

**ROLES OF SCHOOL LEADERS TOWARDS ADDRESSING
TEACHERS' JOBSATISFACTION IN SECONDARY SCHOOLS
OF BALE ZONE, OROMIA REGIONAL STATE**

MA THESIS

MOHAMMEDAMIN AHMED KEDIR

NOVEMBER 2019

HARAMAYA UNIVERSITY, HARAMAYA

**Roles Of School Leaders Towards Addressing Teachers' Job Satisfaction In
Secondary Schools Of Bale Zone, Oromia Regional State**

**A Thesis Submitted to the Department of Educational Planning and
Management**

Post graduate program Directorate

HARAMAYA UNIVERSITY

**In Partial Fulfillment of the Requirements for the Degree of
MASTER OF EDUCATION IN SCHOOL LEADERSHIP**

Mohammedamin Ahmed Kedir

November, 2019

Haramaya University, Haramaya

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

We hereby certify that we have read and evaluated this Thesis entitled roles of school leaders towards addressing Teachers' job satisfaction in secondary school of bale zone, oromia regional state prepared, under our guidance Mohammedamin Ahmed Kedir. We recommended that it be submitted as fulfilling the thesis requirement.

Mr. Gemechu Abera (Associate Professor)

Major Advisor

Signature

Date

Sesay Augustine (PhD)

Co-Advisor

Signature

Date

As members of the Board of Examiners of the MA Thesis open Defense Examination, we Certify that we have read and Evaluated the Thesis Prepared by; Mohammedamin Ahmed Kedir and examined the candidate. We recommended that the Thesis accepted as fulfilling the Thesis requirement for the *degree of MA in School leadership*.

Chairperson

Signature

Date

Internal examiner

Signature

Date

External Examiner

Signature

Date

Final approval and acceptance of the thesis is contingent upon the submission of its final copy to Council of Graduate studies (CGS) through the candidate's department or School graduate committee (DGC or SGC).

DEDICATION

I dedicated this thesis manuscript to my wife, Chali Alo , for her dedicated partnership in accomplishing my second degree and for nursing me with affection and love in the success of my life.

STATEMENT OF THE AUTHOR

By my signature below, I declare that this is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis. Any scholarly matter that is included in the thesis has been given recognition through citation.

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Name of the author: Mohammedamin Ahmed Kedir Signature _____

Date of submission: November, 2019

Department of Educational Planning and Management (EDPM)

BIOGRAPHICAL SKETCH

The author was born in south eastern part of Oromia Regional State, Bale Zone, Agarfa District on Jun 28, 1978. Regarding educational career, He attended his primary school 1-4 and 5-8 at Ambentu primary school from 1985 to 1992. He was also attended his Secondary education 9-12 at Agarfa Secondary School from 1993 to 1996. Finally he was joined Madwalabu University in 2008 and graduated with BA degree in EDPM in 2013. Regarding his job career, He worked as a teacher in Agarfa secondary and Preparatory School from 2007-2014. Then after, He was joined Haramaya University for postgraduate studies in 2016 to pursue MA degree in School Leadership.

ACKNOWLEDGEMENT

First of all my deepest gratitude goes to my advisor Mr. Gemechu Abera (Associate Professor) and co advisor Dr. Sesay Augustine for his always well-come face, warmest initiation and constructive comments throughout the study period. It gives me a great pleasure to extend my sincere gratitude to Sinana District Education Office, experts Mr Dame Tasfaye and Mr Leta Tola, for their giving me relevant information to strengthen my study on each and every step of the research paper. My special thanks also go to Bale Zone Educational expert Mr Hussein Mohammed for his always comment on each and every step of the research paper. I would like to extend my genuine thanks to MoE for the financial support, without whom the study would not have been realized. Moreover, my gratitude goes to Ato Ibrahim Aliyi his moral initiation to start this study. My gratitude also goes to Haramaya University and Educational planning and management department for their different support. The last, but not the least thanks go to my beloved families for their patience, unreserved love and technical support.

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ABBREVIATIONS

BEO	Bale Zone Education Office
EDPM	Educational Planning and Management
HU	Haramaya University
MOE	Ministry of Education
PTA	Parent Teachers Association
UNESCO	United Nations, Educational, Scientific and Cultural Organization

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Roles Of School Leaders Towards Addressing Teachers' Job Satisfaction In Secondary Schools Of Bale Zone, Oromia Regional State

Mohammedamin Ahmed Kedir

ABSTRACT

The purpose of this study was to assess roles of School leaders towards addressing teachers' job satisfaction in governmental secondary schools of Bale zone. To conduct this study, descriptive survey design was employed. The sample for the study comprised 10 secondary schools selected using purposive sampling. The study participants comprised of 10 secondary school principals, 5 supervisors, 30 PTAs and 96 WEOE selected by availability sampling. On the other hand, 123 teachers selected by simple random sampling. The data were collected by using questionnaire and interview. Both quantitative and qualitative data analysis were employed in order to reach at results. The finding indicated that teachers' job satisfaction was low. Regarding roles of school leaders towards addressing teachers' job satisfaction, principals do not have much impact on teachers' job satisfaction at school. The finding also indicated that student discipline is one of challenges of school leaders. At school communities there is low readiness to respect school authority and respect for others. Another factor that affects school leaders is working conditions. working conditions that challenges Leaders Towards Addressing teachers' job satisfaction were include the physical and material environment such as appropriate number of class size, availability of enough furniture and materials, opportunity for promotion, recognition, and encouraging incentive packages and good social relationships. So it would recommend that to mitigate the challenges of school leaders concerned bodies including principal expect to play a decisive role through creating conducive working environment, issuing important materials and making schools compounds attractive; and establishing constructive communication and interaction among teachers and between teachers and students; and creating positive relationship among teachers, families and the community around schools.

