government primary schools of holata city. for the purpose of analyzing the factors that affect principals' job satisfaction have collected to analiyze data descriptive survey research method was employed. using this can capitalize the strengthes of each factors. it could also proved more comprehensive answers to research questions going beyond the limitation of a single approach (cread, et at, 2004). it is also practiacal in the sense, that the researcher is free to use the methods possible to address a research problem (cres well, 2009), further more, the method is also relevant to collect letailed and a variety of data concerning the issue study of the factors affecting school principals job satisfaction. moreover, Kothari (2004) stated that the major purpose of descriptive survey is description of the state of affaires at it is exist at present.

Abiy, and others (2009:30) state that descriptive servey method was used to gather data of a particular point in time with intention of describing the nature of the existing cnditions. which condition exist to the specific event of quantitative research approach to analiz data through percentail and mean value method.

#### **3.2 Research design**

This study employed descriptive survey design, a descriptive survey design is a process of collecting information by f0cus group discusion or administering questionnaire to a sample of individuals (messier, 2003), describe and document aspects of a situation as it naturally occurs. in this study more emphasize quantities research approaches of data analysis were used. a quantitative research approach is structured in nature and the data were interpreted in statistical form. Using the closed ended questions .this enable the researcher for the interpretation of the

data by using the international of describing the nature of existing condition. Can be determining the relationships that exist between specific events. Moreover, quantitative research approach is the best way for collection data was applied. Because, it is used to obtain from source of data collection was get valued information to achieve the objective of the study.

### **3.3 Sources of data**

The study was try to use primary source of data and secondary source of data collection

#### **3.3.1 Primary sources of data**

In this study primary data sources were employed to obtain reliable information about the factors affecting school principals job satisfaction.the major source of primary data collection,the researcher collect information using close ended questionnaires from teachers,school leaders(principals,vice principals,unit leaders and supervisors), and using questionair. as focus group discussion on the same questionnaire was collecting information from students council and PTA/KETB members of Holata city government primary schools.

#### **3.3.2 Secondary Sources of Data**

The secondary sources of data will be various school documents such as minutes,supervision archives and report, and the like.

#### **3.3.3 The study site and population**

The site of this study was Holata city government primary schools are Goro kerensa,Sadamo, Burka Harbu, Burka Gale,Ilaala Gojo,Holata,Gudina biya and Tulu Harbu where affecting school principals' job-satisfaction in holata city of eight government primary schools, Holata city is away 32 km from Addis Ababa , Holota city the sum to Adama and Burayu city administration and has eight Kebele ,each of Kebele have one government primary school in the study area.

### **3.4 Population, Sample Size and Sampling Techniques**

#### **3.4.1 Population sample size**

The population for the study will be 196 teachers,28 school leaders 88 PTA/KETB members and 40 student's council found in 8 government primary schools of Holota city,of

Oromia, Ethiopia. The cause of each population respondent groups was selected that the teachers and school leaders are the motor of education job satisfaction and school administration. The students council are the education quality circle and council of students committee in the school, they are a part of school administration and PTA/board committee are the main part of school administration, finally. The four group respondents are the issue team in the school job and the school principals job satisfaction and all are work with school principals as committee through education policy and practice,

### **3.4.2 Sampling Technique and Size**

The study was conducted in government primary school of Holota city. The city is selected purposely, because of the researcher's work in the area. Total 8 government primary schools found in the Holota city. Those all government schools were selected. The selected schools were Goro Kerensa, Burka Harbu, Burka gale, Sadamo, Ilalagojo, Holota, Gudina biya and Tulu harbu. Holota city consists of 8 government primary schools. The kebeles are more or less with similar infrastructure, were their location has various distances in city, the experience of principals varies highly. Sample selection were made from this government schools. Accordingly, 8 government primary schools of holata city were selected through available sampling since there is homogenous and to give equal chance for all schools from the selected schools.

All school leaders [principals, vice principals, unit Leaders and supervisors] of the sample school was taken because they are limited in numbers and therefore, they will take by available sampling method with out of different types of non-probability method availability technique will be used because it is possible to use this technique since they are relatively small or manageable number of participants. In addition 100% of the board and PTA members was taken by availability sampling since they are limited in number and they are rich in information on the job satisfaction of school principal in their schools as a committee and the part of administration

Students' council are large part of the population of the study and more focus was be given to them. 100 % of students' council was taken and the techniques for sampling was availability sampling, because those students are found in grade 7 and 8 was limited in numbers.

And only 5 students are selected from one school, 50% of the teachers was be selected using by simple random sampling technique from all 196 teachers. that each of eight(8) government primary school only 50% male and 50% females 98% teachers was selected as atable shown as bellow.

**Table 1: Determined number of sampling and their distribution**

Sample	Sample Kebeles									Total	%
	Goroqer ensa	Burka harbu	Burka gale	Sada mo	Walma ra	Holot a	Gudi nabi ya	Tulu harbu			
Supervisors	1	1		1		1				4	100%
Principals	1	1	1	1	1	1	1	1	1	8	100%
Vice principals	2	1	1	1	1	2	-			8	100%
Unit leaders	1	1	1	1	1	1	1	1	1	8	100%
Teachers	25	15	9	6	7	26	4	6		98	50%
PTA members	7	7	7	7	7	7	7	7	7	56	100%
Bord members	4	4	4	4	4	4	4	4	4	32	50%
Students' council	5	5	5	5	5	5	5	5	5	40	100%
Total	46	35	29	26	27	47	23	26		254	

### 3.4.3 Sample size

To determine sample size of population Yamane (1967) formula was used. For only teachers sampling selected This formula was employed to determine the sample size of population in probability sampling or sample random sampling technic.The sample size of teachers from 8 government \primary schools it gives (N=196). Then, the sample size of determination of the study.sample size of teachers (n=?). To find the sample size from the study population, it was calculated by using the following sample size formula which was derived by Yamane (Yamane, 1967: 886).

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

Where, n= is the sample size

N= is the population size

e= refer to level of precision or sample error with (0.07)2

1= probability of event occur

$$n = 196$$

$$n = \frac{196}{2} = 98$$

1+196(0.71)2=98. This sample accounts for 50% of the total teachers sample size.

That was selected through simple random sampling technique ,

Therefore, the total population of Holata city 8 government primary schools are goro kerensa 46, burka harbu 35, burka gale 28, Sadamo 26, ilala gojo 26, Holata 47, gudina biya 23, tulu harbu 24 respectively. When we sum up of 254 total population.

Correspondingly, all 28 school leaders ( all 8 principals, all 4 supervisors, all 8 vice principals ,all 8 unit leaders). all 40 students council, all 56 PTA members, and 32 board members are 88 would be included in the sample by using available sampling technique since they were few in number. Based on this, the population, samples and sampling techniques was summarized as follows.

**Table 2: Summary of population and sample size**

Roll No	Study groups	Population	Sample	%	Gender			Sampling techniques
					M	F	T	
1	Student's councils	40	40	100	28	12	40	Availability sampling
2	Teachers	196	98	50	49	49	98	Simple random sampling
3	School leaders	27	27	100	25	3	28	Availability sampling
4	PTA members	56	56	100	40	16	56	Availability sampling
5	Board member	32	32	100	16	16	32	Availability sampling
Total		352	254		158	96	254	

Key: School leaders: principals, vice principals, unit leaders, supervisors

### 3.5 Instruments of Data Collection

For this study questionnaire and focus group discussion would be used as instrument of data collection ,

### **3.6 Questionnaire**

Questionnaire is the main instrument to collect information from selected sample school Teachers . school Leaders (principals, vice principals, unit leaders, supervisor] . PTA members/, bord members and student's council of the sample schools, The questionnaires was prepared in English and Afaan Oromo language. The questionnaires for teachers,and school leaders [principals,vice principals,unitleaders and supervisors) will be prepared in English because they understand it since it is instructional language and they have under graduate in minimum. In addition simple language will be used to avoid misunderstanding and ambiguities. But.the questionnaire was translated to Afan Oromo for focus group of students' council, PTA and bord members.Since it is a mother tongue for all PTA/board and students. The questionnaires was developed based research questions of the study. These questionnaires were structured with close ended. The questionnaire were have three parts. The first part is the demographic information that sought respondents' age, sex educational qualification and experience to analyze if there is any like with school principals job satisfaction. Similarly, the second part was include open-ended items would be employed in order to give opportunity to express their feelings, perception problems and intensions related to how school principals job satisfaction affect the quality of education consequence of dissatisfaction of school principals and strategies to overcome satisfied principals and to improve the quality of education. The last part will be consists of items and the questionnaires will be developed a five points Likert scale. These are strongly disagree (1), disagree (2), undecided (3), agree (4), and strongly agree (5).These scale helps the respondents choose one option from the given scales that best aligns with their views. The questions included are: activities done at school level in relation to job satisfaction by grouping into four areas. These are teaching-learning process, safe and secured learning environment, school leadership and community participation.The questions in questionnaires are partial different respondents and also the same questions for different respondents included. It will be distributed for administration to PTA/board teachers, students' council, and school



leaders. The questionnaire will be given for all for comparing the response of in each 8 government primary schools of holata city.

### **3.7 Focus Group Discussion**

Focus group discussion was carried out with student councils which are 5, PTA members which are 7 and bord members which are 4 in each schools. Seven questions was prepared with their factor by questionnaire for the focus group discussion in order to get their perception regarding to the problem. The discussion was held at different school at different time. The discussion was held by afan oromo on questionnaire to gate detail and genuine data about the barriers that the factors affecting school principals job satisfaction, challenges of job satisfaction and strategies used at the level for creating good and satisfied principals .This valuable data will be recorded and described quantitavily.It means to show the way of focus group use the questionnaire,

### **3.8 Piloting of research instruments**

The instruments of the study through prepared questionnaire were pre tasted in one primary schools which is included in sample. This is Holota primary schools. One principals, two vice principals, five students council through available sellected and randomly selected ten teachers of the schools. The teachers are more experienced, the principals and the vice principals are also the first person who are asked for the important of the school with the student's good result. The researcher with provide explanation on the objective of the study and how to respond to the questionnaires. After it were filled and returned the result of this pre tes and some improvement was made.

The purpose of piloting is to examine the quality of appropriateness of prepared questionnaires in addition to checking reliability and validity. The reliability of questionnaires of this study that determined through test of Cronbach's alpha.The questionnaire will be gone through revisions exhaustively to strengthen its validity.

### **3.9 Data Gathering Procedure**

The data were collected from eight sample of government primary schools in Holata city. In each school a minimum of three days will be used to distribute questionnaires, making conducting focus group discussion and collect the necessary correction were made to avoid ambiguity and confusion before conducting the final data collection. This wss followed by the preparation of

the final draft of the questionnaire. Then, the questionnaire was administrated with the help of the unit leaders of the primary schools following the provision of the necessary orientation by the researcher. The questionnaire were collected after the three days from each school. To increase the quality of the responses the focus group discussion was arranged as the time convenient for the respondents.

### **3.10 Methods of Data analysis and Interpretation**

Data obtained from teachers, students' councils, school leaders. PTA and bord members through questionnaire, and focuse group discussion was analyzed using thrOUGH quantitative data analysis approaches.

The quantitative data gather from respondents via close ended questionnaires were systematically coded, tabulated and organized for analysis using quantitative approach.

Data analyze by percentage distribution was used to analyze various characteristics of the sample population, such as. sex, age, academic qualification, field specialization and experience. In addition they also used for the proportion of responses on the perception of awareness, attitude towards job satisfaction and practices of principals, these are teaching and learning, conductive and health environment, school admnistration and community participation.

Thus the data through the questionnaire were analyzed to obtained difference case was tested by using percentage, and mean value. And was followed by discussion of the most important points. The out put of the data would present appropriately depending on the respondents response. The end result present in written form and in the form of table. This was made possible owing to descriptive statistics that would be appropriately used for the understanding the main characteristics of the research problems. Percentage would be computed to analyze the background information of the respondents. On the other hand the data that would be obtained from questionnaire analysis were analyzed quantitatively. Finally, presentation, analysis, and of data and conclusions and recommendations drawn using analyzing and data out comes.

### **3.11 Validity checks**

Validity means that correct procedures would be applied to find answers to a question. To achieve the validity in the instruments of data collection, the instruments which were initially would prepare in English language, and critical checking and constructive comments from my respected advisor as well as colleagues were used to check on the content validity of the instruments. As discussed above, all the items that would develop to address the research questions under investigation made to maintain the face validity of the instruments of the study. Best and Kahn (2002:166) describe that the items of the instrument should represent a significant aspect of the purpose of the investigation. Content validity address to what extent the appropriate content was representing in questionnaires and focus group discussion guide factors. Validity looks at whether the instrument measures what it was intended to measure and whether the instrument draw accurate information. The researcher would change or replace the construction of some factors in the questionnaires and focus group discussion guide based on the consultation of the feedback received during the pilot-testing. Dunn R, and others (1989:50-58) have pointed out that the validity of a study can be checked by considering rival explanations given by different respondents for the same issue or question under investigation.

### **3.12 Reliability checks**

Reliability refers to the quality of a measurement procedure that provides repeatability and accuracy. The main issue of reliability is addressing the consistency of the instruments in relation to what they intend to measure. Accordingly, the basic idea of reliability was summed up by the word consistency. As Best and Kahn (2002:247) recommend, the reliability of the responses is inferred by a second administration of the questions and by comparing the responses given to those of the first. As Brown and Dowling (1998:198) argue, the researcher has to do everything to foster the good response rate and to minimize the unintentional bias during pilot testing. All these processes enable the researcher to modify the factors that had discriminative power to be used for the actual data collection. The reliability statics value was range between 0 and 1. The reliability statics of the data obtained from the questionnaire was 0.71. Thus, the reliability statics 0.71 which was greater than 0.70. This implies that the data was acceptable.

**Table 3: Cronbach's Alpha Reliability Coefficients**

Cornbach's Alpha	Number of factors
0.71	118

### **3.13 Ethical consideration**

Ethical consideration plays an important role in the data collecting time in the researcher studies. Researcher would be aware and follows the ethical consideration relate to the studies. To data collection from study participants, the researchers would encourage teachers, school leaders, student council and PTA/KETB members was voluntary participates of responding to descused and filling of questionnaires and ensure the participants agreement to participate in the study. All potential study participants would inform about the procedures that would be used in the study, the researchers would explain the objectives and significance of the study to the respondents. They are assuring that the information they provide would be kept confidential. To ensure this, the researchers removed information that requires identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents cooperation to provide requires information for the study. During the data collection and any activities that matter to the research, the researcher made positive interaction with respondents.

## CHAPTER FOUR

### 4. Presentation, analyses and interpretation of data

This chapter deals with presentation, analysis and interpretation of data obtained from teachers, school leaders [principal, vice principals, unit leaders and supervisors] . with PTA / KETB members and student council. Thus, the quantitative data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Furthermore, this section contains two major parts, the first part presents characteristic of the factors affecting school principals job-satisfaction in government Primary schools of holata city. This part of the research deals with the presentation of respondents. The second part deals with the results of finding from the data gathered through the questionnaire and descusion analysis.

Based on the sampling procedure described in chapter three, the study covered 8 primary schools. A total of 254 questionnaires were distributed to teachers and school leaders [principals .vice principals, supervisors and unit leaders].students council . PTA/Board members were represented as planned. Thus, the analyses was on the bases of information obtained from the returned questionnaires such as, 100% of 28 (school principals, vice principals, unit leaders and supervisors and 50% of 98 teachers responded the questionnaire. Descusion and questionnaire held with 100% of 56 PTA members with 32 KETB members and 100 of 40 students council. This chapter is divided in to two parts. The first part discusses the characteristics of the respondents while the second part deals with the analysis of the data in order to propose the main findings in line with answering the research questions.

#### 4,1 Demographic characteristics of respondents

**Table 4 Characteristics of respondents (by sex, age, work experience and educational background)**

No	Items		Respondents													PTA/KETB members	
			Teachers (98)		School leaders 28								Student Council (40)				
					No	%	No	%	No	%	No	%			No	%	No
1	Sex	M	49	50	6	75	7	87.5	8	100	4	100	30	75	56	63.64	
		F	49	50	2	25	1	12.5	-	0	-	-	10	25	32	36.36	
		T	98	100	8	100	8	100	8	100	4	100	40	100	88	100	
2	Age	Blow 20 years	-	-	-	-	-	-	-	-	-	-	40	100	-	-	
		21-25 years	16	16.4	-	-	-	-	-	-	-	-	-	-	-	-	
		26-30 years	20	20.4	-	-	2	25	-	-	-	-	-	-	-	-	
		31-36 years	40	40.8	4	50	2	25	2	25	2	50	-	-	32	36.36	
		37-41 years	10	10.2	2	25	2	25	4	50	2	50	-	-	16	18.18	
		42-46 years	10	10.2	1	12.5	2	25	2	25	-	-	-	-	16	18.18	
		Above 46 years	2	2.04	1	12.5	-	-	-	-	-	-	-	-	24	27.27	
		Total	98	100	8	100	8	100	8	100	4	100	40	100	88	100	
		None	-	-	-	-	-	-	-	-	-	-	40	100	-	-	
		1-5 years	-	-	-	-	-	-	-	-	-	-	-	-	16	18.18	
		6-10 years	20	20.	-	-	2	25			-	-	-	-	8	9.9	

3	Work experience	11-15 years	35	35.7	-	-	2	25	3	37.5	-	-	-	-	16	18.18
		16-20 years	23	23.4	1	12.5	2	25	2	25	-	-	-	-	8	9.9
		21-25 years	12	12.7	4	50	1	12.5	2	25	3	75	-	-	16	18.18
		26-30 years	4	4.08	2	25	1	12.5	1	12.5	1	25	-	-		
		31-35 years	4	4.08	1	12.5	-	-	-	-	-	-	-	-	16	18.18
		36-q above	2	2.04	-	-	-	-	-	-	-	-	-	-	8	9.9
		Total	98	100	8	100	8	100	8	100	4	100	40	100	88	100
4	Education background	Student	-	-	-	-	-	-	-	-	-	40	100	-	-	
		Certificate	-	-	-	-	-	-	-	-	-	-	-	56	63.64	
		Diploma	46	46.9	-	-	-	-	4	50	-	-	-	-	8	9.9
		Degree	52	53.1	8	100	8	100	4	50	4	100	-	-	24	27.27
		MA degree	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Total	98	100	8	100	8	100	8	100	4	100	40	100	88	100

Key-PTA and KETB committee include to one team

In this section, the researcher described the demographic relationship of the respondents sex and the factors affecting school principals' job-satisfaction in the study area as data shows that, out of 98 teachers 49(50%) were male and 49(50%) were female this indicates that the majority of the teachers teaching in eight different government primary schools of holata city administrative the male and the female teachers have got equal chains in different probability sampling 50% for male and 50% for female teachers. in case of the school principals among the 8(100%) respondents (75%) were male and the rest 2(25%) were female respondents. this shows that the number of female respondents was less than their male counter parts. in case of the vice principals among the 8(100%) respondent 7(87.5%) were male and the rest 1(12.5%) were female respondents. the female respondent was less than the male. in case of the unit leaders and supervisors out of 8(100%) and 4(100%) respondents all are male and where there is no female respondent from their counters. In case of the PTA/KETB committee team among 88(100%) respondents 56(63.64%) were male and the rest 32(36.36) were female respondent. this shows that the number of female respondents was less than their male counterpart from the education and training policy of MOE new blue print. in case of students council among 40(100%) respondent 30(75%) were male students and the rest 10(25%) of students were female students are less than male. in students term of age, the results of the study show that 16(16.4%) teachers were in the age 21-25 years, 20(20.4) teachers were in the age 26-30 years, 40(40.8%) teachers were in the age 31-36 years of the majority, 10(10.2%) teachers were in the age 37-41 years, 10(10.2%) teachers

were in the age 42-46 years and 2(2.04%) teachers were above the age of 46 years. In case of school leaders among 8(100%) vice principals only 2(25%) were in the age 26-30 years,4(50%) principals,2(25%) vice principals, 2(25%) unit leaders,2(50%) supervisors were in the age 31-36 years, 2(25) principals,2(25%) vice principals,4(50%) unit leaders and 2(50%) supervisors were in the age 37-41years.1(12.5%) principals,2(25%) vice principals and 2(25%) unit leaders were in the age 42-46 years.only 1(12.5%) of principal were above the age of 47 years in term of students council all are 40(100%)were under 20 years.in terms of PTA/KETB committee age, 32(36.36%) were in the age 31-36 years,16(18.18%) were in the age 42-46 years and 24(27.27%) were above the age of 46 years.