1.INTRODUCTION

This chapter dealt with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study and definition of key terms.

1.1. Background of the Study

School leaders encouraging and helping teachers and learners to work enthusiastically toward realization of educational objectives. Leaders role and job satisfaction seem to go hand in hand with fulfilling their contribution and functions towards teachers' job satisfaction. Head teachers adopt various leadership styles or they exhibit various behavior patterns. A school leader's style is the main factor that greatly influences school effectiveness and should be under-scored. Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal (Punnett, 2004).

Leaders influence people toward the attainment of goals. It involves the use of power to get things done through other people. The source of power can be legitimate, reward, coercive, referent or expert power. However, the assumption held by leaders about the basic nature of people highly influence the way they try to influence people. Leaders are a key component of all organizations but its function and capacity are getting more complicated with increased involvement in globalization and technology development. People that have different experience and also different background probably will have different experience when it comes to leaders and the various styles that leaders follow (Bezawit, 2017).

With regard to the roles of school leaders towards addressing teachers' job satisfaction, findings of Nyamubi (2017) revealed that several factors beyond mere remuneration led to teachers' well-being. Most teachers said that timely and regular promotion would contribute to their comfort with the profession, but they reported that often their deserved or expected promotions were not realized. The teachers stated that lack of timely promotion hindered their readiness to serve their employer.

As to Leithwood and Riehl (2003) the school leaders and the climate he is creating important teachers commitment has also significant to student achievement. Similarly the study Machum and Kaitila (2014) reveal that democratic leaders accelerate teachers' job satisfaction as they likely to be engaged, cared and valued for their contribution hence good performance. Leithwood and Riehl (2003) consistently highlight the key role of school leaders in school effectiveness and improvement. This shows that successful schools have leaders who make a significant contribution to the effectiveness of their schools. Most school leaders start by identifying schools that are successful by their outcomes, including student academic learning and social goals and then move to analyze the characteristics of successful leaders in these schools.

In addition to a school leader's role, teacher job satisfaction has immense involvement for school effectiveness. A teachers' job satisfaction may serve to influence their morale, motivation and general willingness to maximize their teaching potential". Teachers who are not satisfied with their jobs may result in bad teaching or learning process, and school effectiveness will consequently be negatively impacted. Spector (1996) found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. To this end, good school leader is essential to turning around the nation's failing schools.

Schools leaders (head of schools, principals, managers) are supposed to possess ability of influencing their staffs, parents and other stakeholders of education to make sure their schools successfully attain its pre-intended objectives by making sure that teachers perform well their responsibilities and learners perform well in their academic as anticipated. However, appropriate leaders styles that influence teachers' job satisfaction should be employed if we attain academic excellence in most secondary schools. Much of the existing research on leaders styles and its role to employee work attitudes and behavior have been more confined to the western world than in developing world (Machumu and Kaitila 2014).

1.2. Statement of the Problem

Instructional leader has a particular importance in educational administration because of its far reaching effects on the accomplishment of school programs, objectives, and educational goals. In light of this, secondary school principals are expected to perform well with instructional leaders activities (MoE, 2005). However, in implementing the instructional leaders to bringing changes in the school systems as effective as possible, school principals may face many challenges; the divergent challenges and needs that evolved from discontinuous environmental changes including globalization introduce new trends of instruction in schools. This in turn, will create challenging burden upon the effectiveness of school leaders, teachers, and students.

To strengthen this idea, Morphet (1982) stated that principals in secondary schools face many challenges due to their position; their position is vulnerable to many types of challenges. For example, pressure from their super ordinates to meet the goals of the organization, from the teachers to meet their personal needs, and from the environments both internal and external.

According to Oromia Region Education Bureau Report (2018) show that majority of school principals in zone, were trained in subject area, they have not been trained in professional disciplines that make principals in secondary schools. Most of secondary school principals did not have the required qualification for secondary school principal ship and they did not get educational leadership training which make them adequate in instructional leaders practice. According to the report principals in secondary schools face many challenges in performing instructional leaders activities as expected of them. For example, pressure from their super ordinates to meet the goals of the organization on the one hand and from the teachers to meet their personal need on the other (UNESCO, 2006).

According to Bale Zone Education Office Report (2018) indicated that principals were challenged by internal challenges such as lack of cooperation of teachers, shortage of instructional resources, lack of principals experiences in principal ship, and heavy work load, and external challenges like interference in principals' decision making process by superintendents, and lack of technical support from the superintendent in performing instructional leaders practices.

Hence, as Bale zone is one of the zones in Oromia Regional State in Ethiopia is not free from lack of effective and efficient instructional leaders in secondary schools. This is found to be weakness in instructional supervision and implementation capacity of school principals (ORSEBR, 2017). Though, from the above notions one may depict that the existing situation could affect the quality and practices of instructional leaders in secondary schools, until now there are not enough studies that can show the status of instructional leaders practices in Bale zone. Therefore, this study attempts to make an assessment on the roles of school leaders towards addressing teachers' job satisfaction of Bale Zone secondary schools.

1.3. Research Questions

This study was designed to answer to the following research questions.

1. What was the status of teachers' job satisfaction in secondary schools of Bale zone?
2. What was the roles of leader's in addressing teachers' job satisfaction in secondary schools of Bale zone?
3. What were the challenges of school leaders in addressing teachers' job satisfaction in Secondary Schools of Bale zone?
4. What would be suggested solution for the challenges of leaders to stimulate teachers' level of satisfaction?

1.4. Objectives of the Study

In this section, the general and specific objectives of the study were presented. The study had one general objective and four specific objectives as listed separately in the following lines.

1.4.1. General objective

The general objective of this research was to assess the contribution of leaders to teachers' job satisfaction and school performance of Bale Zone secondary schools.

1.4.2 Specific objectives

The specific objectives of the study were :

1. To examine the status of teachers' job satisfaction at Bale zone secondary schools.
2. To identify roles of leader's in addressing teachers' job satisfaction in secondary schools of Bale zone
3. To identify the challenges of school leaders in addressing teachers' job satisfaction in secondary schools of Bale zone
4. To suggested solution for the challenges of leaders to stimulate teachers' level of satisfaction.

1.5. Significance of the Study

This study is expected to provide a better understanding about the roles of leaders in addressing teachers' job satisfaction at secondary school level has great importance for interventions. The study may also provide information for different stakeholders such as district education leaders, and different organizational affairs on the roles of leaders in addressing teachers' job satisfaction at secondary schools of bale zone . The research may help district education offices in formulating better strategies on how to improve the procedures they followed to recruit, select and train principals. Moreover, its findings may also help secondary schools on how to enhance teacher job satisfaction in selected secondary school of bale zone. The findings of this study may also help the school communities to provide preliminary information regarding the the roles of leaders in addressing teachers' job satisfaction at secondary school . It may also encourage other researchers to conduct in-depth and a long range analysis of the the roles of leaders in addressing teachers' job satisfaction at secondaryschool.

1.6. Delimitation of the Study

The study delimited to assess the roles of school leaders towards addressing teachers' job satisfaction in selected secondary schools of Bale Zone. The study covered 10 secondary school out of 57secondary Schools found in five District of Bale zone for 2018 academic year. Thus

secondary school were Angetu, Hawo, Fincha Bamo, Meliyu, Goro, Obora, Hisu, Sanbitu, Kasomanso and Ambentu Secondary Schools. This is due to the fact that it is difficult to conduct study on all in secondary school of Bale zone at once, because of financial and time constraints.

In addition, in relation to the roles of school leaders towards addressing teachers' job satisfaction in secondary schools, it delimited to assess the challenges of school leaders on the teachers' job satisfaction and to suggest solution for the challenges of leaders to stimulate teachers' level of job satisfaction in the study area. In the present study, the independent variables were roles of school leaders towards addressing teachers' job satisfaction.

These variables are perceived to influence teachers' job satisfaction level. On the other hand, dependent variable was the status of teachers' job satisfaction level. At the end the research defends the researcher plan to give one hard copy and soft copy for each sample secondary schools. Similarly in order to build the skill of thus sample secondary school leaders the researcher gives short training based on the finding. The researcher work in collaboration with advisor in order to make publication article in journal.

1.7. Limitations of the Study

Some limitations were also observed in this study. One apparent limitation was that most of secondary school principals, supervisors and teachers were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were also reluctant to fill in and return the questionnaire as per the required time. So, the less - responsiveness of the research sample group has enormously affected the method and outcome of the study. In spite of these short comings, however, it was attempted to make the study as complete as possible. Another limitation was the absence of private secondary schools in Bale zone. Due to this the researcher was focused on the government secondary schools.

1.8. Operational Definition of key Terms

Job Satisfaction in this study refers to an effective or emotional response toward various facts of one's' job

Leader refers to the management staff (unit leader, vice principal, principal and supervisor) of the secondary school.

Principal refers to a secondary school teacher who in addition of doing leading has some supervisory functions in his /her school.

Leaders contribution In this study, it refers to the expected behavior from leader..

Challenges of school leaders refer to problems that make the leaders to satisfy teachers.

School performance refers in this study the task done by the teachers.

2. REVIEW OF RELATED LITERATURE

This section gives a review of related literature to the study on the roles of school leaders towards addressing teachers' job satisfaction in secondary schools of Bale Zone Oromia Regional State. In light of these, various issues concerning roles of leaders on employee's job satisfaction thoroughly reviewed. In this part of the paper theoretical framework, concepts of leader, leaders style, meanings of job satisfaction, are reviewed.

2.1. Concept of Leader

Leader is a person that leads, is one who guides, shows the way, or directs the course of another by utilizing inspiration, motivation, influence, and/or, persuasion. In other words, the meaning of the verb to lead is to guide, conduct, direct and proceed. Leaders act to help a group achieve objectives with the maximum application of its capabilities. They do not stand behind a group to push; they themselves go before the group as they facilitate progress and inspire the group to accomplish original goals (Workie, Melese & Adal, 2004).

Acts of leading may be very brief and of varying importance for long-term interaction, but the concept of a leader implies roles of school leaders of some duration, although this duration is not so great or the roles so unvarying as is often thought. A leader, however, is one who is repeatedly perceived to perform acts of leading. As Zigarmic (1985) points out, generally the same individual occupies the same position for a considerable time. While what has been said thus far holds equally for animal and for human social action, the greater complexity of human interaction and our more detailed knowledge of the communication processes involved in it enable us to pursue this discussion more deeply if particular attention is paid to human interaction (Fiedler, 1997).

Similarly, leader is an individual to influence group members towards the achievement of group goals, where the group members view the influence as legitimate (Howell & Costly, 2001). Additionally there are many different views on what is meant by "leader". Basically, it is the relationship between a superior and a subordinate or fellow worker, which "triggers a

person's will to do and transforms lukewarm desires for achievements into a burning passion of successful accomplishment" (Davar, 1994).

A leader is not a single concept. It has many different variables including the following four main variables of leaders (Davar, 1994). These variables are as follows: "The characteristics of leaders; the attitudes, needs and personal characteristics of followers; the characteristics of the organization, such as its purpose, habits, customs, traditional structure, nature of tasks performed; and the social, economic and political milieu." These variables affect one another. Thus the term "leaders", when used in connection with management, does not necessarily only refer to "excelling", but may lean more to "guiding" or "influencing" others or their activities towards predetermined objectives or goals. The leader's acts are "goal oriented" they use their influence to achieve some desired goal or goals.