Regarding to the experience of teachers teaching experience 20(20.4%) of them was in between 6-10 years of teaching experience,majority of them 35(35.7%) was in between 11-15 years teaching experience.the 2<sup>nd</sup> highest of them 23(23.4%) was in between 16-20 years teaching experience 12(12.7%) of them was in between 21-25 years teaching experience 4(4.08%) them was in between 26-30 years teaching experience and 2(2.04) of them was above 31 years teaching experience. In terms of school leaders work experience about 2(25%) vice principals was in between 6-10 years ,2(25%) of vice principals and 3(37.5%) of unit leader was in between 11-15 years 1(12.5%) of principals,2(25%) of vice principals and 2(25%) of unit leaders was in between 16-20 years,4(50%) of principals,1(12.5) of vice principal,2(25%) of unit leaders and 3(75%) of supervisors was in between 21-25 years ,2((25%) of principals,1(12.5%) of vice principals,1(12.5) of unit leader and 1(25%) of supervisor was in between 26-30 years and about 1(12.5%) of principal was have above 31 years' service in teaching and leading in the schools.This may indicate that the data collected have the highest experience recording.in terms of students council work experience this team organizing from grade 7<sup>th</sup> in last year about 40(100%) of students council was have work in council for two(2) years.it means 1-5 years they work in schools council in each eight schools.in terms of PTAKETB committee they have no only teaching experience,but they was work in different profession according to this 16(18.18%) of them was in between 1-5 years' experience,8(9.9%) of them was in between 6-10 years' experience,16(18.18%) of them was in between 11-15 years' experience ,8(9.9%) of them was in between 16-20 years' experience,16(18.18%) of them was in between 21-25 years' experience and 16(18.18%) of them was in between 31-35 years' experience and the rest 8(9.9%) was they have above 36 years' experience in this study majority of committee are have more than 10years experience.

Concerning the qualification of the respondents, majority of them among 98(100%) of teachers 52(53.1%) of them were diploma the 2<sup>nd</sup> highest of teachers 46(46.9%) of them were first degree and there is no MA in study area.as the result revealeds, most of the teachers were found to diploma holders in study area.which consistent with the policy standard for primary schools 1<sup>st</sup> cycle diploma holders and 2<sup>nd</sup> cycle degree holder teachers in study area of eight of primary



schools in 2<sup>nd</sup> cycle of grade 7 and 8 100% students learn by 1<sup>st</sup> degree holders teachers.this is the highest opportunity from the pass years for education quality improvement .

In case of school leaders qualification among 8(100%) of principals all are 8(100%) were 1<sup>st</sup> degree holders and among their 4(50%) of them was got leadership training additionally 8(100%) vice principal was 1<sup>st</sup> degree holders 4(50%) unit leader diploma holders and 4(50%) unit leaders are 1<sup>st</sup> degree holders. In this study all vice principals, unit leaders and supervisors have no got additional training about school leadership in the study area.In case of students council qualification through educational policy of MOE they are student of grade 7 and 8 as the school level they are choose by school students house of representative 5 students in each school and are work with school leaders, teachers,students and PTA/KETB committee the students council are under certificate.in case of PTA/KETB qualification.among 88(100%) of them,56(63.64%) were certificate,8(9.9%) of were diploma holders and 24(27.27%) of them were 1<sup>st</sup> degree holders.in this study of in each school majority of them was certificate about 63.64% and the rest of them were 32(36.36%) were diploma and degree holders of teachers of the committee members and they are the motor of school community and committee in school education quality improvent.

#### **4.2 Presentation, Analysis and interpretation data.**

A five point scales ranging from strongly disagree to strongly agree were used in order to determine the degree of implementation of each of the factors affecting school principal's job-satisfaction and roles in government primary schools of Holeta city. The following mean ranges were used as a cut point. A mean values less than 1.49 as strongly disagree.1.49-2.49 as disagree,2.50-3.49 undecided,3.50-4.49 as agree and 4.50-5.00 strongly agree level of implementation of the factors.to verify the extent to which the difference between the mean values of the five groups of respondents responses.Questionnaire for 98 teachers and 28 school leaders' respondents in English.The same question use questionnaire descusion in Afan Oromo for 40 students and 88 PTA/KETB committee.

## 4.2.1 The factors affecting school principals job satisfaction

The school principal's job-satisfaction implemented within the government primary schools. Therefore, the most important factors affecting the school principal's job satisfaction and defining factors are discussed below.

## 4.3 Findings of the factors affecting school principal's job-satisfaction

As mentioned in chapter one the main objective of this study was explore the factors affecting school principal's job satisfaction. Thus, the results obtained from the participants of the study are presented beneath to respond to the research questions addressed in this study as following.

### 4.3.1 What are the factors affecting school principals' internal personal (personal qualification and leadership activity) of job satisfaction in government primary schools of Holata city?

**Table 5. Responses of respondents on issue related to personal factors affecting school principal job satisfaction.**

No	Factors	Respon se	Respondents				Total
			Teachers N=98	School Leaders N=28	Students council N=40	PTA/KETB Members N=88	
1.1	Principal's age is appropriate for school leadership	N	98	28	40	88	254
		%	67	82	81	84	82
		M	3.5	4.1	4.0	4.2	4.1
1.2	Personal mandates and creativet to adopt new programs	N	98	24	40	88	254
		%	70.8	81	70.8	90.6	77.3
		M	3.6	4.0	3.5	4.3	4.0
1.3	In adequate experience	N	98	28	40	88	254
		%	56	54	58	60	57
		M	2.8	2.6	2.9	3.9	2.7
1.4	In adequate training	N	98	28	40	88	254
		%	42.9	72.2	70.4	44	57.5
		M	2.1	3.5	3.5	2.2	2.82
1.5	The ability of managing in school	N	98	28	40	88	254
		%	81.2	84	79.6	83	81.5
		M	4.05	4.2	3.9	4.15	4.19

1.6	The Principal's have satisfaction by his salary	N	48	28	40	88	254
		%	40.8	36	72.7	79.6	57.27
		M	2.0	1.8	3.6	3.9	2.77
1.7	Independence of managerial personality	N	98	28	40	88	254
		%	66.3	90	82	80	79.56
		M	3.3	4.5	4.1	4.0	3.97
1.8	The School principal have shaped school management	N	98	28	40	88	254
		%	72.2	84	80	82	79.5
		M	3.6	4.2	4.0	4.1	3.97
1.9	Absence of supportive school culture	N	98	28	40	88	254
		%	61.6	78	82	84	76
		M	3.0	3.9	4.1	4.2	3.8
1.10	Personal activities	N	98	28	40	88	254
		%	84.9	80	84	90	84.4
		M	4.25	4.0	4.2	4.5	4.25
1.11	Self expectation power	N	98	28	40	88	254
		%	86	90	86	84	86
		M	4.3	4.5	4.3	4.2	4.3
1.12	Unity and promotion of work activities	N	98	28	40	88	254
		%	72.7	80	82	80	78.7
		M	3.61	4.0	4.1	4.0	3.93
1.13	Personal characteristics of principal's	N	98	28	40	88	254
		%	70.4	86	84	82	80.3
		M	3.5	4.3	4.2	4.1	4.03
1.14	School principal can solve in school problems and make decision	N	98	28	40	88	254
		%	80.8	82	80	86	82.2
		M	4.04	4.1	4.0	4.3	4.11
1.15	Personal quality communication	N	98	28	46	88	254
		%	85.7	86	78.7	82	83.1
		M	4.23	4.3	3.95	4.1	4.15
1.16	Principal respects for work achievement	N	98	28	40	88	254
		%	72.7	82	81	86	80.4
		M	3.61	4.1	4.02	4.3	4.01
	Total mean	N	98	28	40	88	254
		%	60.2	79	78.21	80	76
		M	3.1	3.95	3.91	4.0	3.84

Key: respondents are teachers, school leaders (principals, vice principals, unit leaders, supervisors), students council and PTA/KETB members).

Scalars' <1.49=strongly disagree, 1.5-2.49=disagree, 2.5-3.49=undecided, 3.5-4.49=Agree, >4.5 Strongly agree, critical value

As the responses of factor 1 table 5 respondents regard to rate their level of agreement on the principals' age is appropriate for school leadership. with this respondents responses with meanscore (m=3.5,67%),(m=4.1,82%),(m=4.0,81% ),(m=4.2,84%)and Total(m=4.1,82%) respectively the result is agree. Beyond these, the obtained mean value 4.1 about (82%) the principal age is agree for school leadership, without significance difference between the four group of respondents.

In the same table5 of factor2, the respondents were regard to the recognition and motivation of principals on job-satisfaction. respondents are teachers, school leaders students council and PTA/KETB members withraise (m=3.6,70.8%), (m=4.02,81%), (m=3.6,70.8%), (m=4.3,86%) and total mean value(m=4.0,80.01%)respectively agree.As a total mean value of 4.0 and 80.01% response the four groups of respondents. This indicate that , school principals do not got all information the necessary of motivation and recognition for support on job-satisfaction.it means some lack of motivation and recognition is present from governments and school community.

In the same table 5 factor 3 indicate respondents were asked to rate their agreement level of in adequate experience for the cause of school principal have no got job-satisfaction in school. teachers,schoolleaders,studentsandPTA/KETBmembersheadswith(m=2.8,56%),(m=2.6,54%),(m=2.9,58%),(m=3.0,60%)and total value (m=2.7,57%).mean score and percent respectively depicted they were disagreement with the issue raised.This show that there is no significance difference between the four groups of respondents; because the issue is in disagreement that the total means score 2.7 they have the same agreement.In this finding it show there response to no inadequate experience of principals they have experience to lead the school are locate the opposite of question

Regarding to factor 4 the same table5 respondents were asked to rate their agreement level on inadequate training of school principals the factor affecting job satisfaction. Consequently teachers,school.leaders,studentsandPTA/KETBmembersheadswith.(m=2.1,42.9%),(m=3.6,72.2 %),(m=3.5,70.4%),(m=2.2,44%) and the total mean value(m=2.32 and 57.5%). This shows that there significance difference between the four groups of respondents and the school leaders and students have better agreement toward the issue factor 4 than the other group to contrast to the

current finding in adequate training of school principal in school job-satisfaction. From these evidence one can conclude that the activity of training principals on school leadership is under the dimension of managing of adequate training for the principal, because the total value score mean 2.3 and 57.5% is under the disagreement in opposite that means no in adequate are adequate

As indicate factor 5 of table5 respondents were regard to rate their level agreement that the ability of managing in school of principal activity on job-satisfaction.respondents responses with (m=4.05,81.2%),(m=4.16,84%),(m=3.9,79.6%),(m=4.15,83.7) and total mean(4.19,81.5%) respectively agree. It shown us present a better satisfaction on these.The overall mean score (m=4.19)a also shows the respondents reached to decision and mentioned the factors that school principal have ability to managing the school about 81.5% have no quality of ability of managing the school in job satisfaction.

Regarding to factor 6 of table5, respondents were asked to rate their agreement level on the principals' have satisfaction by his salary through the factors affecting school principals job satisfaction.In this regard teachers, school leaders, students and PTA/KETB members heads with (m=2.0,40.8%),(m=0.8,36%),(m=3.6,72.7%),(3.9,79.6%) and school leaders are disagree on principal salary satisfaction, but students and PTA/KETB members shown agree. In between those group they have no equal understand about the salary of school principal satisfaction .the overall mean(m=2.77) also shows the respondents decided undecided agreement ,because the school principal salary no enough, in cause of salary motivation the principal have no job-satisfaction, these is the issue factor.

In the same table5 factor7 the respondents were asked lack of clarity about the care roles in leader ship of the school principal. In this regard teachers, school leaders, students and PTA/KETB members heads with (m=3.3, 66.3%),(m=4.5, 90%),(m=4.1,82%),(4.0,80%) and total value score is (m=3.97,79.56%). There for the four group respondents indicated that only teachers raised the mean value (m=3.3, 66.3%) are undecided agreement means is there better clarity but the others have more clarity on core roles of principal.

As revealed in table5 factor8 above the respondents were as raised the school principal have shaped school management. In this regard teachers, school leaders, students and PTA/KETB member heads with (3.6,72.2%), (m=4.2,84%),(m=4.0,80%),(4.2,82%) and the total mean value (m=3.97,79.5%)Respectively agree. Thus principals have better implementation towards the

issue. The principal more of shaped school management but have gap to promote quality of management.

As shown factors 9 of table5, respondents were asked to rate the absence supportive school culture respondents raise teachers, school leaders, students and PTA/KETB member heads with (m=3.0,61.6%), (m=3.9,78%),(m=4.1,82%),(m=4.2,84%) and total mean value (m=3.8,76%). This shows that there is significant difference between teachers and the other groups. Regard to this teachers raised undecided it means we do not know supportive culture in school, but may be some one.The other group raised agree of mean value that there is no supportive school culture. As total mean value (m=3.8,78%) their beloved on the absence of supportive school culture or poor school supportive culture.

On the same table5 factor 10 the response connected from the respondents focus on relationship between stakeholders in school principal job satisfaction of this factor shows that principal relation is agree the weight of mean value (m=4.25,84.7%).this raised the relationship between stakeholders and principal is on the better but not best it have same gap.

The next factor of table5 response of respondent on the personal and managerial activity of principal is raised their without significant difference they are agree by weight of mean value all groups (m=4.3,86%).this is the principal have better the personal and managerial activity but some gap is present of about 14% in personal and managerial activity.

The next factor 12 of table5 says unity and promotion of work activity of principal. For this question the four group respondents weight mean value 3.95,78.7% shows as that their the unit and promotion of work activity of principal is agree it means it moderately better by 78.7% but, have gap by 21.3% of activity.

The 13 factor of tables, personal characteristics of principal's is response the respondents by the weight value of the total mean of four group shows without significant difference 4.03 in 80.6%. it shows as that their response the personal characteristics of principal's raised to agree that have better personal character but, have some gap by 19.4% in principal personal work activity.

The factors 14,15 and 16 of table5 says, school principal can solve in school problems and make decision, personal quality of communication and respect by students, parents, teachers and PTA/ boards. The response of respondent of weight (total) mean value is m=4.11, 82.2%

,m=4.15,83.1% and m=4.01,80.4%. This three factors shows are agree greeter than 80%. It is better but, have some gap respondent responded.

The last of factor interviewpart 1.17 of table5 says, from who are the opinions about performance evaluation of principal.to response the respondents are by all four groups. But, not equal, that apply board 20%, supervisor 40%, teachers 30%, students 10% no parent .this is shows the gap on the principal performance evaluation. It is an necessary give evaluation in differently when looking in to a detail mean value of the average factors 1-16 is m=3.82, 76.4%response to the respondent the question 1.1 table-the issue related personal factors of school principal is better by 76.4% of m=3.82 but, have gap by 23.6% as their measure.

The issue related to personal factor asserting school principal’s job satisfaction the factors group of respondents respond to all factors of mean scare teachers 3.1 about 60.2% school leaders 3.95 about 79% students 3.91 about 78.2 % and PTA/KETB members (m=4.0) about 80% respectively raised to agree and over all mean (m=3.84) about 76.8 % regarding to agree. This shown us abetter school principal’s personal activity is attend according to a study conducted by bonnet (2003,p.1) talks of individual personalities being directly related to productivity behavior being internally –mediated (intrinsic) as way to reward one self,or externally mediated as the reword on recourse from anthers the way are influenced by experience needs and goals this is true that the study shown the fact that the principal’s personal and personality is regarding to better approach.On the result of personal factors of principal.