Significantly, Huber 2004 supports this assertion by showing that the quality of leaders plays a key role and has a large contribution for the quality of the school's results:

In most of the lists of key factors (or correlate) that school effectiveness has compiled, "leaders" plays such an important part, so much so that the line of argument starting with the message "school matter, schools do make a difference" may be legitimately continued: "school leaders matter, they are educationally significant, school leaders do make a difference.

2.2. Theoretical Framework

School leaders have weak and indirect effects on student outcomes that are basically mediated by teacher related factors and school and classroom conditions. This study focused on the direct relationship of the roles of leader's in addressing teachers' job satisfaction in secondary schools of Bale zone. In the direct relationship, the roles of leaders will be treated as an independent variable and teachers' job satisfaction is treated as an independent variable.

Research findings indicated that motivated teachers practice productive teaching learning activities in the classroom and as a result improve student learning outcomes (Nyam & William-west, 2014), and stimulate increased level of student academic achievement. Teachers'

job satisfaction level is directly associated with students' learning outcomes. Teachers' performance in contributing to student learning is strongly influenced by their satisfaction level (Voluntary Service Overseas, 2008). Accordingly, in this study, roles of leader is treated as an independent variable and teachers' job satisfaction on implementations of student achievement is treated as a dependent variable.

Another relationship considered in this study is about the relationship between leaders practices and teachers' job satisfaction. Studies indicated that principals' leadership practices play important roles in influencing teachers' motivation. Principals' efforts to involve teachers in decision making processes (Kocabas& Karakose, 2005), to share authority and responsibilities, to make the physical conditions of schools attractive, and to establish good communication and interaction among teachers and between teachers and students directly contribute to teachers' motivation.

School and classroom related factors such as number of students in a class, pupil teacher ratio, school infrastructures and facilities were almost similar at all schools in the secondary school (Bale Zone Education Office, 2017). Hence, it is assumed that these factors also influence all government secondary schools students and their academic achievement in a similar way. Moreover, teachers' salary throughout the country will base on a scale endorsed by the federal Government/Ministry of Education. Hence, these factors were assumed to have similar influence on all government secondary school teachers and their motivation. In addition, it is also assumed that external factors like teachers' status and acceptance in the community were almost similar for all secondary school teachers in Bale Zone.

2.3. Leader Styles

Bass and Avolio 2004 States that leader's styles have five main characteristics, including: having moral purpose, allowing for change processes, developing rational skills, and being able to achieve consistency in the workplace. If a principal is to shift the educational paradigm in a school, he or she must exude these characteristics in order to foster change and not dwell upon systems that are no longer functional. Similarly, Bass & Avolio 1997 found that leader's styles are greatly influenced by the emotional intelligence of each leader, and include attributes

such as: being coercive, authoritative, affiliate, democratic, pacesetter, and coaching. These six emotional intelligences allow a principal to lead the school with soul and not merely guide teachers as if they were robots.

In addition to that, (Bass & Avolio 1997) found that transactional leaders can be extremely effective. However, if both transactional and transformational leaders are used together, there is a greater amount of effort given from the followers, and there is in turn higher workplace effectiveness and higher teacher job satisfaction. To add more, leaders must understand the social environment of the school and must realize the needs of their employees. To meet these needs, the transactional leaders style is able to set rewards for good performance that in turn provides constructive feedback to the employee (Bass, 1999).

Leaders give followers the capacity to develop higher levels of commitment as they relate to the organizational goals of the school. Bass and Avolio (2004) describe transactional leaders as one person taking action to contact another for collaboration in making something of value. The leader must satisfy the needs of his or her followers with these “valued things” and provide needed services to followers if he or she wishes them to accomplish independent objectives. For the remaining portion of this chapter, the focus will be on several specific styles of leaders. These styles include situational, transformational, transactional, democratic, autocratic, and laissez-faire.

2.3.1. Situational leaders

Situational leaders are a theory of leader’s style that states that there is no single best style of leaders. A situational leader is task-oriented and defined around four characteristics: directing, coaching, supporting, and delegating. The directing characteristic is based on one-way communication, where the leader defines the role of the individuals/followers based upon specific tasks. Generally, there is little to no importance placed upon relationships, and this can be an effective leader’s style when subordinates lack motivation. Principals can use this style when giving directions or instructions to teachers and when supervising staff at the school. This style is suitable when dealing with a teacher who is in their first year of teaching and is someone who requires more attention and supervision (Marks & Printy 2003).

The coaching style is also oriented around tasks, but it also focuses on relationships. There is two-way communication between the leader and followers, and this often allows for greater buy-in from the followers toward the leader's ideals or instructions. Principals can use this style to explain their decision-making process and at the same time continue to direct individuals on tasks. This leaders' style is best suited for teachers that have two or three years of experience at the school. The supporting style focuses less on tasks and more on relationships. A principal can use this style when making decisions together with teachers and school staff (Edutopia, 2011).

Finally, the delegating style focuses neither on tasks nor relationships. The leader allows the followers to take on greater responsibilities and is only involved to monitor their progress. This style is most effective when the teachers and staff are very experienced and highly motivated to do well.

2.3.2. Transformational leaders

A transformational leader describes leaders as being an inspirational guide to teachers and staff to achieve a higher level of morale and motivation at work. These leaders can alter the workplace, encouraging collaboration and raising the role of the follower to leader. Transformational leaders is "the process of influencing major changes in the attitudes and assumptions of organizational members and build(s) commitment for the organization's mission, objectives and strategies" (Yukl, 1989).

A transformational leader refers to leaders who do not support nor emphasize empowerment within their teachers. There are four important dimensions in transformational leaders' style such as having consideration for the teacher, having inspirational motivation, promoting intellectual stimulation, and making individualization a priority (Bass & Avolio, 2004).

2.3.3. Transactional leaders

Transactional Leaders refers to a process where there is an evolution among the leader and the follower, where the leader is not interested in the follower's concerns or needs (Bass and Avolio, 2004). These leaders have certain skills and expect respect when leading in the

organization. They tend to believe that followers are motivated by rewards or punishments. If a follower does something good, they are rewarded; if they do something wrong, they are punished. Using transactional leaders, the leader can motivate followers with higher goals instead of immediate self-interest, for achievement and self-actualization rather than safety and security (Bass & Avolio, 2004).

2.3.4. Democratic leaders

A democratic leader refers to a situation where there is equal work among leaders and followers. According to Yukl (1994), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism. Yukl (1989) states that leaders using a democratic style of leaders' build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. These types of leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful.

2.3.5. Autocratic leaders

Autocratic leaders refer to a system that gives full empowerment to the leader with minimal participation from the followers. Yukl (1994) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leaders' usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive.

2.3.6. Laissez-faire leaders

A laissez-Faire leader is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Zervas(2007) as the most effective style, especially where followers are mature and highly motivated.

2.4. Meanings of Job Satisfaction

Job Satisfaction is defined as simply how people feel about their jobs and different aspects of their jobs or the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation. It is a critical and important outcome of having an effective leaders' in an organization (Bass &Avolio, 1994).Job satisfaction is very important not only for employees but also for the success of the organization (Lim, 2008) because if an employee is not satisfied with his job then he will not be loyal with the organization and dissatisfaction with a job and/or lack of loyalty to the organization, may search for other jobs.

Moreover, job satisfaction is the feeling that a worker has about his job or a general attitude towards work or a job and it is influenced by the perception of one's job. Job satisfaction theory is used in this research to further define the variable of worker happiness. The importance of worker job satisfaction is a universal issue and not specific to the education sector Cheng, (1994). Teacher and principal job satisfaction is derived from positive and/or negative relationships between principals and teachers and among administrators themselves. As leaders in the schools, principals should play a positive role in the workplace and ensure that teachers will be satisfied in their profession. The principal must understand his or her own contribution and how these can positively affect teachers in the workplace. Cheng (1994) on the contrary, studied how differing types of motivation relate to an individual's workplace behavior, but not to job satisfaction. However, it is my assertion that motivation is strongly correlated with job satisfaction and that leaders'styles and workplace hygiene factors contribute to teachers' and principal job satisfaction.

2.4.1. Theories of motivation

Content theory of motivation emphasizes on the question of what arouses, energizes or starts behavior for people to put forth effort. In content theory it finds, Hierarchy of need and ERG.

2.4.1.1. Hierarchy of needs theory

Abraham Maslow has propounded one of the most popular and widely used theories of motivation. The theory is based on two important assumptions: Each person's needs depend on what he already has. Only needs not yet satisfied can influence behavior, Needs are arranged in a hierarchy of importance. The theory is based on the assumption that people are motivated by five categories of needs: physiological, safety, belongingness, esteem and self-actualization (Peretomode, 1991). The following is a detailed discussion of each need.

2.4.1.2. ERG theory

Clayton Alderfer proposed advanced and more realistic version of the needs hierarchy theory than that offered by Maslow. The ERG theory identified three categories of needs. Existence, relatedness and growth needs. Existence needs: these are the needs for maintaining physical wellbeing .Relatedness needs: these pertain to the need for satisfactory relationships with others. Growth needs: this represents the development of human potential and the desire for personal growth and increased competence Argarwal (2010).

The ERG model and Maslow hierarchy are similar because both are in a hierarchical form and presume that individuals move up the hierarchy one step at a time. However, Alderfer reduced the number of need categories to three and proposed that movement up the hierarchy is more complex, reflecting a frustration – regression principle. That is, failure to meet a higher order need may trigger a regression to an already fulfilled lower order need, thus a worker who cannot fulfill a need for personal growth may revert to a lower-order social need and redirect his or her efforts toward making a lot of money. The ERG model is there for is less rigid than Maslow's need hierarchy, suggesting that Individuals may move down as well as up the hierarchy.

At the school level, the process theories of motivation are more applicable to the teaching learning process. For instance, students are conditioned to school bell in counting daily periods. Learning is used to modify the behavior of students in the desired manner and reinforcement techniques are used to ensure behavioral modification on the part of the students.

2.4.2. Factors that contributes to job satisfaction

Job satisfaction is concerned with several attitudes including attitudes about the job characteristics, compensation and benefits, status, social security, advancement opportunities, technological challenges and respect. The most widely used factors of job satisfaction are work, pay, promotion, supervision and coworkers (Luthans, 2005). The factors conducive to job satisfaction are: pay, work, environment, co-workers. Similarly, “having adequate work equipment, resources, and training opportunities and an equitable workload distribution- also significantly and positively affect employee job satisfaction (Ellickson & Logsdon 2001). Many studies show that job satisfaction has been related to co-workers and supervisors behaviors, promotion and salary or pay and also the level of fairness in the organization in general.

2.4.2.1. Working environment and job satisfaction

Since employees spent most of their times at work place. A healthy working environment includes cooperative colleagues, supportive seniors, open communication, etc. Environment plays important contribution in employees in staying or leaving the organization (Luthans, 2005).

2.4.2.2. Pay and promotion and job satisfaction

Payment is another factor that plays vital role in satisfying an employee. An employee who gets right amount of payment according to their job is motivated to continue working. But, when employees are paid inadequately they are dissatisfied with the job and can even discontinue working in a long run (Williams, 2004).

2.4.2.3. Job Security and job satisfaction

Job security is the chance that a person or an employee will keep his or her job. For better job involvement satisfaction job involvement and job security in creating leaders' that attain his/her anticipated goal.

2.4.2.4. Relationship with co-workers and job satisfaction

The social interaction in the work places plays a vital contribution. A hostile environment with rude and unpleasant co-workers is one of the major factors that develops negative attitude towards workplace, while the opposite is known to have satisfied employees to a higher extent as there is very less chance of conflicts and grievances in workplace which has employees with high morale.