### 4.3.2What are the issue related to different institutional ffactors affecting school principal’s job satisfaction?

**Table 6: The institutional factors affecting school principal’s job satisfaction**

No	Factors	response	Teachers(n-98)	School leaders (n-28)	Students(n-40)	PTA/KETB members(n-88)	Total score mean (n-254)
1	The adequacy of school work condition	N	98	28	40	88	254
		%	67	76	72	80	79.5
		M	3.5	3.8	3.6	4.01	3.97
2	Community demands in school The consistency of the board in making decision in the best interest of students	N	98	28	40	88	254
		%	72.6	70	75	72	72.5
		M	3.61	3.5	3.8	3.6	3.62

3	Extra-curricular demands	N	98	28	40	88	254
		%	74	82	80	78	78.4
		M	3.7	4.1	4.0	3.9	3.92
4	Relationship with the administrative team is coordinated	N	98	28	40	88	254
		%	78	75	70	74	75.5
		M	3.9	3.7	3.5	3.6	3.62
5	The consistency of the board in making decision in the best interest of students	N	98	28	40	88	254
		%	72	82	78	80	80
		M	3.6	4.1	3.9	4.0	4.0
6	Time spent on leadership activities facilitating develop of shared vision as a school etc.	N	98	28	40	88	254
		%	82	84	80	78	82.5
		M	4.1	4.2	4.0	3.9	4.12
7	Time spent on management tasks I,e budgeting, staffing, planning etc	N	98	28	40	88	254
		%	86	82	76	70	78.5
		M	4.3	4.1	3.8	3.5	3.92
8	The principal make and staff have shared objective	N	98	28	40	88	254
		%	67	76	70	72	74
		M	3.5	3.8	3.5	3.6	3.6
9	The principal is recognized by school community for to show his potential/innovation	N	98	28	40	88	254
		%	84	82	80	76	80.5
		M	4.2	4.1	4.0	3.8	4.02
10	Sufficient resource are available for professional development in school	N	98	28	40	88	254
		%	58	76	70.2	70.6	66.2
		M	2.9	3.8	3.51	3.53	3.31
11	An appropriate amount of time is provided for educational development in school	N	98	28	40	88	254
		%	76	74	70	72	72.1
		M	3.8	3.7	3.5	3.6	3.85
12	Building maintenance school	N	98	28	40	88	254
		%	78	68	66	60	66
		M	3.9	3.4	3.3	3.0	3.3
13	Occupational health and safety of school	N	98	28	40	88	254
		%	90	84	80	78	82.1
		M	4.5	4.2	4.0	3.9	4.15
14	School internal management and budget	N	98	28	40	88	254
		%	70.8	70	72	70.2	70
		M	3.6	3.5	3.6	3.51	3.55
15	Curriculum and instructional leadership	N	98	28	40	88	254
		%	80	78	70	72	75
		M	4.02	3.9	3.5	3.6	3.75



16	School structure organize through policy and rule	N	98	28	40	88	254
		%	82	78	70	72	76
		M	4.6	3.9	3.5	3.6	3.8
17	Fluctuating enrolment and school size	N	98	28	40	88	254
		%	78	70	74	76	75
		M	3.9	3.5	3.7	3.8	3.75
18	The School environment is a confortable work area	N	98	28	40	88	254
		%	82.4	78	70	72	75.5
		M	4.12	3.9	3.5	3.6	3.77
19	Total mean value	N	98	28	40	88	254
		%			74	72.6	74.6
		M	3.64	3.75	3.7	3.63	3.73

Key: respondents are teachers, school leaders(principals, vice principals, unit leaders and supervisors), students council and PTA/KETB members).

Scale :< = 1.49 strongly disagree 1.50-2.49 disagree,2.50-3.49 undecided, 3.50-4.49 agree and >=4.50 strongly agree of satisfaction level.

With regard to table 6 of factor 1 above the majority responses were the adequence of school work condition shows the four group of respondents of teachers, school leaders, students and PTA/KETBmemberheadswithmeanvalueof(m=3.5,70%),(m=3.8,76%),(m=3.6,74%),(m=4.01,80.05%) and total mean average (m=3.97,79.5%) were agreed that most of the time having adoptable with school work condition. This indicate was rated of majority are agree. The work condition is adequate to better condition they aspect to agree.

With regard to table 6 factor 2 were community demand in a school to response the respondent of four groups without significant difference they agree. This show the mean value of teachers, schoolleaders,studentsandPTA/KETBmemberheadswith(m=3.5,70%),(m=3.8,76%),(m=3.6,74%),(m=4.01,80.2%) and the total mean (m=3.97,79.5%)respectively show their moderate level of agreement with the issue raised. From this one can conclude that, the community demand in school is performed successfully in better way.But, it necessary to successful more.

In the same table 6 of factor 3 the respondents were asked the extra curriculum demands.in this regard teachers, school leaders, students and PTA/KETB member heads with (m=3.7,74%), (m=4.1,82%), (m=4.0,80%),(m=3.9,78%) and total mean (m=3.92,78.4%) were shows the level

of agree that the extra curriculum demand is on better job-satisfaction are choose without significance difference, but create to for best extra curriculum demands.

As table 6 of factor 4 indicate respondents asked to rate their agreement level on the relationship with the administrate team is coordinated. Consequently, teachers, school leaders, students and PTA/KETB member heads with (m=3.9,78%),(m=3.7,75%),(m=3.5,70%),(m=3.6,74%) and the total mean value (m=3.62,75%) mean score and the percentile data is on agree level without significant difference of the four group respondents. This is shows the relationship with administrate team on better condition. But, not best the gap is here. It make unit of work more of for the next of job satisfaction.Regarding to factor 5 table 6 respondents were asked to rate their agreement on the consistency of the board in making decision in the best interest of students.

Consequently, teachers, school leaders, students and PTA/KETB member head with (m=3.6,72%),(m=4.1,82%),(m=3.9,78%),(m=4.0,80%) and total mean value (m=4.0,80%) mean and percentile respectively indicated agree with out signification is better. But some gap it shows by 20%. This gap is the activity of board making decision no best.

In table 6 of factor 6 respondents were response the time spent on leadership activities facilitating develop of shared vision as a school. Accordingly, teachers, school leaders, students and PTA/KETB member heads with (m=4.1,82%),(m=4.2,84%),(m=4.0,80%),(m=3.9,78%) and total mean value (m=4.12,82.4) mean value rated their average level of agreement. the total mean (m=4.12,82.4%) implies that there is no significant difference between the four groups of respondents and principal have better agreement to spent time on leadership activity facilitating. but no strongly agree or best time spent on leadership activity. there is a gap on job-satisfaction.

As indicate factor 7 of table 6,teachers,school leaders, students and PTA/KETB member heads were asked whether time spent on management tasks i.e budgeting ,staffing, planning and etc of principal. accordingly teachers, school leaders, students and PTA/KETB member heads with (m=4.3,86%),(m=4.1,82%),(m=3.8,76%),(m=3.5,75%) and total mean (m=3.92,78.5%) mean score respectively depicts that the majority of the respondents were better satisfied with the issue. the principal have better satisfied of agreement the issue. but present same gap on the issue.

In table 6 of factor 8 respondents were responses the principal make and staff have shared objective were regards of teachers, students, school leaders and PTA/KETB member heads with (m=3.5,70%),(m=3.8,76%),(m=3.5,70%),(m=3.6,74%) and total mean (m=3.6,74%) mean score and percent ail data is no significant difference between four groups of respondents. Their responses agree the principal make and staff have shared objective is better by 76% or 3.8 total mean score there is the gap about 24% the principal make and staff have shared objective.

As indicate factor 9 of table 6 teachers, school leaders, students and PTA/KETB members were asked whether the principal recognized by school community for to show his potential innovation were regard to with (m=4.2,84%),(m=4.1,82%),(m=4.0,80%),(m=3.8,76%) and total mean value (m=4.02,80.5%).respectively without significant difference the four groups of respondents show agree or the principal recognized by school community is better potential for to show his innovation. but no best it means gap is here about 20% have be done.

With regard to table 6 of factor 10,11,12 the majority of teachers (58%,76% and78%) school leaders (76%,74% and 68) students (70%,70.5% and 66%) and PTA/KETB members (70%,72% and 60%) are responded on the sufficient resource available an appropriate amount of time provided for educational development and building maintenance school. therefore, as a result factor 10 average mean value(m=3.31,66.2%)is dis agree no better the sufficient resource available as all school principals.as a result factor 11total mean score (m=3.65,72.1%) were shows are agree on the appropriate of time is provided for educational development in school principal satisfaction is better. But not best about 27% have a gap as appropriate time provided for educational development. The 12 factors of regarding were the building maintenance school of respondents response total mean (m=3.3, 66%) all four groups are disagree were its show almost no maintenance of school that no satisfaction of principals.

As indicate table 6 factors 13,14,15,16,17 and 18 indicate teachers, school leaders, students and PTA/KETB members of all respondents asked to rate their agreement level on the factor 13 of occupational health and safety of school that the four group respondents mean score (m=4.5,90%),(m=4.2,84%),(m=4.0,80%)(m=3.9,78%) and total mean (m=4.15,82.1%) are respects agree that better health and safety of school .there agreement on factor 14 of school internal management and budget were regard to teachers, school leaders, students and PTA/KETB member raised mean value(m=3.6,74%),(m=3.5,70%),(m=3.6,74%)(m=3.51,70.2%)

and total mean value(m=3.55,70.1%). indicate the four group respondent are agreement it means better by 70.1%.but have gap by 29.9% the internal management and budget of school. there is no best job-satisfaction of school principal. were the teachers, school leaders, students and PTA/KETB members on factor 15 of the curriculum and instructional leadership. respondents raised mean value(m=4.02,80.4%),(m=3.9,78%)(m=3.5,70%),(m=3.6,74%) and total mean value (m=3.75,75%)their response is agree by mean value of 3.75 and 75%.it means better but, have gap by 25%.were the teachers. school leaders, students and PTA/KETB members with on factor 16 regard to mean value (m=4.6,82%)(m=3.9,78%),(m=3.5,70%),(m=3.6,74%) and total mean (m=3.8,76%) are response on the school structure organize through policy and rule. there indicate without significant difference are agree means is better not best.it have gap by 24% of school principal job-satisfaction.

The respondents of teachers, students, school leaders and PTA/KETB members heads with on the factor 17 responses the mean value (m=3.9,78%),(m=3.5,70%),(m=3.7,74%),(m=3.8,76%) and total mean(m=3.75,75%) are regarded to agree without significant difference. their agreement is present better fluctuating enrolment and school size, but no best have gap by 26%education enrolment through school job-satisfaction.

The last factor of factor 18, teachers, school leaders, students and PTA/KETB member heads with on the school environment is a comfortable work area. their response without significant difference raised to mean score (m=4.12,82.4%),(m=3.9,78%),(m=3.5,70%),(m=3.6,74%) and total value (m=3.77,75.5%) indicate to agree it means better school environment is here but have gap by 24.5% for a best safety of school principal job-satisfaction.

In general question 1.2 table 6 factor 1-18 evaluate by respondents with (m=3.84,76.8% of teachers), (m=3.75,75% of school leaders),(m=3.7,74% of students )(m=3.63,72.6% of PTA/KETB members) and as total mean value of their response mean=3.73,74.6% are indicated agree a better, but have a gap about 24.4%.this gap can challenge the school principal job-satisfaction.

**4.3.3 what the Issue related to the factors affecting school principal's job satisfaction to interact with supervisors, teachers, parents and leaders in school structure of government primary schools in holata city.**

**Table 7:Q 3.1- Rate the issue related to the school principal's job-satisfaction with interrelationship of supervisor's in school supervision.**

No	Factors	response	Respondents				Total respondents (N=254)
			Teachers (N=98)	School leaders(N=28)	Students (N=40)	PTA/KETB Members (N=88)	
1	School principal and supervisor of class observation have recognition on teachers activity	N	98	28	40	88	254
		%	84	76	78	80	79.2
		M	4.2	3.8	3.9	4.0	3.96
2	The school principal and supervisor have motivation to support the students and teachers	N	98	28	40	88	254
		%	50	56	60	54	52
		M	2.5	2.8	3.0	2.7	2.6
3	Their interrelation have commitment for support to bring education quality	N	98	28	40	88	254
		%	54	56	64	60	59.2
		M	2.7	2.8	3.2	3.0	2.92
4	School supervision was solved many academic	N	98	28	40	88	254
		%	52	54	60	56	54.4
		M	2.6	2.7	3.0	2.8	2.77

	issues.						
5	Their interrelation help to develop teachers CPD and TDPB work activity	N	98	28	40	88	254
		%	54	80	60	62	64
		M	2.7	4.0	3.0	3.1	3.2
6	Their interrelationship make to the best school supervision on work assessment.	N	98	28	40	88	254
		%	82	76	72	70	74.5
		M	4.1	3.8	3.6	3.5	3.72
7	Supervision activities and the relation with community	N	98	28	40	88	254
		%	70	72	68	64	68.4
		M	3.5	3.6	3.4	3.2	3.42
Total mean		N	98	28	40	88	254
		%	64	67	66	63.4	65
		M	3.2	3.35	3.3	3.17	3.25

Key: (teachers school leaders (principals, vice principals, unit leaders and supervisor, students council and PTA/KETB members).

Scales < 1.49 strongly disagree, 1.5-2.49 disagree, 2.5-3.49 undecided, 3.5-4.49 agree and 4.5- 5.0 strongly agree.

As indicated in factor 1 of table 7 teachers, school leaders, students and PTA/KETB member heads were asked the school principal and supervisor of class observation have recognition on teachers activity. In this case with (m=4.2, 84%),(m=3.0, 60%),(m=3.9,79%),(m=4.0,80%) and total mean value (m=3.96,79.2%). Also shows the school leaders only undecided but, the others are agree. The total mean 3.92 and 79.2% are agree .this show significance difference between

them. In contrast to the current study, test result is agree on factor as better recognition but, have gap no best recognition on class observation.

Regarding to factor 2 table 7 the four of respondents rates their response on the school principal and supervisors have motivation to support the students and teachers. With this regard teachers, school leaders, students council and PTA/KETB member heads with (m=2.5,50%),(m=2.8,56%),(m=3.0,60%),(m=2.7,54%) indicates that motivation of teachers and

students not continuously create system respectively are shows undecided. The total mean m=2.6 and 52% is implemented. This is shows the motivation of teachers and students that effective by principal and supervisor unit is by 48% it is fail that have no strong strategy to active to motivate.

On the table 7 of factor 3 respondents were asked to indicate their agreement on the principal and supervisor inter relation have commitment for support to bring education quality. With this regard teachers, school leaders, students and PTA/KETB member heads with(m=2.7,54%),(m=2.8,56%),(m=3.2,64%) and (m=3.0,60%) respectively show their undecided that principal and supervisors have commitment for support to bring education quality show by total mean value m=2.92,59.2% but have no commitment for support to bring education quality about 41.8%. this show there is no best support. For this case no job-satisfaction of school principal.

Regarding to factor 4,table 7, the respondents were asked to indicate their agreement on the school supervision was solved many academic issue. With this regard the four respondents response were teachers, school leaders, students, PTA/KETB member heads with(m=2.6,52%),(m=2.7,54%),(m=3.0,60%) and (m=2.8,56%). This is shows four group respondent without significance difference they are undecided. Also the total mean value (m=2.77,54.4%) it show no satisfaction on the school supervision that solved many academic issue. It fails by 45.6% of school supervision activity.

As indicated in factor 5, of the above table 7, teachers, school leaders, students and PTA/KETB member heads were asked the school principal and supervisor inter relationship to develop teachers CPD and TDP work activity.In this case with

(m=2.7,54%),(m=4.0,80%),(m=3.0,60%),(m=3.1,62%). These shows only school leaders are agree but the rest three group respondents are response undecided. The total mean value show (m=3.2,64%) undecided. The teachers CPD and TDP development program activity is no good more of not know well, only by school leaders accepted.

Regarding to factor6,of table 7, respondents were asked to indicate their agreement on the school principal and supervisor inter relationship make to the best school supervision on work

assessment. With this regard the four respondents of teachers, school leaders, students and PTA/KETB member heads with (m=4.1,82%),(m=3.8,76%),(m=3.6,72%),(m=3.5,70%) were their responses are agree with out significance difference. Also the supervision work assessment of school principal is better but, not best have gap. The total mean value (m=3.72,68.4%) if shows agree the supervision of school assessment is better to as job satisfaction.

As indicated in factor7 of table7 teachers, school leaders, students and PTA/KETB member heads were asked the supervision activities and the relation with community. With this the four respondents shows with (m=3.5,70%),(m=3.6,72%),(m=3.4,68%) and (m=3.2,64%).This is where have significant difference between teachers and school leaders are agree and the students and PTA/KETB members are undecided. but, the total mean value (m=3.42,68.4%). It shows undecided means no better school supervision activity and the relation of school community. It was failed the job-satisfaction in cause of school supervision activity that can't relate to with school community.

As a total of table7 the question evaluated by all factors is shows teachers, school leaders, studentsandPTA/KETBmemberswith(m=3.2,64%),(m=3.35,66.1%),(m=3.3,66%),(m=3.17,63%) and total mea 3.25 and about 64.1%,through this the issue question of 2.9 is undecided no more satisfaction, but, better as a result have a gap of about 35%. It went best activity of supervisor's and principal's interrelation to develop change in school.

According to the study of catona, N.and stronger, H.(2007). What do we expect of school principals? Congruence between the principal evaluation and performance standards. Leadership in education 10(4), 379-399.This is shown the principal's evaluation and performance assessments have effective rest in school leader ship of supervising the work activity



**Table 8 Q/ 3.2 Issue related the interaction of principal with staff in school activities assessing their work to recording quality improvement that the factor is of affecting principal's job-satisfaction.**

No	Factor	Response	Respondents				Total respondents(n-254)
			Teachers(n-98)	School leaders(n-28)	Students(n-40)	PTA/KE TB members	
1	Lack of principal's knowledge and skills to support teachers	N	98	28	40	88	254
		%	76	70	72	76	70.8
		M	3.8	3.5	3.6	3.8	3.54
2	Lack of time for teachers planning and professional development	N	98	28	40	88	254
		%	80	76	70	72	77.2
		M	4.0	3.8	3.5	3.6	3.72
3	Difficulty recruiting and hiring the right of teachers	N	98	28	40	88	254
		%	74	68	70.2	74	70.12
		M	3.7	3.4	3.6	3.7	3.56
4	Teachers turn over challenged to principal	N	98	28	40	88	254
		%	50	60	56	68	51
		M	2.5	3.0	2.8	3.4	2.95

5	Difficulty terminating underperforming teachers to interact to the principal	N	98	28	40	88	254
		%	78	66	64	68	66.4
		M	3.4	3.3	3.2	3.4	3.32
6	Principals interact with teachers and staff and apathy and resistance to change	N	98	28	40	88	254
		%	80	76	72	78	74
		M	4.0	3.8	3.6	3.9	3.7
7	Lack of trust between teachers and principals to interact with in work activity and unity	N	98	28	40	88	254
		%	74	50	70	68	64.4
		M	3.6	2.5	3.5	3.4	3.22
8	Lack of participation interact with in club's and department involvement	N	98	28	40	88	254
		%	76	52	48	60	58.2
		M	3.8	2.6	2.4	3.0	2.91
9	Lack of principal's interact with teachers to participate in school management committee and others	N	98	28	40	88	254
		%	60	50	52	56	55.2
		M	3.0	2.5	2.6	2.8	2.76
10	Through school interact with teachers, teachers have commitment in school organization	N	98	28	40	88	254
		%	68	76	80	76	74
		M	3.4	3.8	4.0	3.8	3.6
11	The student discipline and community participation is developed through principal's interaction with teachers	N	98	28	40	88	254
		%	80	84	82	86	82.1
		M	4.0	4.2	4.1	4.3	4.15
12	Total	N	98	28	40	88	254
		%	66.4	67.6	67.6	71.2	68.2
		M	3.32	3.38	3.38	3.56	3.41

Key: (teachers, school leaders (principal vice principal, unit leaders, supervisors), students and PTA/KETB members.