2.4.2.5. Relationship with supervisor and job satisfaction

According to Williams,(2004) supervisors play such an important contribution in jobs that it would not be wrong to say that employees leave their bosses, not their job. The talented employee may join an organization for many reason, but how long that employee stays and how productive he/she is while there is determined by the relationship with the immediate supervisor.

2.4.2.6. Level of fairness and job satisfaction

Noor, (2009) there exist a good and positive relationship between fairness of work policies, insurance policies and working hours and job satisfaction through a course of action based on work-life principle.

2.43. The relationship between leaders role on employee job satisfaction

In a historical overview of the concept of job satisfaction, Holland 1989 suggested that satisfaction with one's particular job is a by-product of meeting different motivational needs within the employee. Leaders'role is an important determinant of employee job satisfaction.

The reactions of employees to their leaders will usually depend on the characteristics of the employees as well as on the characteristics of the leaders (Yukl, 2002).

Employees job satisfaction is influenced by the internal organization environment, which includes organizational climate, leaders role and personnel relationships. The quality of the leader-employee relationship – or the lack thereof - has a great influence on the employee's self-esteem and job satisfaction. Employees are more satisfied with leaders who are considerate or supportive than with those who are either indifferent or critical towards subordinates (Yukl, 2002). It is stressful for employees to work with a leader who has a hostile behavior and is unsupportive. If subordinates are not capable of figuring out how to perform the work by themselves they will prefer a leader who will provide adequate guidance and instructions (Wilkinson & Wagner 1993).

2.4.4. Teacher's job satisfaction and perceptions of leaders role

Job satisfaction is an important part of worker productivity in many work sectors including education sector. Beyene (2016) found that teacher job satisfaction is greatly affected by the overall attitude of the public toward teachers and their working conditions. Teachers who are not satisfied in the workplace are more likely to leave the profession. If teachers can receive support from their principal and from local parents, if they are involved in the decision-making process, and if they work within a positive school climate and culture, they are more likely to succeed and remain in the profession. The perceptions of teachers and principals are important regarding leader's role because these two groups work closely together and the impact of these leaders' role on teacher job satisfaction should be concern.

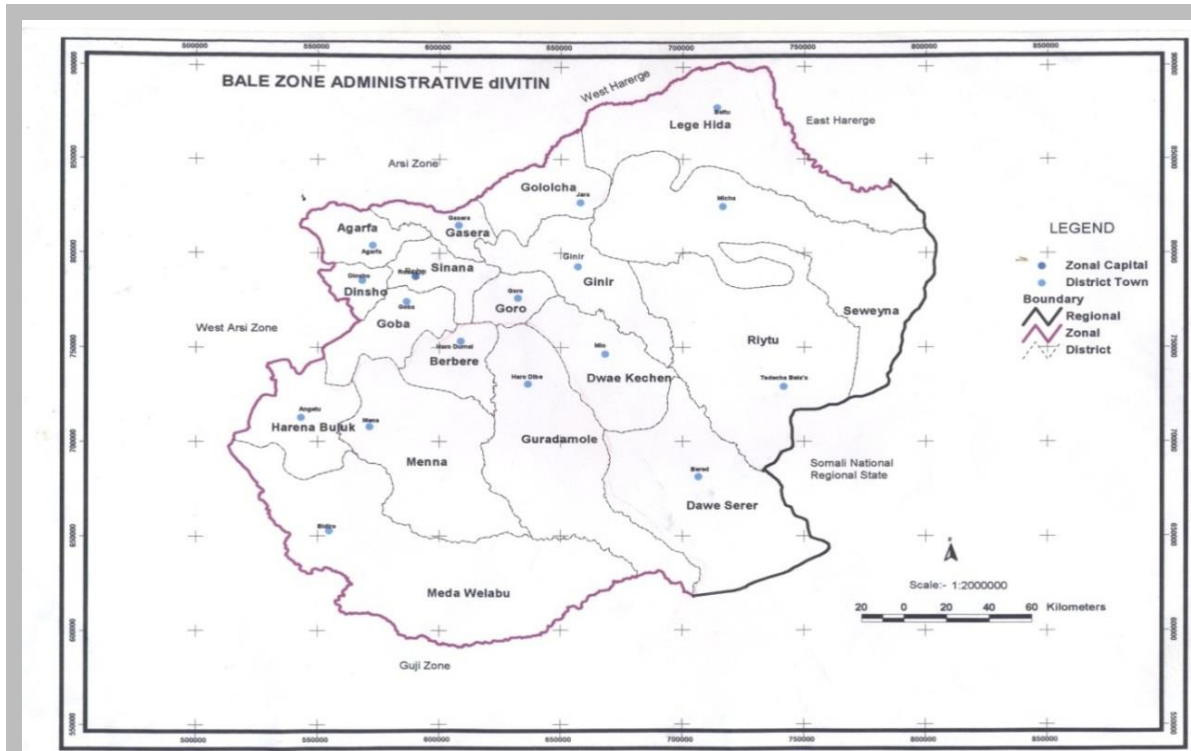
3. RESEARCH DESIGN AND METHODOLOGY

In this section the research design, the description of study area, source of data, population, sample size and sampling technique, data gathering instruments, procedure of data collection, methods of data analysis and ethical consideration were also discussed in this chapter.

3.1. Description of the Study Area

Bale Zone is one of the 19 Zones in Oromia Regional State, which is found in the South eastern part of Ethiopia. It has a total area of approximately 16,555 Km². The Zone geographically share boundary with Somali Region in the east, Arsi Zone in the north, in south with Guji and in west direction with western Arsi. Robe is the capital city of zone. Bale zone has eighty district and two towns. The capital town of Bale Zone Robe has distance of 430km from Addis Ababa. The people in Bale living in very scattered way (Bale Zone Administration Socio Economic Profile, 2017).