Scales :<= 1.49 strongly dis agree,1.5-2.49 disagree,2.5-3.49 undecided,3.5-4.49 agree and 4.5-5.0 strongly agree

As indicated factor 1,of table 8 teachers, school leaders, students and PTA/KETB member heads were asked the lack of principals knowledge and skills to support teachers in this case with mean value (m=3.8,76%),(m=3.5,70%),(m=3.6,72%) and (m=3.8,76%).these shows without any significant difference the four group respondents response agree and the total mean

value(m=3.54,70.8) also shows are agree. this mean there is better no more lack the principal's knowledge and skills to support teachers.

On the table 8,of factor 2 respondents were asked to indicate their agreement on the principals have lack of time for teachers planning and professional development. with this regard teachers, school leaders, students and PTA/KETB member heads with (m=4.0,80%),(m=3.8,76%),(m=3.5,70%) and (m=3.6,72%) four group respondents without significant different responses agree. these means principals have better time for to support teachers in their planning and professional development activities.in total mean value (m=3.72 is agree and about 77.2% teachers or staff are supporting in planning and professional development.

The table 8, of factor 3 respondents were asked to indicate their agreement on the difficulty recurring and hearing the right of teachers.in this case with mean value(m=3.7,74%),(m=3.4,68%)(m=3.6,72%),(m=3.7,74%) and the total mean value (m=3.56,72%).in their results except school leaders are no difficulty means undecided the others of three respondents they are agree on difficulty in general of total mean of by 3.56 or 71.2% they are agree that there is difficulty recruiting and hiring the right of teachers only follow the rule and regulation of school.so we can say there is no job-satisfaction.

The factor 4 of table 8,respondents were asked to find their agreement on the teachers turn over challenged to the principal.in this case with (m=2.5,50%),(m=3.0,60%),(m=2.8,56%),(m=3.4,68%) and total mean value

( $m=2.95,59\%$ ).these shows without significant difference they response undecided the four group of respondent undecided. this indicate that the teachers turnover is no more challenged on the principal. but have some gap in exchange teachers and replaced as it is.

The table 8,of factor 5, respondents were asked to find their agreement on the difficulty terminating underperforming teachers to inter act to the principal.in this case with( $m=3.4,68\%$ ),( $m=3.3,66\%$ ),( $m=3.2,64\%$ ),( $m=3.4,68\%$ ) and total mean ( $m=3.32,66,4\%$ ).respondents response without any significance difference they are undecided.

this indicate that no more difficulty terminating but is there the gap to interact teachers with principals so there is no job-satisfaction of school principals.

As indicate in factor 6 of table 8,teachers,school leaders, students and PTA/KETB members heads were asked to the principals interact with teachers and staff to ignore resistance to change. those raise to mean value of with( $m=4.0,80\%$ ),( $m=3.8,76\%$ ),( $m=3.6,72\%$ )( $m=3.9,78\%$ ) and total mean( $m=3.7,74\%$ ) are responses without any significance difference they are agree because, of teachers and principals they interact with to ignore resistance on work. but there is a gap 26% through total mean value of  $m=3.7$  in general work acceptance.

The factor 7,8,9 of table 8, the respondents of teachers, school leaders, students and PTA/KETB member heads responses on the lack of trust between teachers and principals to interact with in work activity and unity. on the lack of participation interact with in clubs and department involvement, and on the lack of principals interact with teachers to participate in school management committee and others. they indicate to shows in each of factors. factor 7 of mean value ( $m=3.5,70\%$ ),( $m=2.5,50\%$ ),( $m=3.5,70\%$ )( $m=3.4,68\%$ ) and totamean ( $m=3.22,64.4\%$ ).they responses undecided, factor 8of mean value ( $m=3.8,76\%$ ),( $m=2.6,52\%$ ),( $m=2.4,48\%$ ), ( $m=3.0,60\%$ ) and total mean ( $m=2.41,58.2\%$ ).they responses to undecided and factor 9 of mean value with ( $m=3.0,60\%$ ),( $m=2.5,50\%$ ),( $m=2.6,52\%$ ),( $m=2.8,56\%$ ) and total mean ( $m=2.76,55.2\%$ ) they responses to undecided. on the issue of 7,8,9 factors it shows there is no more lack, but is there a gap the satisfaction is in medium 60% the dis satisfaction is 40%.in general on better activity of teachers and principals and principals inter relation and unit in work.

As indicate in factor 10 of table 8 respondents of teachers, students, school leaders and PTA/KETB members response through school principal interact with teachers, teachers, have commitment in school organization. they shows to raise mean value (m=3.4,68%),(3.8,76%),(m=4.0,80%),(m=3.8,76%)and total mean(m=3.6,72%)they indicate it without any significant difference between four group respondents response to agree by total mean 3.6 of 72%.it means there is better work satisfaction but about 28% is there a gap of dis satisfaction in teachers have commitment in school organization.

On factor 11, of table 8 respondents of teachers, school leads, students and PTA/KETB members were asked the students discipline and community participation is developed through principal's interactionwithteachers.theyshowsofmeanvalue(m=4.0,80%),(m=4.2,84%),(m=4.1,82%),(m=4.3, 86%) and total mean (m=4.15,82.1%).they responses without any significant difference of four group respondents are agree. there is better work about 82% with few gap of 18%.in general of table 8 research evaluation total mean is 3.41 about 68%.these shows the issue is undecided more better with less gap about 32%.it went to inter relate more on unit work principals with teachers.

According to sancan, m.2009 leadership behavior of school principals in relation to staff(teachers)job satisfaction in north Cyprus,social and behavioralserene 1,2855-2864.this is shown us the relationship of principal and staff have agood product of school change .regard to study the respond to undecided through total mean of 3.4 about 68.2% is the list better of staff to principals relationship on school work activity and change.

**Table 9Q/3.3 issue related to parents have vision and participation in school affairs with principals.**

No	Factors	Response	Respondents			PTA/KE TB members N-88	Total mean N-254
			Teacher s (N-98)	School leaders( N-28)	Students (N-40)		

1	Lack of principals interact with parents	N	98	28	40	88	254
		%	24	20	36	30.2	28
		M	1.2	1	1.8	1.6	1.4
2	Student discipline is challenge principals interact with parents	N	98	28	40	88	254
		%	70	72	76	80	74.5
		M	3.5	3.6	3.8	4.0	3.4
3	Mental health issues among learners/parents	N	98	28	40	88	254
		%	36	24	40	44	36
		M	1.8	1.2	2.0	2.2	1.8
4	Parent and guardians irresponsible about their children	N	98	28	40	88	254
		%	82	76	84	80	80.5
		M	4.1	3.8	4.2	4.0	4.0
5	Lack of interact/support from the school community on learners achievement and parents participation	N	98	28	40		254
		%	30.2	28	36	40	33.5
		M	1.6	1.4	1.8	2.0	1.7
6	Negative stereotypes about the school community	N	98	28	40	88	254
		%	24	30	30.2	36	29.1
		M	1.2	1.6	1.6	1.8	1.55
7	Lack of principals work with parents and learners	N	98	28	40	88	254
		%	30	30	40	36	30
		M	1.5	1.5	2.0	1.8	1.5
8	Low community participation by financial support of school	N	98	28	40	88	254
		%	36	30	30.2	44	35.1
		M	1.8	1.5	1.6	2.2	1.75
9	Comment on school community participatin in the management of	N	98	28	40	88	254
		%	75	70	78	77	75

	school	M	375	3.5	3.90	3.85	3.75
	Total mean	N	98	28	40	88	254
		%	45.4	40.2	50.8	52	46.4
		M	2.27	2.01	2.54	2.6	2.32

Key: respondents (teachers, school leaders (principals, vice principals unit leaders and supervisors), students and PTA/KETB members).

Scale: <1.49 strongly disagree,1.50-2.49 disagree,2.50-3.49 undecided,3.50-4.99 agree and 4.50-5.0 strongly agree.

As table 9 of factor 1 indicate the teachers, school leaders, students and PTA/KETB members response (on lack of principal's interact with parents was their agreement is with(m=1.2,24%),(m=1,20%),(m=1.8,36%)and (m=1.6,30.2%)regard to disagree without significant difference of the four group respondents. the total mean (m=1.4,28%)is disagree because there is have no more lack principals to interact with parents, means principals have to be interact with parents and have job-satisfaction in opposite way.

As table 9 of factor 2,responses of teachers, school leaders, students and PTA/KETB members mean score on the students discipline is challenge principal's interact with parents with (m=3.5,70%),(m=3.6,72%),(m=3.8,76%),(m=4.0,80%)and total mean(m=3.4,74.5%) regard to undecided. The respondent's responses undecided means a medium as better but, no more challenge of students discipline on school principals.

As table 9,of factors 3 teachers, school leaders, students and PTA/KETB members were asked whether, parents and guardians irresponsible about their children according to their response with mea score (m=4.1,82%)(m=3.8,76%)(m=4.2,84%)(m=4.0,80%)and total mean (m=4.0,80%). respectively, the majority of respondents were satisfied agree with the issue. the obtained total mean 4.0 of 80% is more agree that parents/guardians are irresponsible about their children on school principal's job-satisfaction

As indicated in the factor 5,6,7 of table 9 teachers, school leaders, students and PTA/KETB members were asked their agreement on the lack of interact/support from the school community

on learners achievement and parents participation their regard to with mean score (m=1.6,30.2%)(m=1.4,28%)(m=1.8,36%)(m=2.0,40%)and total mean(m=1.7,34%) was raised disagree, on factor 6,the negative stereo types about the school community they response were regard to mean school with(m=1.2,24%),(1.6,39%)(m=1.6,30%)(m=1.8,36%)and total mean(m=1.55,30.1%)was raised to disagree and factor 7,lack of principals work with parents and learners.the responseswereregartomeanwith(m=1.5,30%)(m=1.5,30%)(2.0,40%)(m=1.8,36%)and total mean(m=1.5,30%)was raised to disagree as total mean of factor 5,6,7, the research result was (m=1.7,1.55 and 1.5) are disagree there is no lack of interact or support of community, negative stereo types and lack of principals work with parents and learner. the general result is no dis agree it is agree more respondents seconded the positive the school principal job-

satisfaction is on a better but, no best, present a gap of job-satisfaction in order to lack and negative implementation. As indicated factor 8,of table 9 teachers, school leaders, students and PTA/KETB members were asked to their agreement on the low community participation by financial support of school.their regards were mean score of (m=1.8,36%),(m=1.5,30%),(m=1.6,32%),(m=2.2,44%) and total mean (m=1.75,35.1%) was respectively. the majority respondents were raised to disagree. the results show the respondents not believe on the low community participation. negative to this, there is more community participation in the study area.

On factor 9 the more respondents give points 75%-80 that is in mean score 4.0 their comment on the school community participation in the managements of school and school principal job satisfaction. Forthese case the more community participation is there in the school of study area.

**Table 10/ Q3.4 rate your level on the factors of issue related the school principal’s job-satisfaction interrelationship with the challenge of learners on achieving their lesson.**

No	Factors	Response	Respondents				Total mean
			Teachers(N-98)	School leaders(N-28)	StudentsN-28	PTA/KETB members N-88	



1	The certified enrolment of learners as school principal of demand	N	98	28	40	88	254
		%	76	80	74	78	76.1
		M	3.8	4.0	3.6	3.9	3.85
2	The management activities on student discipline as principal empowerment	N	98	28	40	88	254
		%	78	82	80	84	81
		M	3.9	4.1	4.0	4.2	4.02
3	The students having learning competition and be have good condition	N	98	28	40	88	
		%	84	86	88	82	85
		M	4.2	4.3	4.4	4.1	4.21
4	Students are involve in clubs activities ,in department activities and in library participation as school principal location	N	98				
		%	84	88	86	88	86.2
		M	4.2	4.4	4.3	4.4	4.31
5	Students are used to school uniform and school learning materials proportionally as school principal guides	N	98	28	40	88	254
		%	90	92	96	94	93
		M	4.5	4.6	4.8	4.7	4.65
6	Students be have class group discussion and principal meeting discussion on rule of school	N	98	28	40	88	254
		%	82	86	84	88	85
		M	4.1	4.3	4.2	4.4	4.25
7	Principals are giving more attention activities on guiding their right and duty of their students role	N	98	28	40	88	254
		%	86	88	84	82	85
		M	4.3	4.4	4.2	4.1	4.25
	Total mean	N	98	28	40	88	254
		%	83.2	86	84.2	85	84.2
		M	4.16	4.31	4.21	4.25	4.21

Key: respondents /teachers, school leaders (principals, vice principals, unit leaders and supervisors), students and PTA/KETB members).

Scale:  $\leq 1.49$  strongly disagrees, 1.50-2.49 disagree, 2.50-3.49 undecided, 3.50-4.49 agree and 4.50-5.0 strongly agree

Factors 1 of table 10 indicate that, the respondents were asked whether, the certified enrolment of learners as school principal of demand. accordingly teachers, school leaders, students and PTA/KETB members with (m=3.8,76%)(m=4.0,80),(m=3.6,74%),(m=3.9,78%) and total mean(m=3.85,76.1%) the majority of respondents with the issue raised to agree on factor 1.this can also the certified enrolment of students are 76.1% have a better enrolment but, have gap by 24% through school size of in words of school principal demand. this is shows no 100% of enrolment.

As indicated in the factor 2 of table 10, teachers, school leaders, students and PTA/KETB members were asked whether, the management activities on students discipline as principal empowerment. accordingly teachers, school leaders, students and PTA/KETB members with(m=3.9,78%)(m=4.1,82%),(m=4.0,80%),(m=4.2,84%) and total mean 4.02 and 81.1% shows agree without significant difference. these regard to shows present students discipline on better scale and have some gap.in this case we seen that the principal empowerment is have gap to more students discipline is well and excellent on this factor the principal empowerment with school management on students discipline that keep to more activity to cover the gap in school and for the school principal job-satisfaction.

As depicted in factor 3,of table 10,teachers,school leaders, students and PTA/KETB members, states whether the students having learning competition and be have good condition. accordingly their responses respectively with (m=4.2,84%)(m=4.3,86%),(m=4.4,88%),(m=4.1,82%)and total mean (m=4.21,85%) depicted to their agree to the raised issue of factor 3 on way analysis of total mean 4.21,about 85.1% they are agree without any significant difference, these shows the students having better learning competition about 85% but, it show few gap for exllent participation and good condition of students and school principal job-satisfaction.

Regarding to the factor 4 of table 10, respondents were rated their agreement on students are involve in clubs activities, in department activities and in library participation as school principal

location. Accordingly their segregation respectively mean and present with (m=4.2,84%),(m=4.4,88%)(m=4.3,86%),(m=4.4,88%) and the total mean value respondents score (m=4.31,and 86.2%) find to be agreed scale. this shows the practice under factor 4 adequately implemented more about 86% but, it show rear gap about 14% only. this clearly show that, there was satisfied no significance difference between the respondents score regard to relating students have good participant in clubs, departments and library that respondents shown about 86% of raised agreement that having satisfied on the factor.

As indicated in the factor 5, of table 10 teachers, school leaders, students and PTA/KETB members were asked whether, the students are used to school uniform and school learning

materials proportionally as school principal's guides. the respondent regard to mean (m=4.5,90%),(m=4.6,92%),(m=4.8,98%),(m=4.7,94%) and total mean(m=4.65,93%) also shows that, the majority of the respondents were strongly agreement on the issue indicated of factors 5.the result obtained strongly agreement by total mean 4.65 and 93% of the students are used by school uniform and school materials. but, some gap of 7% only shown. this is almost none totally respondents shown best satisfied.

Regarding factor 6,7 of table 10,the four groups of respondents rated their response on factor 6,students be have class group discussion and principal meeting discussion on rule of school and other and factor 7 on the, principals are giving more attention activities on guiding their right and duty of their students role accordingly the respondents raised on factor 6,mean score(m=4.1,82%),(m=4.3,86%)(m=4.2,84%),(m=4.4,88%) and total mean (m=4.25 about 85%) are shown agreement without significant difference of group four respondents and on factor 7 of mean score of raised with (m=4.3,86%),(m=4.4,88%)(m=4.2,84%),(m=4.1,82%) and total mean (m=4.25 about 85%) they satisfied with agreement on factor 6 and 7 of table 10 respondents shown their satisfied that the factors present on best condition about 85% of mean 4.25.this shows the students having good discussion and the principal's give good attention on student participation without rear gap of about 15%.the gap is almost must be nominate at through students and principals have good relation on activity.

**4.3.4. What are the relationship between school principals and external stakeholders (educational office, Kebele, different sectors, NGO, community association) the job satisfaction of the school principals in Holata city government schools.**

**Table 11 Responses of respondents on the relationship between school principals and external stakeholders**

No	Factors	Response	Respondents				Total mean
			Teachers (N-98)	School leaders (N-28)	Students (N-40)	PTA/KETB members (N-88)	
1	Students discipline management	N	98	28	40	98	254
		%	82	84	80	82	82
		M	4.1	4.2	4.0	4.1	4.1
2	Empowering students in school management	N	98	28	40	88	254
		%	80	82	80	84	81.5
		M	4.0	4.1	4.0	4.2	4.075
3	keeping student rights and duties through article 262(ETP)	N	98	28	40	88	254
		%	82	84	80	84	82.2
		M	4.1	4.2	4.0	4.2	4.11
4	Students service of in library, laboratory, clubs and others in school activities that principal implement	N	98	28	40	88	254
		%	80	82	76	80	79.6
		M	4.0	4.1	3.8	4.0	3.98
5	Teachers management and managerial relationship	N	98	28	40	88	254
		%	84	82	84	80	82.4
		M	4.2	4.1	4.2	4.0	4.12

6	Major subject approach teachers teach and do practical	N	98	28	40	88	254
		%	88	86	84	84	85.4
		M	4.4	4.3	4.2	4.2	4.27
7	Parents participation by helping their children and fulfill school facility	N	98	28	40	88	254
		%	86	84	86	88	86
		M	4.3	4.2	4.3	4.4	4.3
8	Parent school management of empowering the society	N	98	28	40	88	254
		%	86	86	84	88	86
		M	4.3	4.3	4.2	4.4	4.3
9	Managing school with PTA and KETB give decision and solution	N	98	28	40	88	254
		%	88	90	86	88	80
		M	4.4	4.5	4.3	4.4	4.4
10	Having good approach on student, parent, PTA, KETB, teachers and others in school activity meeting and discussion	N	98	28	40	88	254
		%	86	88	84	88	86.4
		M	4.3	4.4	4.2	4.4	4.32
11	Having good chain up(education office) to down (school community) and with line managerial	N	98	28	40	88	254
		%	82	84	80	82	82
		M	4.1	4.2	4.0	4.1	4.1
12	For KETB, PTA, student councils teachers and other groups give power in controlling school property and leadership	N	98	28	40	88	254
		%	84	86	82	88	84.4
		M	4.2	4.3	4.1	4.4	4.22

Key: respondents are teachers, school leaders(principals, vice principals, unit leaders and supervisors), student councils and PTA/KETB members.

Scales :< =1.49 strongly disagree, 1.50-2.49 disagree, 2.50-3.49 undecided, 3.50-4.49 agree and 4.5-5.00 strongly agree.

With regard to factor 1,2,3 of table 11, teachers, school leaders, students and PTA/KETB members were asked whether, factor1 the students discipline management, consequently the respondent's responses result obtained agrees. This shows the students discipline management is have good activity about 82% in average of study area. Factor 2, respondent's responses on empowering students in school management.four group respondents show with (m=4.0,80%)(m=4.1, 82%) (m=4.0, 80%) (m=4.2, 84%).Their regard to agree. This shows the empowering students in school managements is have good level of total mean (m=4.075 and about 81.5%) are choose agree. Because of, the students were participated in clubs, departments,

committees, education quality and councils about 81.5% actively. The rest is rear gap about 18% through the school size and the factor 3, respondents shows their responses on the keeping student's right and duties through article 262 of MOE/ETP of policy. Their regarding with(m=4.1,82%)(m=4.2,84%)(m=4.0,80%) and (m=4.2,84%) fund to be agreed. The four groups of respondent shows in total mean (m=4.11) and about 82.2% the keeping student rights and duties through article 262 MOE policy have good activity in school.without any significance difference their show agree with 18% of gap. The right and duties of students in study area have good keeping and better activity is shown by respondents

Regarding to the factor 4,5,6,7,8 table 11,teachers,school leaders, students responses on factor 4,student service of in library, laboratory, clubs and others in school activities that principal implement with(m=4.0,80%)(m=4.1,82%)(m=3.8,78%)(m=4.0,80%) and total mean(m=3.98,about 79.2%) are shows agree, have good activity. Factor 5 responses on teacher's managementandmanagerialrelationship.Theirregardwith(m=4.0,80%)(m=4.1,82%)(m=3.8,78%)(m=4.0,80%) and the total mean (m=4.12 about 82.4%) are shown the level of agree. This is shows have good teachers management and managerial relationship in schools at study area.

Factor 6, respondents responses on major subject approach teachers teach and do practical. Their regarding with (m=4.4,88%)(m=4.3,86%)(m=4.2,84%)(m=4.2,84%) and the total anechoic (m=4.27) about 85.4% the shown agree. This shows almost all teachers are teach through their

major subject. factor 7, respondent's response on parent's participation by helping their children and fulfill school facility. Their responses with (m=4.3,86%)(m=4.2,84%)(m=4.3,86%) and (m=4.4,88%) the total mean score m=4.3 it shows 86% parents are have good participation on helping their children and fulfill school facility and factor 8 teachers, school leaders, students and PTA/KETB members responses on parent school management of empowering the society. Their regarding with (m=4.3,86%)(m=4.3,86%)(m=4.2,84%) and (m=4.4,88%) they are agree. The total mean score shows m=4.3 is agree. About, 86% of the have good parent school management of empowering society. The study area of society have good participation in school.

As indicated factor 9 and 10 of table 11, teachers, school leaders, student and PTA/KETB member's responses factor 9, on the managing school with PTA/KETB give decision and solution in school. Their regard to with (m=4.4,88%)(m=4.5,90%)(m=4.3,86%)(m=4.4,88%) and total mean score of (m=4.4). this shows agree. It means managing school with PTA/KETB members about 88% present on good activity of giving decision and solution in schools of study

area. Factor 10 respondents responses on the having good approach on student, parent, PTA/KETB, teachers and others in school activity of meeting and discussion. Their regarding to with (m=4.3,86%)(m=4.4,88%)(m=4.2,84%)(m=4.4,88%) and total mean (m=4.32,86.4). they raised to agree. This shows the approach of school community on meeting and discussion having good activity.

Regarding to the factor 11 and 12 of table 11 teachers, school leaders, students and PTA/KETB members are responses on factor 11 of that, having good chain up (education office) to down school community and with line managerial. Their regarding to with mean score (m=4.1,82%)(m=4.2,84%)(m=4.0,80%)(m=4.1,82%) and total mean(m=4.1,82%) are shows agree by 82%, this shows school principal's having good chain with any line of work about 82%, the gap is some of about 18% as study area. Factor 12, respondents responses on the, for KETB/PTA, student council, teachers, and other groups give power in controlling school property and leadership. they regarding with (m=4.2,84%)(m=4.3,86%)(m=4.1,82%)(m=4.4,88%) and total mean of (m=4.22,84.4%) are raised to agree. This shown the school principals giving power for PTA, KETB, student councils, teachers and for others in controlling school property and school leadership is about 84.4% having good occupation and participation.

**4.3.5. What are the factors affecting promotion performance of school principals job-satisfaction and specific characteristics of government primary schools in Holata city of Oromia state?**

**Table 11The promotion of school principal’s job- satisfaction and specific characteristics.**

No	Factor	Response	Respondents				Total mean
			Teachers(n-98)	School leaders(n-28)	Students (n-40)	PTA/KETB member(n-88)	
1	Relationship with administrative team/group of principal	N	98	28	40	88	254
		%	86	88	80	82	84
		M	4.3	4.4	4.0	4.1	4.2
2	Relationship with parents participation of principal role	N	98	28	40	88	254
		%	84	82	84	86	84
		M	4.2	4.1	4.2	4.3	4.2
3	Relationship with the board of education in principal job satisfaction	N	98	98	40	88	254
		%	86	88	80	82	84
		M	4.3	4.4	4.0	4.1	4.2
4	Relationship with teachers cooperation activity of principal job satisfaction	N	98	28	40	88	254
		%	80	82	80	82	81
		M	4.0	4.1	4.0	4.1	4.05
5	Motivate school community demands in principal job satisfaction	N	98	28	40	88	254
		%	80	82	79	80	80
		M	4.0	4.1	3.9	4.0	4.0
6	Adequacy training services on school administrative through job satisfaction	N	98	28	40	88	254
		%	70	72	70	7.8	70
		M	3.5	3.6	3.5	3.9	3.5
7	Supporting of extra in cellular and co-cellular of demands as principal	N	98	28	40	88	254
		%	84	86	84	82	84
		M	4.2	4.3	4.02	4.1	4.2
8	The consistency of PTA and KETB in making decisions in community participation and in the rest of	N	98	28	40	88	254
		%	82	84	82	80	82
		M	4.1	4.2	4.1	4.0	4.1



	student disciplinary action with principal						
9	The community's image of school administrators of job satisfaction	N	98	28	40	88	254
		%	84	84	80	80	82
		M	4.2	4.2	4.0	4.0	4.1
10	Time spent on management tasks .i.e. budgeting staffing, planning and etc	N	98	28	40	88	254
		%	80	84	80	84	82
		M	4.0	4.2	4.0	4.2	4.1
11	Time spent on leadership tasks i.e. facilitating development of a sharing vision for the school TDP, CPD, SIP and etc. how worked through job satisfaction	N	98	28	40	88	254
		%	84	86	82	84	84
		M	4.2	4.3	4.1	4.2	4.2
12	The quality of principal relationship with the superintendent to improve job satisfaction	N	98	28	40	88	254
		%	82	84	80	82	82
		M	4.1	4.2	4.0	4.1	4.1
13	The superintendent use to evaluate the school principal and got motivation	N	98	28	40	88	254
		%	80	76	70	72	74.5
		M	4.0	3.8	3.5	3.6	3.725
14	All things considered, indicate and measured in job satisfaction	N	98	28	40	88	254
		%	70	76	72	70	72
		M	3.5	3.8	3.6	3.5	3.6
15	Student quality and enrolment was achieved the principal	N	98	28	40	88	254
		%	82	84	80	82	82
		M	4.1	4.2	4.0	4.1	4.1
	Total mean	N	98	28	40	88	254
		%	80.8	82.2	78.4	80.4	80.2
		M	4.04	4.18	3.92	4.02	4.01

Key: respondents (teachers, school leaders(principal, vice principals, unit leaders and supervisors),students and PTA/KETB members

Scales :< = 1.49 strongly disagree,1.50-2.49 disagree,2.50-3.49 undecided,3.50-4.49 agree and 4.50-5.00 strongly agree.

With regard to factor 1,2 and 3 of table 12 teachers, school leaders, students and PTA/KETB members of respondent's responses factor 1,on relationship with administrative team/group of

principal. Their regarding with(m=4.3,86%)(m=4.4,88%)(m=4.0,80%)(m=4.1,82%) and total mean (m=4.2,84%) are raised to agree. this shown as having good relationship with administrative team /group of principal in work activity. responses factor 2,on relationship with parents participation of principal role. their regarding with(m=4.2,84)(m=4.1,82%)(m=4.2,84%)(m=4.3,86%) and total mean (m=4.2,84%) are raised to agree. this shown according to their responses the relationship with parents having good participation of principal role. It means parent and principals having good communication and relation and residents responses factor 3, on relationship with the board of education in principal job-satisfaction. According to their responses are agree.these shown having good relationship with the board of education in principal job-satisfaction at study area.

As indicated in the factor 4,5 and 6, of the table 12, respondents of teachers, school leaders, students and PTA/KETB members responses of factor 4,on relationship with teachers

cooperation activity of principal job-satisfaction. their raised to mean score with (m=4.0,80%)(m=4.1,82%)(m=4.0,80%)(m=4.1,82%) and total mean (m=4.05,80.1%).the regarding to agree. this shown as having good relationship with teachers that cooperation with school principals in any of school activity of principal job-satisfaction about 20% job-satisfaction is shown gap in school. factor 5,respondents responses on the motivate school community demands in principal job-satisfaction. their responses with(m=4.0,80%)(m=4.1,82)(m=3.9,79%) (m=4.0,80%) and total mean (m=4.0,80%).the result is agree.

According to the study result principals having good of motivate school community demands in principals job-satisfaction but about 20% shown job-dissatisfaction of principal that motivate school community demands. factor 6,respondents responses on the adequacy of training in services on school administrative through job-satisfaction. on this factor their raised with(m=3.5,70%)(m=3.6,72%)(m=3.5,70%)(m=3.9,79%) and total mean is (m=3.5,70%).the results shown that is agree through total mean 3.5 about,70% of the 1<sup>st</sup> point of agree but, about 30% have gap.it shown having better adequate training and some gap.in this case have no good adequacy training in service.

As regard to factor 7,8,9,10,11,12 of table 12,respondents of teachers, school leaders, student and PTA/KETB members responses on factor 7,supporting extra in circular and co-circular of demands. their raised to with(m=4.2,84)(m=4.3,86%)(m=4.2,84%)(m=4.1,82%) and total mean (m=4.2,84%).their regard to agree in 84% but have gap 16% but, having good extra in circular and co-circular demand. responses on factor 8 of the consistency of PTA and KETB in making decision in community participation and in the rest of student of disciplinary action with principal. their raised to with (m=4.1,82%)(m=4.2,84%)(m=4.1,82%)(m=4.0,80%) and total mean (m=4.1,82%).their regard to agree.it means having good activity about 82% satisfaction but,18% dissatisfaction. responses on factor 9, of the community image of school administrates of job-satisfaction. their regarding to mean score with(m=4.2,84%)(m=4.2,84%)(m=4.0,80%)(m=4.0,80%) and total mean (m=4.1,82%) their raised to agree that having good community image on school administration. responses on factor 10,of the time spent on management tasks. their regard to with (m=4.0,80%)(m=4.2,84%)(m=4.0,80%)(m=4.2,84%) total mean (m=4.1,82%).their raised to

agree. this shown as agree in 82%of satisfaction and about 18% dissatisfaction. responses on factor 11 of the time spent on leadership tasks. their regard to with (m=4.2,84%)(m=4.3,86%)(m=4.1,82%)(m=4.2,84%) and total mean (m=4.2,84%).the result is agree. their shown us having good time spent on leadership tasks of satisfaction. but ,about,16% of some dissatisfaction. responses on factor 12,of the quality of principal relationship with the superintendent to improve job-satisfaction on this their regard to with (m=4.1,80%)(m=4.2,84%)(m=4.0,80%)(m=4.1,82%) and total mean (m=4.1,82%)the result is shown agree. this is shown us the quality of principal relation is having good with superintendent to improve job is about 82% is satisfied but, about 18% only shown dissatisfied. on factor 7,8,9,10,11 and 12 respondents responses without any significant difference in high agree of from mean 4.0-4.3.they shown having good implementation and satisfaction with some of dissatisfaction.

As indicate factor 13, and 14 of table 12 respondents are teachers, school leaders, students and PTA/KETB member's responses on factor 12 of the superintendent use to evaluate the school principal and motivation. their responses with mean score

(m=4.0,80%)(m=3,8,76%)(m=3.5,70%)(m=3.6,72%) and total mean (m=3.725,74.5%).the results shown on first line of agree. through total mean 3.725 of 74.5% having better the superintendent evaluation of principal and gave motivation and satisfied. but about 25% have some gap dissatisfied .respondents responses factor 14 on the all things considered indicate and measured in jobsatisfaction.their regard to with(m=3.5,70%)(m=3.8,76%)(m=3.6,72%)(m=3.5,70%) and total mean(m=3.6,72%).the results shown us agree. this result is having better of all things considered indicate and measured of job is 72%have satisfaction. but about 28% have no satisfaction. this is a waid gap in all things considered to indicate and measured of job activity.

With regard to factor 15,of table 12,respondents are teachers, school leaders, students and PTA/KETB members responses on the students quality and enrolment was achieved the principal. their raised to with mean score(m=4.1,82%)(m=4.2,84)(m=4.0,80%)(m=4.1,82%) and total mean (m=4.1,82%).the results shown us agree that having good the student quality and enrolment of 82% in order to study result. but have some gap about 18% only

Total mean of the respondents are teachers responses of total mean score 4.04 about 80.1% raised to agree, school leaders responses of total mean score 4.18 about 80.3% raised to agree, students response of total mean score 3.92 about 78.4% raised to agree PTA/KETB members responses of total mean score 4.2 about 84% raised to agree. Through study total overall respondents response of mean score 4.01 about 80.2% raised to agree. This is shown that present a good relationship between principals and stakeholders to achieve the school goal with same gap of implementation.

According to equity theory deals with social comparison processes social relationships can be regarded as exchange processes. Where an individual performs a specific act on exchange for a specific expected reward (steers,1979,p.124).

#### **4.3.6-What are Issue related to demographic variable of characteristics must be mostly examine as school principal's**

**Table 13**The demographic characteristics that must be mostly examine as schoolprincipal’s job satisfaction.

No	Factor	Response	Respondents				Total mean (N-254)
			Teachers (N-98)	School leaders (N-28)	Students (N-40)	PTA/KETB Members (N-88)	
1	Have salary satisfaction	N	98	28	40	88	254
		%	60	50	64	60	59.2
		M	3.0	2.5	3.2	3.0	2.96
2	His/her salary keep him/her in job	N	98	28	40	88	254
		%	64	40	60	56	54
		M	3.2	2.0	3.0	2.8	2.7
3	Age is available with school size	N	98	28	40	88	254
		%	86	84	80	86	84
		M	4.3	4.2	4.0	4.3	4.2
4	Gender ness	N	98	28	40	88	254
		%	50	5.2	50	52	50.4
		M	2.5	2.6	2.5	2.6	2.52
5	Enjoy many benefits	N	98	28	40	88	254
		%	80	60	70	72	70
		M	4.0	3.0	3.5	3.6	3.5
6	Experience	N	98	28	40	88	254
		%	82	84	82	84	83
		M	4.1	4.2	4.1	4.2	4.15
7	Adequate training	N	98	28	40	88	254
		%	70	80	7.02	70	72.8

		M	3.5	4.0	3.6	3.5	3.64
8	Educational background	N	98	28	40	88	254
		%	80	82	84	82	82
		M	4.0	4.1	4.2	4.1	4.1
9	Principal's characteristics	N	98	28	40	88	254
		%	80	76	82	84	80.4
		M	4.0	3.8	4.1	4.2	4.02
10	Internal personality of principal's	N	98	28	40	88	254
		%	84	80	78	82	80.1
		M	4.2	4.0	3.9	4.1	4.05
	Total mean	N	98	28	40	88	254
		%	66.4	72.8	70.2	72.8	70.4
		M	3.38	3.64	3.51	3.64	3.52

Key: respondents are (teachers, school leaders(principal, vice principal, unit leaders and supervisors), students and PTA/KETB member)

Scale :< 1.49 strongly disagree, 1.50-2.49 disagree,2.50-3.49 undecided,3.50-4.49agree and 4.50-5.00 strongly agree.