There are three dominant languages spoken such as: Afan Oromo, Amharic and Somali and, they have common religious followers like Ortodox Christianity, Muslim and Protestant. The lowest and highest altitude of the zone is extended from 1650m to 2950m above sea level respectively. From the total area of the zone about 73.54 % is plain land, 3.7 % is hills, 9.6 % is mountains, 12.3 % is rugged and .86 % is gorge. Physiologically, most of the zone is situated below 2600ms above sea level. The zone is divided in to three major climatic zones. Highland shares 13.3%, Semi highland 85.84 % and lowland account for 0.86%.The zone has bimodal rainfall. This is due Atlantic ocean, which is the cause of summer rain, and Indian Ocean is the cause of autumn /Belg/ rain. (Bale Zone Administration Socio Economic Profile, 2017).



Bale zone administrative office

Figure 1. Map of bale zone

3.2. Research Design

The study used descriptive survey design to assess the roles of school leaders towards addressing teachers' job satisfaction and in selected secondary schools of Bale zone. The choice of the descriptive survey research made based on the fact in the study, the researcher has interested to describe the roles of School leaders towards addressing teachers' job satisfaction in selected Secondary Schools of Bale zone as it exists. Descriptive survey approaches can be used to provide a holistic picture and in-depth understanding of the problem.

3.3. Sources of Data

For this study, two main sources of data were used. These were primary sources of data and secondary sources of data.

3.3.1. Primary sources

The primary data collected from principals, supervisors, PTAs, teachers and district education office experts of these selected Secondary Schools and district offices.

3.3.2. Secondary sources

Secondary data included information that obtained mainly from Annual plan and reports of Bale Zone Education office. Secondary data may also obtain from secondary schools plan, reports and bulletins were gathered to complement the analysis.

3.4. Population, Sample Size and Sampling Technique

Bale zone was chosen because it was easily accessible to the researcher. Singleton (1993) noted that the ideal setting for any study should be easily accessible to the researcher which permits instant rapport with the informants. Populations of the study were secondary schools of Bale zone. Accordingly by purposive sampling design, the researcher selected 10 out of 57 secondary schools on which to conduct the survey. Those secondary schools were Angetu and Hawo Secondary Schools from Harena buluk district, Fincha Bamo Secondary School from Goba town, Meliyu and Goro Secondary Schools from Goro district, Obora, Hisu and Sanbitu Secondary Schools from Sinana district and Kasomanso and Ambentu Secondary Schools from Agerfa district.

The researcher selected purposely these secondary schools to represent the study area. This was because; these ten secondary schools were primarily accessible to the researcher and transport network could be also mentioned as prime factors for purposively choosing those sites. Beside, the location is close to the researcher which made it cost and time effective. It account, 14 % of the total secondary schools currently found in the zone. In the study area in secondary schools which the study is conduct on; the researcher would be selected as sample principals, supervisors, PTAs, teachers and district education office experts.

For teachers, the sample size was 25 % of the population. This is in line with (Mugenda & Mugenda 2003) who suggest that 10% or more of a population is adequate for a study. According to Bale Zone Education Office Report (2018), the total population samples of the ten

selected schools teacher were 200. Based on the assumption the sample size is 25 % of the population, the sample size used for the teachers has 133. Then after the sample size determined the samples were taken from each ten secondary schools, using a simple random sampling technique. The choice of simple random sampling is that it avoided bias and also ensured that there was representativeness.

According to Gay (1992), random sampling is preferred because it allows all members of the population an equal chance of being included in the study. On the other hand, all 96 district education experts were selected through availability sampling technique. On the other hand, 10 principals, 5 supervisors and 30 PTAs were selected through available sample. Since the researcher believes that they knew the condition better than others because of their day -to- day contacts with activities run in the secondary schools. Totally 274(98 %) samples from 278 populations will be selected for the study.

Table 1. Population, sample size, present and the sampling technique table

S.N	Sampled school	Teachers			Principals			Supervisors			PTAs			District experts		
		P	S	%	P	S	%	P	S	%	P	S	%	P	S	%
1	Angetu	20	13	65	2	2	100	1	1	100	3	3	100	20	20	100
2	Hawo	12	8	67	2	2	100				3	3	100			
3	Ficha Bamo	21	14	67	2	2	100	1	1	100	3	3	100	21	21	100
4	Maliyu Burka	32	21	66	2	2	100	1	1	100	3	3	100	18	18	100
5	Goro	26	17	65	2	2	100				3	3	100			
6	Obora	25	17	68	2	2	100	1	1	100	3	3	100	20	20	100
7	Hisu	17	11	65	2	2	100				3	3	100			
8	Sanbitu	20	13	65	2	2	100				3	3	100			
9	Kasomanso	14	9	64	2	2	100	1	1	100	3	3	100	17	17	100
10	Ambentu	13	9	69	2	2	100				3	3	100			
	Total	200	133	66%	10	10	100%	5	5	100%	30	30	100%	96	96	100%
	Sampling methods	Stratified random sampling			Availability sampling			Availability sampling			Availability sampling			Availability sampling		

P=Population and S=Sample %=percentage

3.5. Data Gathering Instruments

There were two basic instruments that were employed in the process of collecting necessary data for the study, these two instruments were questionnaires, and interview.

3.5.1. Questionnaire

For this study, questionnaires were distributed to 123 teachers and 96 district education office experts. Questionnaires were taken as a preferable data-gathering tool for this research because of the fact that the researcher to collect information on facts and attitudes from a wide range of sources. Questionnaire is used commonly to gather data for descriptive survey. All of the statements were written in English as the researcher believes that respondents could understand the questions.