As the responses to factor-1 of table 13, respondents were analysis of data to rate their levels of agreement on principals have salary satisfaction. With this regards teachers, school leaders, students and PTA/KETB members with mean score (m=3.0,60%) (m=2.5,50%) (m=3.2,64%) (m=3.0,60%) respectively show their moderate level that all respondents of four groups are response to show undecided level. The total mean of four group respondents level are m=2.96 it show undecided. All respondents are regard to the principal's salary is not have satisfaction about 40%. They have got at this study time through their grade only 59.2%. This is have the negative principal's job-satisfaction. Medium of the salary the higher job is job dissatisfaction.

As indicated in factor 2 of table 13, the respondents of teachers, school leaders, students and PTA/KETB member's responses on principal's (his/her) salary keep him/her in this job. Their regarding to their mean score (m=3.2,64%)(m=2.0,40%)(m=3.0,60%)(m=2.8,56%) respectively their response from the four group of respondents Only school leaders are raised to disagree by mean score of m=2.0,that about 40% say can keep and, but the three group of rest respondents raised to undecided means in medium it can. The total mean shown that m=2.7 that is about 54% it will be possible but about 46% are not keep by this salary in their job. Because, the principals have no moral to keep that they have no salary satisfaction. According to this principals have no necessary moral and job satisfaction.

According to lock and potter in Gruenberg, (976,p,115) salary satisfaction results. When the existing salary corresponds with the designed salary and dissatisfaction increase. When the to equal satisfaction of job increase and keep in.

In the same table of factor 3, respondents of teachers, school leaders, students and PTA/KETB members are responses on principal's age is available with school size. Their regard to the level of mean score (m=4.3,86%)(m=4.2,84%)(m=4.0,80%) and (m=4.3,86%) respectively their level is agree without any significant difference of the four group respondents. Their shown that at

study area of 8 schools principal's age is available with school size are raised to total mean of (m=4.2) about 84% more available age. Because age is regard by principals as an input because with age comes experience.

As the responses to factor 4, of table 13, respondent's teachers, school leaders, students and PTA/KETB members are responses on gender ness. Their regards mean score (m=2.5,50%)(m=2.6,52%)(m=2.5,50%)(m=2.6,52%) and total mean (m=2.52,50.4%) respectively their level is undecided without any significant difference. This is shown that at study are 50% have no the gender problem through managerial outlook. But in equity cause the gender problem is 50% because, there is no the female principals. This shown must have got equal chains to lead the school.

As indicated in factor 5,6,7 of table 13, respondents are teachers, school leaders, students and PTA/KETB member's responses of factor 5 on the principal's enjoy many benefits. Their raised

to mean score (m=4.0,80%)(m=3.0,80%)(m=3.5,70%)(m=3.6,72%) respectively only school leaders regard to disagree the others three groups are regard to agree. The total mean level m=3.5 about 70% the principals are enjoy many benefits. Responses of factor 6, on the principals experience. Their raised to mean (m=4.1,82%)(m=4.2,84%)(m=4.1,82%)(m=4.2,84%) and total mean (m=4.15, 82.1%) are regard to agree. This shown the study area of principal's are have experience about 82%. Leader experience is the issue point of in principal ship and responses of factor 7, on the adequate training of principal's. their regard to mean level (m=3.5,70%)(m=4.0,80%)(m=3.6,72%)(m=3.5,70%) and total mean (m=3.64,72.8%) respectively agree. Their responses shown that about 72.8% or mean of 3.64 there is a training for principals of study area but, have no enough it have gap about 27%. Principal's training is most necessary for school principal ship.

As the responses to factor 8,9 and 10 of table 13, respondents are teachers, school leaders, students and PTA/ KETB member. Responses of factor 8, on the principal's education background. Their regard to mean score (m=4.0,80%)(m=4.1,82%)(m=4.2,84%)(m=4.1,82%) and total mean (m=4.1,82%) respectively they raised to agree. Their shown the study area of school principals are have much education back ground all are have 1<sup>st</sup> degree. Responses of factor 9, on the principal's characteristics. Their regarding to mean (m=4.0,80%)(m=3.8,76%)

(m=4.1,82%)(m=4.2,84%) and total mean (m=4.02,80.1%) respectively raised to agree. Respondents shown agree by 84% of mean 4.02 principals characteristics of study area are good in principal ship of the school but, have same gap of 16%. The principal's characteristics is the base of principal's self-personality and institutional attractively and responses of factor 10, on the internal personality of principal's. Their regarding to mean score level (m=4.2,84%)(m=4.0,80%)(m=3.9,78%)(m=4.1,82%) and total mean (m=4.05,80.1%) respectively their raised to agree. Their shown as the principal's internal personality of at study area having good internal personality about 80% but have gap 20% in work activity of job satisfaction of school principals. The total overall of table 14 mean score 3.52 about 70.4% respondents responses to agree. Their regarding to have a better demographic motivation of principals more but have about 30% of gap through implementation.



In order to question 6 that, the issue relate to demographic variable characteristics must be mostly examine as school principal’s the factors affecting job-satisfaction are age, gender, salary, experience adequate training and internal personality. The data analysis shown that the demographic variables on the level of undecided through over all of total mean 3.52 and about 70.4% of the study results at study area. According to lawler (in Ghazi, 2004,p.69) takes of how when job satisfaction increases with age, job value remains constant. Also people over 45 years of age are likely to stay with their employer for the longest period. A study conducted by Bennett(2003,p,1) talks of individual personalities being directly related to productivity. Behavior being internality-mediated(intrinsic) as away to reward oneself or externally-mediated as the reward one receives from others.

According to Herzberg(1966) categorized these two types of individuals. A hygiene seeker is usually motivated by nature of the environment; has chronic and heightened dissatisfaction with various aspects of his job context. (Eg. salary, supervision, working condition, status, job security, company policy and administration, follow employees); may over react with satisfaction to improvement in hygiene factors; have a short duration of satisfaction. When the hygiene factors are improved over reaction with dissatisfaction. When hygiene factors are not improved; realize little satisfactions from accomplishments. In referring to Herzberg and earlier discussion,” money can be perceived as either a motivator or a hygiene factor” (Tang, Kim and

Tang, 2000,p.217),it is all in the attitude of how a worker views it. If they view it as their frame of reference for measuring their everyday life,”it may have a significant impact on their motivation and work related behaviors”(p.217). Others assert that “pay satisfaction should be regarded as a continuous variable ranging from positive(satisfied) to negative (dissatisfied feelings” (Gruneberg,1976,p.116).

**4.3.7. What are the factors affecting of the adminsraring quality on students result in job satisfaction of school principals.**

**Table 14The factors affecting of the admnistarig quality on students result in school principal’s job-satisfaction.**

No	Factor		Respondents	Total
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		Responses	Teachers (n-98)	School leaders(n- 28)	Student s(n-40)	PTA/KETB members(n- 88)	mean
1	Students learn without major subject teacher	N	98	28	40	88	254
		%	40	36	44	40	40
		M	2.0	1.8	2.2	2.0	2.0
2	Is there academic qualification problem	N	98	28	40	88	254
		%	76	70	80	72	76
		M	3.6	3.5	4.0	3.6	3.6
3	Students learn without professional teacher	N	98	28	40	88	254
		%	28	20	40	30	284
		M	1.4	1.0	2.0	1.5	1.42
4	Class size problem on students learn	N	98	28	40	88	254
		%	32	30	30	36	39
		M	1.6	1.5	1.5	1.8	1.6
5	Poor handling class management of students	N	98	28	40	88	254
		%	82	84	80	82	82
		M	4.1	4.2	4.0	4.1	4.1
6	Students discipline problem in teaching achievement	N	99	28	40	88	254
		%	84	86	80	84	83.5
		M	4.2	4.3	4.0	4.2	4.135
7	Students different work out quality assessment	N	98	28	40	88	254
		%	36	32	32	40	35
		M	1.8	1.5	1.6	2.0	1.75
8	Students academic qualification problem	N	98	28	40	88	254
		%	50	40	30	36	39

		M	2.5	2.0	1.5	1.8	1.95
9	Students text book problem of negative attitude	N	98	28	40	88	254
		%	86	84	80	82	83
		M	4.3	4.2	4.0	4.1	4.15
10	The curriculum have a load on student with given time of portion completing	N	98	28	40	88	254
		%	84	92	96	90	90.5
		M	4.2	4.5	4.8	4.5	4.525
11	Lake of motivating the students on last semester	N	98	28	40	88	250
		%	36	40	32	40	39
		M	1.8	2.0	1.6	2.0	1.95
	Total mean	N	98	28	40	88	254
		%	57.4	55.	57	56.8	56.4
		M	2.86	2.75	2.85	2.84	2.82

Key: respondents are (teachers,school leaders/principals, vice principals,unit leaders and supervisors, students and PTA/KETB members).

Scales:  $\leq 1.49$  strongly dis agree, 1.5-2.49 dis agree,2.5-3.49 undecided,3.5-4.49 Agree and 4.5-5.0 strongly agree.

Indicate to factor 1,2,3,4 table 14 respondents responses on students learning without major subject teacher on academic quality problem,on learning without professional teacher and on class size problem on teaching learning.thus are regard with total mean (m=2.0,(40%) disagree, (m=3.6,76%)agree,(m=1.42,28.4%) strongly agree and(m=1.6,39%) disagree.the above four factors raised to total mean(2.16,43%) respectively disagree.this shown us very poor academic qualification that can oppose on students result satisfaction and the main challenge on school principal job satisfaction.

Indicate to factor 5,6,7,8 table 14 respondents responses on poor handling class management, on students discipline in teaching achievement, on students different workout quality assessment and on student academic qualification problem are regard to total mean with (m=4.1,82%) and (m=4.135,82.5) factor 5 and 6 raised to agree, but, factor 7 and 8 mean value (m=1.75,35%) and (m=1.95,39) raised to disagree. the four issue points of total mean (2.98,59.6%) respectively raised to un decided. thus, us the students activity of good result achievement is poor and less job satisfaction is seen at study area.

According to 9,10 of table 14, respondents are responses on teaching learning process on high level Their regard to mean score (m=4.3,86%), (m=4.2,84%), (m=4.0,80%), (m=4.1,82%) and total mean (m=4.15,83%) respectively agree .It shown us the level of teaching learning process is no highly but, more successful with low gap of satisfaction. And responses of factor 10, on the curriculum have a load on students with given time of portion completing .their regard to mean score (m=4.2,84%), (m=4.6,92%), (m=4.8,96%), (m=4.5,90%) and total mean (4.53,90.6%) respectively teachers raised to agree the others are raised to strongly agree and the total mean (m=4.53,90.6%) strongly agree. This shown as more the curriculum have a load on students with given time of portion competing.

Regarding to factor 11, of table 14, respondents are teachers, school leaders, students and PTA/KETB members are responses on the lack of motivating for students on last semester. Their raised to mean score (m=1.8,36%), (m=2.0,40%), (m=1.6,32%), (m=2.0,40%) and total mean

(m=1.95,39%) respectively disagree .It means there is no lack of motivation about 61% is there motivating of students but 39% have lack students motivating on last semester.

Total analysis of this table of factors under question 7, the respondents teachers total over all mean score (m=2.86,57.4%) disagree, school leaders over all mean score (m=2.75,55%) disagree, students of overall mean score (m=2.85,57%) disagree, PTA/KETB over all mean score (m=2.84,57%) disagree and total overall mean score (m=2.82,56.4%) disagree. That shown the factors affecting of leader ship on students result in job satisfaction of school principal having that about 56% the factors no affecting on satisfaction but, about 44% affecting on the factors of students result satisfaction .According to Sinclair, C.2008. Initial and changing student teacher

motivation and commitment to teaching and learning .Asia-pecific Journal of Teacher Education,36(2):79-104.exact to that the students result satisfaction is coming in order to motivate teachers and students .As a data shown the satisfaction is only 56% the dissatisfaction is 44% in general no better result.from this we seen that external force for the improved learner result in job dissatisfaction as aprincipals try to strike a balance between instructionalissues and empowering the staff members(catona and stronger,2007

## **CHAPTER FIVE**

### **SUMMARY OF FINDING . CONCLUSION AND RECOMMENDTIONS**

This chapter deals with the summary of major findings of the study the conclusion down based upon the major findings and recommendation which are assumed to be useful to enhance the school principals job satisfaction government primary schools of holata city.

#### **5.1 Summary of the major point.**

This study was conducted aiming at assessing the factors affecting school principals job satisfaction of government primary schools in Holata city ,Oromia .more specifically, the study intended to attain the following objectives that the basic research question are:

1: What are the factors affecting school principals' internal personal (personal qualification and leadership activity) of job satisfaction in government primary schools of Holata city?

2.what are the factors affecting school principals external(institutional work environment and management) in government primary schools in Holata city?

3: what are the Issue related to the factors affecting school principal's job satisfaction to interact with external stakeholders (supervisors, teacher's parents and learners) in government primary schools in Holata city?

4: How does the relationship between school principals and external stakeholders (educational office, Kebele, different sectors, NGO, community association and self sponsors) that the factors affecting job satisfaction of the school principals in Holata city government primary schools of Holata city ?

5: What are the factors affecting Promotion of school principals job-satisfaction and specific characteristics of government primary schools in Holata city ?

6:How does the issue related to demographic factors such as age, Sex, experience, and qualification affect principals' job satisfaction in government primary schools of Holata city ?

7: what are the factors affecting of the administering quality on student result in job satisfaction of the school principals in Holata city government primary schools of Holata city ?

The descriptive research design was implemented in order to resolve this questions data collective instrument such as questionnaire and descusion where used for the sake of gathering all the value able information. the study was conducted in eight(8) government primary schools .the subject of that were 50% of 98 teachers,100% of 28 school leaders,100% of 40 students council and 100%of 88 PTA/KETB members are selected. The data were collected through close

ended questionnaire and discussion analysis. The data analysis descriptive statistics such as percentage and mean score. Results that the respondents was raised to respond.

In the descriptive part of the analysis the results indicated majority of the total respondents demographic characteristics such as sex, age, gender, qualification and experience has meshed in chapter 4. The rough that all respondents to gather necessary information on the issue seven basic questions that contain 118 different factors 254 questionnaires was distributed for 254 respondents were for 98 teachers and 28 school leaders in English language and for 40 students council and 88 PTA/KETB member of focus group in Afan Oromo language the questionnaire was distributed. Based on the analysis of the data, the following summarizing of findings were obtained from the study.

On Issue related to personal and institutional factors are principals age, lack of recognition, inadequate experience and training, ability of manage, lack clarity, supportive, self-quality approach, school condition, community demand, time spent on management, sufficient resource, maintenance, school environment and etc are affecting school principals job-satisfaction responded by respondents are raised to agree by 3.63 of overall mean score about 72.6% it is better but not good or best school principals job-satisfaction in factor of personal and institutional activity.

The factors affecting school principals' job-satisfaction interact with supervisors, teachers, parents and students are the challenges of principal relationship with their, the school supervision, the teachers activity, the parents participation and learners discipline and quality achievement are the

main according to respondents responses by over all 3.3 mean score about 66%. which means they raised to undecided no better school principals job-satisfaction.

The internal and external factors affecting school principals job-satisfactions are adopt to pressure, independence are activity, lack support, work relation, school environment safety, qualification, students service, teachers service, PTA/KETB participation, empowering students, teachers are responded by respondents by the overall mean score 3.86 about 77.6% are

raised to agreement. Which means it is better school principal's job-satisfaction was implemented.

The relationship between school principals with external stake holders is obtained by the factors of keeping students right, teachers management, parent, student management and discipline are the main on all factors the respondents responses to, the overall mean 4.19 about 82.2%. which is agree. it shown the relationship of between there is have better implementation on school principals job-satisfaction but, no good as it is.

The factor affecting the promotion of school principals job-satisfaction and specific characteristics are relationship with administrative team, parent demand, PTA/KETB on dissection making, motivating school community, adequate training, support curriculum, community image, teachers TDP/CPD, student quality, superintendent are the main of promote that respondents responses in overall mean 4.01 about 80.2% raised to agree. Which means more or less have a better of school principals job-satisfaction in school work promote.

The factors affecting school principals job satisfaction of demographic variables are sex, age, gender, salary, qualification, experience and adequate training are the main on this issue respondents are responses in overall of mean 3.52 about 70.4% which is the start of agree. this shown us no better satisfaction on school principals' demographic variables through a motivation of principals'.

The factors affecting on administering of student result achievement in school principals' job-satisfaction are lack major subject teacher, academic problem, class proportionality, class management, school discipline, student attending, lack text book, curriculum load, lack motivations are the main problems. The respondents responses in overall of mean 3.82 about 76.4%

respectively the down of agree. Which means no quality of students result achievement. it is no school principal's job-satisfaction.

In general the respondent's responses all questions of total factors we summarized to in all overall mean 3.76 about 73.7% are raised to on the start of agree. These shown have no good school principals' job-satisfaction at study area.



The school principals job satisfaction is a multidimensional concept: it contains a complex set of positive or negative feelings that individuals have to word their work (Locke, 1976).the multidimensional nature of job-satisfaction or is reflected in a variety of factors. These factors are associated with principals work intensification and their job satisfaction in Holata city eight government primary schools, Oromia state and are both intrinsic and extrinsic to principals work According to Herzberg's (1966)two-factor theory,motivating and maintenance factor can lead to dis satisfaction lack of satisfaction at principals work place,which affects their physical and mental health and job performance. Our study raises concerns about the number of factors that affect principals job satisfaction as aresult of work intensification not only is the work intensifying.but also, the increasing level of job dissatisfaction among principals may hinder principal recruitment and retention which is already in decline(gutermar,2007,lin ,2013) Holata city government primary school principals are constantly dealing and in some cases, struggling withconsdurable administrative tasks and leadership tasks to increasing demands the variables of principals job intensity appeal to be medium no best associated with their job satisfaction (see table 5,6,11,12and 13).certain variables challenges with teachers ,students,TTA/KETB recognition for work performance ,how principals spend their time and work demands can potentially contribute to job satisfaction and make principals feel happy and gratified in their work .however, long hours ,a contentious poetical environment,lack of recognition ,staff challenge, students discipline ,etc are increasing work demands,lock of autonomy in hiring and firing and imbalance between management and instructional leader ship have significantly contributed to principals low job satisfaction and become the surest signs of deteriorating work conditions .the factors arise from intrinsic conditions of the job and tend to represent principal's more emotional needs (Herzberg Etal...1959).these factors are related to principals work performance and school effectiveness which connect be improved without taking in to account

the motivating components of their job satisfaction .According to the two factors theory (Herzberg et al..1959)dissatisfaction results from an unfavorable assessment of factors such as external policy influence ,work,related organizations and principals relations ships with teachers learners PTA/KETB members parents and superintendents other district officials and unions .these factors are not responsible for motivating principals ,but may result in job dissatisfaction if they are not sufficiently present (Herzberg,1966).faced with amyriad of external forces and

expectations, contemporary principals seem to be likely to experience job dissatisfaction. as they are entrusted to manage and implement policies and rules at different levels, be involved with community and professional organizations, and build relationship with various stakeholders and interest groups, their role has become increasingly complex and demanding. The competing demands are affecting their job dissatisfaction and the day to day functioning of their schools.

The major findings of the study are summarize as follows.

- The findings were suggest that the factors affecting job-satisfaction of school principals of respondents are teachers , school leaders , students council and school PTA/board committee are should place a greater emphasis on improving the quality of principals work through opportunities for principals to assume greater responsibility, with a stronger sense of control and autonomy recognition for their work and achievement a more powerful voice in decision making at the school levels and more time for school principals job-satisfactuion, on the other hand, to reduce job-dissatisfaction.
- The employers and professional organizations should direct more attention toward the job environment of school principals policies and initiatives, organizational support, respect, and positive work relationships with various stakeholders is an important part of principals work high lighting the important of taking the time to build solid relationships with school community both within and beyond the school site.
- Through these findings in eight governments primary schools of holata city both internal and external factors influences principals job-satisfaction.
- The result indicates that most factors score mean averages of likert scale. as the medium mean of teachers, school leaders, students council and PTA/KETB members responds revealed
- that the factors affecting school principals' job-satisfaction , result of these study shows the issues of the personal and institutional, the interact principals with supervisors, teachers, parents and learners, the low internal and external of prinipals promotion, the low relationship of principals with stakeholders and performans, the demographic variable of principals and

administration of students results of factors more influence and positive association with principals job-satisfaction.as questionnaires and focus group discussion result indicates mass of principals' are medium initiation to perform their task without external pressure and were medium commitment in the job.

➤ Due to this principals are medium successful improve the academic performance of student besides the success of school goals at the study area.

➤ According to this those school principals must change their work activities from medium achievement to best achievement as transformational activities at study area.

## **5.2 Conclusion**

As previous discussion and findings of the study the following conclusions are drawn.in the issue of the factors affecting school principals job-satisfaction was strong and positive relationship in teachers,school leaders and school community,respondents.the low level of school principals job-satisfaction in the study area made from interpersonal,external work environment,interact with internal and external stakeholders,promotion and academic performance of students and work improvements are become low and ineffective.

The absence of good interpersonal activity, low effective work environment, low interaction with stakeholders, dissatisfaction of characteristics, promotion and motivation, and low student academic achievement has significant consequences on declining the school principals' job satisfaction in Holata city government primary schools. Principals were dissatisfied in aspects of school organization, role and administration, work environment, salary, professional development, opportunities and practices of interdependence where improving those determinants for principals increases the overall job-satisfaction.

### **5.3 Recommendations**

Therefore concerned bodies would be willing to accomplish their role and responsibilities appropriately and frankly to sustain the quality of education and improve student achievement.

The following recommendations are forwarded to all concerned bodies:

- The government of Ethiopia and MOE should understand the significance of realizing appropriate salaries, training and benefits for principals. Insufficient salaries have serious undesirable implications for the moral.

Status and achievement of principals, the quality of the education system and facilitate principals turnover.

- Supervisors should offer timely support for principal and school leaders and teachers to solve different academic and leadership issues to improve the student's achievement and effective school leadership. The effective supervision of schools' significant for successfully application of school goal and objectives.
- The school leaders or administrators should follow a transformational style of leadership, participate principals' support making provide adequate instructional material and supply refreshment material with in school.
- Principals should be appreciated and recognized when they perform well for the improvement of students learning and school development to come up with better educational results. Schools are generation builders, which is directly building nation. Because this, principals should develop professional responsibilities and belongingness on their job.
- Learners follow the school principal and well come to adequate in discipline and academic achievement of quality education. Because today learners are the to more country leaders.
- Community (parent and parents representative of PTA/KETB members try to strongly support the school and school principals, teachers for to good teaching learning environment and push parents to support the school to full-fill budget and school facility for teachers, students and principals. because when the community no participate inschool facility fulment the school work is stack and no change and poor implementation.
- Teachers are generation builders which is directly building nation. because this, teachers should develop professional responsibility and belongingness on their job. when teachers perform their task without external pressure the quality of education will be ensured and students' academic achievement improved.

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## **APPENDIX 1**

**ADDIS ABABA UNIVERSITY**

College of education and behavioral studies

Department of educational planning and management

Questionnaire for Teachers, VIS principals, unit leaders, supervisors and principals

Dear respondents,

The purpose of this questionnaire is to collect primary data for the work of master's thesis. The study aimed at examining factors affecting school principal's job-satisfaction of public primary school in holata city. The information obtained may help to point out the solution accordingly in filling this questionnaire, therefore, your objective and honest information would be at a high value for the study.

The result and success of the study depends on the quality of your response. There for the researcher kindly request you to give accurate and honest response to the question. Confidentiality is great and the information or data you give will be used only for accurate for educational leadership purpose.

Thank you!

General direction

You don't need to write your name

Please follow the instruction when filling the questionnaire

Please make a tick mark ( ) on all the items which apply to you

Please write short answers in the space and at interview provided question items that require your opinion or completion.

### **Part I: General information**

1.1 Name of school\_\_\_\_\_

1.2 Your job title

A. Teacher [ ] B. VIS-principal [ ] C. Supervisor [ ] D. Unit leader [ ] E, Principal [ ]

1.3 Sex A. Male [ ] B. Female [ ]

1.4 Age in years A.20-29 [ ] B.30-39 [ ] C.40-49 [ ] D.50 and above [ ]

1.5 Years of service A.1-5 [ ] B.6-10 [ ] C.11-15 [ ] D.16-20 [ ] E.>21 [ ]

1.6 Marital status A. Married [ ] B. Single [ ] C. Wide wed [ ]

1.7 Educational status A. Certificate [ ] B. Diploma [ ] C. Degree [ ] D.MA [ ]

## **Part II: Direction**

The following are questions about the factors affecting school principal job satisfaction in holata city of public primary schools. please, for the questions that appear out of tables choose your answer by making circle on the letters, use the blank space to write your answer and give your idea for interview corresponding to the questions and answer the question which are found in the tables by putting ( )mark in the below alternatives.

### **Research Question**

1: What are the factors affecting school principals' external personal (personal qualification and leadership activity) of job satisfaction in government primary schools of Holata city?

1. Strongly dis agree 2.Dis agree 3.Medium 4.Agree 5.Strongly agree

No	Items	Satisfaction level				
		1	2	3	4	5
1.1	Principal's age is appropriate for school leadership					
1.2	Lack of recognition and motivation					
1.3	Inadequate experience					
1.4	In adequate training					
1.5	The ability of managing in school					
1.6	The Principals have satisfaction by his salary					
1.7	Lack of clarity about the core roles of leadership					
1.8	The School principal have shaped school management					
1.9	Absence of supportive school culture					
1.10	Relationship between stake holders					
1.11	Personal and managerial activities					
1.12	Unity and promotion of work activities					
1.13	Personal characteristics of principal's					
1.14	School principal can solve in school problems and make decision					
1.15	Personal quality of communication					
1.16	Respect by students, parents, teachers and boards					

Interview part :-1.17 From who are the opinions about performance evaluation normally solicited? (Check all that apply board \_\_\_\_\_supervisor \_\_\_\_\_ teachers\_\_\_\_\_ parents \_\_\_\_\_students\_\_\_\_\_)



2.what are the factors affecting school principals external(institutional work enviroment and management) of school in government pramiry schools in Holata city?

No	Factors	Satisfaction level				
		1	2	3	4	5
1.2.1	The adequacy of school work condition					
1.2.2	Community demands in school					
1.2.3	Extra-curricular demands					
1.2.4	Relationship with the administrate team is coordinated					
1.2.5	The consistency of the board in making decision in the best interest of students					
1.2.6	Time spent on leadership activities facilitating develop of shared vision as a school etc.					
1.2.7	Time spent on management tasks I,e budgeting, staffing, planning etc					
1.2.8	The principal make and staff have shared objective					
1.2.9	The principal is recognized by school community for to show his potential/innovation					
1.2.10	Sufficient resource are available for professional development in school					
1.2.11	An appropriate amount of time is provided for educational development in school					
1.2.12	Building maintenance school					
1.2.13	Occupational health and safety of school					
1.2.14	School internal management and budget					
1.2.15	Curriculum and instructional leadership					
1.2.16	School structure organize through policy and rule					
1.2.17	Fluctuating enrolment and school size					
1.2.18	School environment is a comfortable work area					

3: what are the Issue related to the factors affecting school principal’s job satisfaction to interact with external stakeholders (supervisors, teacher’s parents and learners) in government primary schools in Holata city,Oromia state?

3.1 Rate the issue related to the school principal’s job-satisfaction with interrelationship of supervisor’s in school supervision.

Use scale 1.Strongly dis agree 2.Dis agree 3.undecided 4.Agree 5.Strongly agree

No	Factors	Satisfaction level				
		1	2	3	4	5
3.1.1	School principal and supervisor of class observation have recognition on teachers activity					
3.1.2	The school principal and supervisor have motivation to support the students and teachers					
3.1.3	Their interrelation have commitment for support to bring education quality					
3.1.4	School supervision was solved many academic issues.					
3.1.5	Their interrelation help to develop teachers CPD and TDPB work activity					
3.1.6	Their interrelationship make to the best school supervision on work assessment.					
3.1.7	Supervision activities and the relation with community					

3.2 Issue related the interaction of principal with staff in school activities assessing their work to recording quality improvement factors of principal’s job-satisfactions

No	Factors	Satisfaction level				
		1	2	3	4	5
3.2.1	Lack of principal’s knowledge and skills to support teachers					
3.2.2	Lack of time for teachers planning and professional development					
3.2.3	Difficulty recruiting and hiring the right of teachers					
3.2.4	Teachers turn over challenged to principal					
3.2.5	Difficulty terminating underperforming teachers to inter act to the principal					
3.2.6	Principals inter act with teachers and staff and apathy and resistance to change					
3.2.7	Lack of trust between teachers and principals to inter act with in work activity and unity					
3.2.8	Lack of participation interact with in club’s and department involvement					
3.2.9	Lack of principal’s interact with teachers to participate in school management committee and others					
3.2.10	Through school interact with teachers, teachers have commitment in school organization					
3.2.11	The student discipline and community participation is developed through principal’s interaction with teachers					

3.3 Issue related to parents have vision and participation in school affairs

No	Factors	Satisfaction level				
		1	2	3	4	5
3.3.1	Lack of principals interact with parents					
3.3.2	Student discipline is challenge principals interact with parents					
3.3.3	Mental health issues among learners/parents					
3.3.4	Parent and guardians irresponsible about their children					
3.3.5	Lack of interact/support from the school community on learners achievement and parents participation					
3.3.6	Negative stereotypes about the school community					
3.3.7	Lack of principals work with parents and learners					
3.3.8	Low community participation by financial support of school					

Interview part: 2.3.9 If you have any comment on school community participation in the management of school and school principal job-satisfaction please state your idea. \_\_\_\_\_

3.4 Rate your level on the factor of issue related the school principal's job-satisfaction interrelationship with the challenge of learners on achieving their lesson

Use scale 1.Strongly dis agree 2.Dis agree 3.undecided 4.Agree 5.Strongly agree

No	Factors	Level of satisfaction				
		1	2	3	4	5
3.4.1	The certified enrolment of learners as school principal of demand					
3.4.2	The management activities on student discipline as principal empowerment					
3.4.3	The students having learning competition and be have good condition					
3.4.4	Students are involve in clubs activities ,in department activities and in library participation as school principal location					
3.4.5	Students are used to school uniform and school learning materials proportionally as school principal guides					
3.4.6	Students be have class group discussion and principal meeting discussion on rule of school					
3.4.7	Principals are giving more attention activities on guiding their right and duty of their students role					

4. : How does the relationship between school principals and external stakeholders (educational office, Kebele, different sectors, NGO, community association and self sponsors) that the factors affecting job satisfaction of the school principals in Holata city government primary schools of Oromia state?

Use scale 1.Strongly dis agree 2.Dis agree 3.undecided 4.Agree 5.Strongly agree

No	Items	Level of relation				
		1	2	3	4	5
4.1	Students discipline management					
4.2	Empowering students in school management					
4.3	keeping student rights and duties through article 262(ETP)					
4.4	Students service of in library, laboratory, clubs and others in school activities that principal implement					
4.5	Teachers management and managerial relationship					
4.6	Major subject approach teachers teach and do practical					
4.7	Parents participation by helping their children and fulfill school facility					
4.8	Parent school management of empowering the society					
4.9	Managing school with PTA and KETB give decision and solution					
4.10	Having good approach on student, parent, PTA, KETB, teachers and others in school activity meeting and discussion					
4.11	Having good chain up(education office) to down (school community) and with line managerial					

4.12	For KETB, PTA, student councils teachers and other groups give power in controlling school property and leadership					
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5.What are the factors affecting performance of school principals job-satisfaction and specific characteristics of government primary schools in Holata city of Oromia state?

Use scale 1.Strongly dis agree 2.Dis agree 3.undecided 4.Agree 5.Strongly agree

No	Factors	Level of satisfaction				
		1	2	3	4	5
5.1	Relationship with administrative team/group of principal					
5.2	Relationship with parents participation of principal role					
5.3	Relationship with the board of education in principal job satisfaction					
5.4	Relationship with teachers cooperation activity of principal job satisfaction					
5.5	Motivate school community demands in principal job satisfaction					
5.6	Adequacy training services on school administrative through job satisfaction					
5.7	Supporting of extra in cellular and co-cellular of demands as principal					
5.8	The consistency of PTA and KETB in making decisions in community participation and in the rest of student disciplinary action with principal					
5.9	The community's image of school administrators of job satisfaction					
5.10	Time spent on management tasks .i.e. budgeting staffing, planning and etc					
5.11	Time spent on leadership tasks i.e. facility development of a sharing vision for the school TDP, CPD, SIP and etc. how worked through job satisfaction					
5.12	The quality of principal relationship with the superintendent to improve job satisfaction					
5.13	The superintendent use to evaluate the school principal and got motivation					
5.14	All things considered, indicate and measured in job satisfaction					

5.15	Student quality and enrolment was achieved the principal					
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6.How do the issue related to demographic factors such as age,Sex,experience, and qualification affect principals' job satisfaction in government primary schools of Holata city ,Oromia state?

Use scale 1.Strongly dis agree 2.Dis agree 3.undecided 4.Agree 5.Strongly agree

No	Factors	Level of satisfaction				
		1	2	3	4	5
6.1	Have salary satisfaction					
6.2	His/her salary keep him/her in job					
6.3	Age is available with school size					
6.4	Gender ness					
6.5	Enjoy many benefits					
6.6	Experience					
6.7	Adequate training					
6.8	Educational background					
6.9	Principal's characteristics					
6.10	Internal personality of principal's					



7. what are the factors affecting of leadership on student result in job satisfaction of the school principals in Holata city government primary schools of Oromia state?

Use scale 1.strongly dis agree 2.dis agree 3.undecide 4.agree 5.strongly agree

No	Factors	Level of satisfaction				
		1	2	3	4	5
7.1	Major subject teacher problem					
7.2	Problem academic quality of teachers					
7.3	Teachers are teaching without major subject					
7.4	No uses of class proportionally					
7.5	The class management job satisfaction					
7.6	School discipline					
7.7	Students are not follow teachers actively					
7.8	Students are have not text book					
7.9	The level of Teaching learning process is highly level successful					
7.10	The curriculum have a load on student with given time of portion completing					
7.11	Lake of motivating the students on last semester					

Thank you !

## Appenix -2

### YUNIVARSTITII FINFINNEE

### SAGANTAA DIGRII LAMMAFFAA

### HOGGANSAA BARNOOTA

Gaaffilee koree GMB,BBLG fi M.marii barattoota ittin guutaman afaan oromoon qopha'e

Kunqo'annoobarnoota digrii lammafaati. Kaayyoon isaa wantoota dhibbaa itti quufinsa hojii dura bu'oota mana barumsaa magaala holata sadarkaa tokkoffaa mootummaa akka maal fakkaatu xinxaluuf yommu ta'u,galma ga'insa qo'annoo kanaaf ragaan isin naa kennitan murteessa waanta'eef gaaffilee kennamaan sirritti hubachuun akk deebii naaf kennitan kabajan ni gaafadha.

#### Odeeffannoo waliigalaa

Maqaakeessan barreessun barbachisaa miti.

Gaaffilee filannoof deebii filachuun deebisaa

Gaaffilee yaada keessan akka ibsitan gaafatamtan yaada keessan ibsuun deebii keennaa

Gaaffilee gabatee keessatti argamaniif immoo mallattoo () Kennun agarssisa.  
Kutaa 1<sup>ffaa</sup> odeeffannoo walgalaa

1. Maqaa mana barumsaa keessanii \_\_\_\_\_
2. Saala A.Dhiira () B.Dhalaa
3. Umurii waggan A.12-20 () B.20-29 () C.30-39 () D.40-49() E.50 fi ol
4. Haala gaa'ila A.qaba() B.gadhise () C.hin fuune()
5. Waggaa turti mana barumsaa kana keessa tajaajilaa turtan A.1-5() B.6-10 C.11-15 D.16-20
- 6.Sadarkaa barumsaa A. Barreessu fi dubbisuu () B. kutaa 1-4() C.kutaa 5-8() D.kutaa 9-12 E.sartifikkettii
- 7.Mana barumsa kanaa ijoollee baratan qabduu  
A.Eeyyeen () B.Lakkii()
- 8.Koree kam keessatti hirmaachaa jirtuu?  
A.GMB () B.BBLG () C.Barattotaa()

## Gaaffiilee Qorannoo

1. Waantootni dhibbaa itti fuufinsa hojii hoggansa mana barumsaa akka namummaa fidaan maal inni?

1. baayise hin fudhadhu 2.hin fudhadhu 3.giddu-galeessan 4.naan fudhadha 5.baayiseen fudhadha

Lakk	Wantoota	Sadarkaa itti fuufinsa				
		1	2	3	4	5
1.1	Umuriin dura bu'aa hoggansa mana barumsa gahaadha.					
1.2	Hanqina badhasa fi kaka'umsa					
1.3	Muuxannoo gahaa dhabuu					
1.4	Leenjii gahaa dhabuu					
1.5	Beekkumsa gaggessumma mana barumsa					
1.6	Hogganaan mindaa isatti gammada ta'u					
1.7	Iftoomina qajeelfamaan gaggeessu hanqina qabachu					
1.8	Gaggeessan mana barumsa hoggansa mana barumsa kallatti qabsisuu					
1.9	Aadaan walgargarsa mana barumsa dhabamuu					
1.10	Walitti dhufeenya mamiltoota waliin					
1.11	Si'ahina dhunfaa fi hoggansa irratti					
1.12	Tokkummaa fi hojii si'ahinaan ceesisu irratti					
1.13	Amalli dhuunfaa hogganummaa					
1.14	Gaggeessan mana barumsa rakkoo mana barumsa salphisu fi murtoo kennu irratti					
1.15	Qulqullinni walitti dhufeenya dhunfa irratti					
1.16	Barataan, barsisaa fi maati biratti fudhatamu irratti					

Gaafannoo afaani 1.17 Gaggeessan mana barumsa eenyuun madalame hordofama hojii hundarratti

Superviseraan \_\_\_\_\_ barsiisan \_\_\_\_\_ maatiin \_\_\_\_\_ barataan \_\_\_\_\_

2.wantoota dhiibbaa itti fuufinsa hojii gaggeessa mana barumsa xiyyeeffannoon kan fidaan.

Lakk	Wantoota	Sadarka itti fuufinsa				
		1	2	3	4	5
1.2.1	Haalli hojii mana barumsa gahaa ta'u irratti					
1.2.2	Deeggarsi hawaasa mana barumsa keessatti					
1.2.3	Walqunnamti hoggansa gareen waliin ta'uun					
1.2.4	Muree kennu boordii qabxii barataa irratti					
1.2.5	Mul'ata qoddachuun si'ahinaan haala guddina mana barumsa mijeessuu fi kkf irratti					
1.2.6	Sa'aa hunda hoggansa xiyyeeffachu irratti					
1.2.7	Duraa bu'aan istaafiin akka kaayyoo qooddatu gochu irratti					
1.2.8	Dura bu'aan hawaasa mana barumsa fudhatamuu fi waan haaraa agarsisu irratti					
1.2.9	Dagagina ogummaa qabeenya gahaan mana barumsa irraa kennamu irratti					
1.2.10	Sa'aabarbachisu hunda guddina mana barumsa oolchu irratti					
1.2.11	Ijaarsaa fi haaromsa mana barumsa irratti					
1.2.12	Qindominaa,nageenyaa fi mija'in uumu mana barumsa irratti					
1.2.13	Hoggansa keessa mana barumsa fi baajata irratti					
1.2.14	Sirna barnoota fi hojii gaggeesuumma irratti					
1.2.15	Caasaa mana barumsa haala imaammataa fi qajeelfaman rawwachu					
1.2.16	Hirmannaa mana barumsa jijjirama deemu					
1.2.17	Naannoo mana barumsa hojiif iddoo mijataa ta'uu irratti					

3.walitti dhufeenya wantoota dhibbaa itti fuufinsa hojii dura bu'aa mana barumsa waliin raawwii superviisera,barsiisotaa,maatii fi barattoota waliin jiru caaseffama mana barumsa

3.1 wantoota xiyyeeffannoo dhiibbaa itti fuufinsa hojii dura bu'aa mana barumsa waliin raawwii supervisera waliin jiru

1.baayise hin fudhadhu 2.hin fudhadhu 3.giddu galeessan 4.naan fudhadha 5.baayiseen fudhadha

T/L	Waantoota dhihaatan	Sadaarka waliin hojii				
		1	2	3	4	5
2.1.1	Duura bu'an Supervazera waliin haala m/b hoordoofun.					
2.1.2	Supervazerri sochii hojii duura bu'a hordofee jajaabesuu irraatti.					
2.1.3	Duura bu'a Supervazerri waalin hojii barsiisoota maadalan jaajabesuu irrati.					
2.1.4	Duura bu'a Supervazerri waaliin haawasa m/b maarisisan duubdeebi fudhatani keenu irrati.					
2.1.5	Duura bu'a Supervazerri baarsiisotaf deegarsaa oguuma hoogansaa fi geegesumaa kenaame duura bu'a akka itii fuufinsaa hojiiti fuudhachu irrati.					
2.1.6	Duura bu'an Supervijinii keesoo baarsisotaa fi supervazerr waalin geegesuu irrati.					
2.1.7	Duura bu'a yeeroo huunda waal ga'ii wiirtuu guurmuu irrati hirmachuun wal degaruu cimmissuu irraattii.					

3.2 Hogganuu dura bu'aa keessatti si'ahinaan walitti dhufeenyi barsiistota qulqullina hordofuu,qindeessuu fi galmeessani qabachuu irratti sadarkan maamilumma 1. Baay'ee laafaa 2.laafaa 3.Giddu-galeessa 4.cimaa 5.Baay'ee cimaa

T/L	Gosaa hojii	Sadarka hojii				
		1	2	3	4	5
2.2.1	Barsiisotni beekumsa qaban cuunfanii barsiisuu irraatti barattootni hirmachu haala duuka bu'uu dura bu'aa qabuu ilaalchisee.					
2.2.2	Barsiisotni barattoota isaanii gargara barsiisuu keessatti muuxannoon baruu-barsiisu qaban dura bu'aan jajjabeffamu irratti.					
2.2.3	Barsiisotni haala dura bu'aan qajelcheen daree isanii seeran fayyadamani barattoota qabsiisuu irratti.					
2.2.4	Barsiisotni beekumsa akkadamiiki cimaa qabanin qulqullinni barnoota milka'uu dura bu'aa mana barumsaa waliin wal ta'uu irratti.					
2.2.5	Barsiisotni hordoffi fi to'annoo guyyaa,hojii fi sosochii barattota haala dura bu'aan qajeelcheen raawwatamu irratti					
2.2.6	Barsiisotni fi dura bu'aan tokkumma qabachuu fi sagantaa waliin marii hojii qabachuu irratti					
2.2.7	Barsiisotni haala dura bu'aan mana barumsaa kallatti agarsiisen muuxanoo wal jijjiruu,gahumsa ogumma cimsachuu fi Dow'n hojjetama jirachun.					
2.2.8	Barsiisotni fi dura bu'aan walgargaran hojjechuun hoggansa mana barumsa irratti qixa fedhii qabachuu.					

3.3. Walitti dhufeenya maatii barattoota ilaalchisee ijoollee isanii akka hordofan gochuu irratti sochiin dura bu'aa mana barumsaa hammamii?

1. Baayy'ee laafaa 2.laafaa 3.Giddu galeessa 4.Cimaa 5.Baayee cimaa

T/L	Gosa hojilee	Sadarka hojii				
		1	2	3	4	5
2.3.1	Maatiin barachuu barattoota isaanii irratti hirmaachuun meeshaa barnoota guutuu fi kan dura bu'aan mana barumsa dabars hojiirra olchuu irraatti					
2.3.2	Haala dura bu'aan mana barumsaa dabarseen maatiin fudhate ijoollee isaa hojii manaa fi qabxii hordofaa jirachuu irraati.					
2.3.3	Maatiin ijoollee isaaf gorsaa gaari walitti dhufeenya dura bu'aa mana barumsaa fi barsiisota waliin qabachuun hojjetaman.					
2.3.4	Maatiin ijoollee isaa qabxii gaarii akka fidaan cimsuu fi jajjebessu irratti dura bu'aa waliin hoojechuun.					
2.3.5	Maatiin haala qajeelfama mana barumsan barsiisota fi dura bu'oota mana barumsaa waliin ta'uun to'annoo guyyaa fi beekumsa barnota ijoollee isaan hordofuu irratti.					
2.3.6	Haala dura bu'aan mana barumsaa dabarsen maatiin hojii humnaa ijoolle isaani irraa hir'isuun akka mana barumsa yeroon dhaqan gochuu irraattii					
2.3.7	Maatiin walga'ii mana barumsaa irratti argame qabxi dura bu'aan dhiheessu irratti yaadu,komii,sirreeffama fi kallatti kennaa dhufuu fi hoggansa keessatti hirmachu irratti.					
2.3.8	Maatiin mana barumsaa qarshiin,meeshaa fi humnaan gargaruun hoggansa mana barumsa keessatti dura bu'aa waliin socho'u irratti.					

Gaafannoo afaani :2.3.9 Maatiin karoora mana barumsa irratti akka hirmaatu dura bu'aan gochuu irratti

1. Baay'ee lafa 2.laafa 3.Giddugaleessa 4.cimaa 5.Baay'ee cimaa

Yoo deebiin keessaan"laafaa"ta'e Saba isa gabaabsa  
ibsa. \_\_\_\_\_

3.4 Galma gahumsa barnoota keessatti bu'aa qabeessa qabaachuu barattoota irratti sosochiin dura bu'aan mana barumsaa raawwatu

1. Baay'ee xiqaa      2.xiqaa      3.Giddugaleessaa      4.Olanaa      5.Baay'ee Olanaa

T/L	Gosa hojilee	Sadarkaa hojii				
		1	2	3	4	5
2.4.1	Hirmannaan barattoota mana barumsaa cimsuuf dura bu'aan taasise.					
2.4.2	Naamuusa barattoota akka mana barumsatti hoojilee dura bu'an hoojeteen fooyya'uu irratti.					
2.4.3	Waldogommiin barachuun barattoota haala gaarirra jirachuu dura bu'aan taasisu irratti.					
2.4.4	Barattootni sochii gumilee,dippartiment,koreewwan sochii barnoota fi labiraarii keessatti carraa socho'uu dura bu'aan diriirse fayyadamu irrattii					
2.4.5	Haala dura bu'aan qajeelcheen barattootni seeran yuunifirmii uffachuuni fi meeshaa barnoota hundatti fayyadamuu irratti					
2.4.6	Barattootni hojii marri garee, daree fi sagantaa waliin marii duraa bu'aa mana barumsaa waliin qaban irratti.hirmaachuu.					
2.4.7	Dura bu'aan mana barumsaa ilaalcha sirrii sochii barattootaf kennuun koree isan ijaaree mirgaa fi dirqama isaan irratti qajelfama waliin hojjechuu irratti.					



4. Walitti dhufeenya maamiltoota fi dura bu'aa mana barumsaa gidduuitti itti qufuunsaa hojii dura bu'a taasisuu keessatti raawwate

1. Baay'ee xiqaa 2.xiqaa 3.Giddugaleessa 4.Olanaa 5.Baayee Olanaa

T/L	Gosa Hojiilee	Sadarka hojii				
		1	2	3	4	5
4.1	Hoggansi haala naamusa barattootaa fi walitti dhufeenya dura bu'aa					
4.2	Barattoota angeessuun hoggansa mana barumsa keessatti bu'aa waliin sosochiin jiru					
4.3	Mirga barattota eegsisuu fi dirqama isani akka ba'an gochuu dura bu'aa irratti haali jiru labsii lakk (262 )irratti					
4.4	Tajaajila barattoota irratti labiraarii,labiratorii kitabatti barattootni akka fayyadaman gochuu fi walitti dhufurattiii					
4.5	Walitti dhufenya hoggansaa fi bulchinsa barsisoota keessatti dura bu'an raawwate					
4.6	Haala ante akkadamikii barsisotan kenname akka qabataman rawwatan hojii dura bu'aan qindeessee					
4.7	Hirmannaa maatiitin ijoolleen akka gargaramani fi hawwannan mana barumsa akka dabaluu hojii dura bu'aan mana barumsa raawwate					
4.8	Dura bu'an mana barumsa hawaasa angoomsun koree GMB fi BBLG hundessaa hoggansa mana barumsa waliin hojjechu irratti					
4.9	Mana barumsa hogganuu keessatti GMB,BBLG fi dura bu'aan mana barumsaa waligalten hojjechuun murtee fi fala uumuu irratti					
4.10	Dura bu'aan mana barumsa walitti dhufeeny gaarii maatii,barsiisota,barattootaa fi kan biiruu walii qabachun waliin hojjechuu irratti					
4.11	Dura bu'aan mana barumsaa walitti dhufeenya olii(waajira),gadii maamiltoota fi hoggansa waliin qabu					
4.12	Dura bu'aan mana barumsa aangoo to'achuu qabeenyaa fi hoggansa mana barumsa koree GMB,BBLG barattota,barsiisota fi kenne waliin					

hojjechuu irraatti						
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5. Itti quufinsa hojii fi amala dhuunfaa dura bu'aan hojii galmaan ga'uu keessatti waantootni dhiibbaa gochan murteessun hojii ceesisun bu'aa argame

1. Baay'eexiqaa 2.xiqaa 3.Giddu galeessa 4.Olanaa 5.Baay'ee .Olanaa

T/L	Gosa hojilee	Sadarka hojii				
		1	2	3	4	5
5.1	Itti quufinsa hojii duraa bu'a garee hoggansaa waliin jiru					
5.2	Itti quufinsa hojii hirmanna uumata irratti ta'ee					
5.3	Itti quufinsa hojii dura bu'aa GMM fi BBLG walii taasisan					
5.4.	Walitti dhufenya dura bu'aa fi qindoomina gamta barsiisotaan itti quufinsi hojii dhufe					
5.5	Dura bu'aan deegarsa hawaasa jajjabesse itti quufinsa hojii fiduu irratti					
5.6	Hojii keessatti leenjii argachuun bulchinsa mana barumsa haala itti quufinsa hojii fidu irratti					
5.7	Sirna barnoota adda addaa fi walmaddessa irratti deeggarsa godhame					
5.8	Haalii sochiin GMB fi BBLG murtoo kennuun hirmaana hawaasa cimsu irratti fi fedhi fi fayidaan barattoota akka eeggamu itti quufinsa hojii raawwate					
5.9	Ilaalch hawaasa garii hoggansi itti quufinsa hojii fiduu irratti					
5.10	Raawwii hoggansa mana barumsaa irratti dura bu'aan yeroo fudhachunhojjilee baajata, gurma'ina,karooraa fi kkf itti fuufinsa hojii dhufe					
5.11	Raawwii gaggeessumma irratti yeroo fudhachun hojiin hawwannaa, mana barumsa mul'ata walii qooduun, raawwin ogummaa gahumsa fi muuxannoo itti quufinsa hojii fidurratti					
5.12	Gahumsa walitti dhufenya dura bu'aa fi deegertoota fi to'attoota giddu jiru itti quufinsa hojii fiduurratti					
5.13	To'attootni hojii dura bu'aa hordofuun jajjabessan itti quufinsa hojii fiduu irraatti					
5.14	Wantootni hundu safaramani,adda bahan ta'an kan mul'atan ta'an ta'un quufinsa hojii fidui irratti					
2.15	Qulqullina gahumsa fi hirmannaa barattota dura bu'an raawwate					

6. Amalootni murteessoon dirqama jijjirama jiratan caalmatti Kan dura bu'aa mana barumssaa madaalan Kan akka umurii,saalaa,miindaa,muuxannoo,leenjii fi kkf gahaa ta'uu irrattii

1.Baay'ee xiqaa 2.xiqaa 3.Giddu galeessa 4.Olanaa 5.Baay'ee Olanaa

T/L	Gosa hojiilee	Sadarka gahumsa				
		1	2	3	4	5
6.1	Sadarka dura bu'aan hojii ceesisu irratti argamu					
6.2	Itti quufinsa miindaa dura bu'an qabuu					
6.3	Naannoo fi mana barumsaa keessatti namusa ogummaa fi hojii dura bu'aan mana barumsaa qabu					
6.4	Gahumsi ogummaa gageessummaa dura bu'aan mana barumsaa qabu					
6.5	Muuxannoon hoggantumaa dura bu'aan mana barumsaa qabu					
6.6	Qulqullinni mana barumsaa fi hawwannaan jiruu					
6.7	Sadarkaan hawaas-dinagdee mana barumsa irra jiru itti quufinsa hoojii dura bu'aa mana barumsa waliin qabu					
6.8	Haali qulqullina naannoo barnoota itti quufinsa hojii uumuu irratti					
6.9	Amalli gaggeessummaa dura bu'aa mana barumsa irratti sosochin agarsisu					
6.10	Duraa bu'aan m/b Leenjii gahaa argachuu irratti					

7. Waantootni dhibbaa bu'aa qabxii barattoota irratti fuufinsa hojii dura bu'aa mana barumsa gaggeessu irratti fidaan

1. Baay'ee xiqqaa 2. xiqqaa 3. Giddu galeessa 4. Olanaa 5. Baay'ee Olanaa

T/L	Gosa hojiilee	Sadarka itti fuufinsa				
		1	2	3	4	5
7.1	Barsiisotni gosa barnoota antee qaban jiran hammami itti qufinsa hojii dura bu'aaf argamsisee					
7.2	Haali qulqullina gahumsa barsiisotaa gosa barnoota irraatti qabani hammam itti qufinsa hoji dura bu'a fidee					
7.3	Barsiisotni gosa barnoota eebbifan anteen barsiisuun maalfakkata					
7.4	Barsiisotni daree seeran fayyadamuu irratti					
7.5	Haalli hoggansa daree mana barumsaa hammaami					
7.6	Haalli naamusa barattoota daree seeran fayyadamuu irratti					
7.7	Barattootni gochaalee barsiisaan kennu hordofuu irratti					
7.8	Barattootni kitaaba barataa qabachuu fi itti fayyadamuu irratti daree fi dare ala malii fakataa					
7.9	Haala itti quufinsa hojii dura bu'aa mana barumsaan sadarkaa baruu-barsisuu mana barumsichaa irra jiru					
7.10	Sirni barnooticha qophiin kitaabaa barattoota irratti ulfinni qabu					
7.11	Barattootni semisteeran badhafaman jajjabeeffamuun irraattii					

**Galaatoomaa!**