In order to get reliable and adequate information, the researcher used a set of questionnaire containing mainly close- ended items some followed by open- ended questions were used to collect data from teachers and district education office experts. Close ended question type such as Likert or rating scale were used because they are suitable for large scale survey as they are quick for respondents to answer, easy to analyze using statistical techniques and enable comparison to be made across groups. The open- ended questionnaire enabled the respondent further to give chance for some more relevant information that the researcher is not included in the questionnaires.

The questionnaire consists of six sections. The first part of the questionnaires was designed to collect information on the demographic characteristics' of respondents. The second part of the questionnaire gathered information on the status of teachers' job satisfaction. The third part of the questionnaires designed to collect information on the roles of leaders towards addressing teachers' job satisfaction in secondary schools. The fourth part of the questionnaires designed to collect information on the challenges of school leaders towards addressing teachers' job satisfaction. The sixth part of the questionnaires designed to collect information on suggested solution for the challenges of leaders to stimulate teachers' level of job satisfaction.

To ensure validity, it was used content analysis was used. It was also to ensure validity, instruments were developed under close guidance of the advisor, intensive consultation of relevant literature and a pilot study carried out to pre- test the instruments. The draft questionnaire after examined with advisor it was pilot- test on a sample of 6 vice principals and 10 teachers randomly selected which were not included in the actual study. Based on the comments had given by the advisor and above respondents, some modification made on the questionnaire to make it clear and precise for the main respondents so as to obtain the most reliable information. For data quality control the researcher would be check the internal consistence of the research questionnaire. The reliability of research questionnaires was tested using the Cronbach's alpha. It was found to be reliable having a coefficient of Cronbach's alpha 0.79.

3.5.2. Semi-structured Interview

The interview permits greater depth of response which is not possible through any other means. Thus, the purpose of the interview was to collect more supplementary opinion, so as to stabilize the questionnaire response. With this in mind, interview conducted with 10 principals, 5 supervisors and 30 PTAs. Semi structure items prepared for the above respondents. The reason behind the semi-structured interview items are the advantages of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee.

3.6. Procedure of Data Collection

To answer the research questions raised, the researcher would go through a series of data gathering procedures. These procedures would help the researcher get authentic and relevant data from the sample units. First the researcher having letters of authorization from Haramaya University and Bale Zone Education Office for ethical clearance. Second, before beginning of all aspects the researcher had contacted directors and teachers of respective schools for consent. Third, after making agreement with the concerned participants, the researcher were introduced his objectives and purposes. Fourthly, the final questionnaires were administered to sample participant in the selected schools. The participants were allowed him to give their own answers to each item independently. Fifthly the researcher was closely, assisted and supervises them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and

make it ready for data analysis. The interview was conducted after the participants individual consent is obtained.

3.7. Method of Data Analysis

The data collected is edited, coded, and analyzed using descriptive statistics with the aid of SPSS program version 20. For the purpose of data analysis, data analysis were carried out by use of mean, standard deviations, frequencies, percentages and regression by use of computer software application Statistical Package for Social Sciences (SPSS) Version 20. Percentage and frequency was used to analyze various characteristics of sample population such as gender, age, qualification and service years. The reaction of the respondents is indicated in numbers and percentages.

Mean, standard deviations and t test were used also to analyze questions on respondents view on the status of teachers' job satisfaction level, leader's contribution to teachers' job satisfaction, the challenges of school leaders to contribute teachers' job satisfaction, suggested solution for the challenges of leaders to stimulate teachers' level of job satisfaction. Correlation test was employed for data analysis used to quantify explore and describe principal contribution to teacher job satisfaction.

The process of data analysis required the use of Statistical Package for Social Sciences (SPSS) version 20. On the other hand, based on the responses obtained from data gathered through interviews and open-ended question, the analysis and interpretation of data was presents in the form of thematic narrations. The data was presented using narrative form and qualitatively to meaningfully describe the distribution of measurements under study in order to bring out the information in line with the research objectives.

3.8. Reliability and Validity

Concerning the validity of the questionnaire, two important aspects were addressed in this study. The first one was the content validity, which was about the extent to which the measuring instrument for questionnaire or interview showed its fairness and comprehensiveness in covering the domain or items that it purported to cover. Thus, in this study, content validity is concerned with checking the degree to which the items were fairly

and accurately represented in all components. In addition to the above presented research, the validity of the observation, before it was used as a data collection instrument in this study, a pilot test was done on 5 teachers and 4 vice principals in Bale zone secondary education system and school leadership context. In light of the advisors opinions about the pilot test, some items of the survey were revised, rephrased, modified and/or replaced by other items. The reliability of both formats established through test-retest reliability. The reliability of formats was established through test-retest reliability. The average of the reliability result was found to be (0.88) and that was highly reliable.

3.9. Ethical Considerations

Research ethics refers to the type of agreement that researcher enters into his or her research participants. In this regards the researcher had sought the consent of those he/she was interviewed, questions, observed or took material from. Moreover the researcher was reached agreements with them about the use of the data, and how its analysis were reported and disseminated.

For this study, ethical code in terms of data collection, data analysis and diffusion of findings were conformed. In this regard the researcher conducted discussion with the principals of the school personally in order to seek their prior permission to administrator the three instruments. Adequate information on aims of research, the procedure followed and the use of results were given to each participant. The information from the participants would regard as confidential and anonymity was assured. The participants were given full assurance that the finding of the study had used strictly for academic purpose.

4. RESULT AND DISCUSSION

This chapter dealt with presentation, analysis and interpretation of the data gathered from respondents through questionnaires, interviews. Thus, the quantitative as well as the qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. So, the qualitative data included the data gathered through interviews and open- ended question. The necessary information for this study was obtained from teachers, principals, supervisors, PTAs and district education office experts of the selected schools. A set of questionnaires was prepared and distributed to 133 teachers and 96 district education office experts. The question items in the questionnaire distributed to respondents in the two groups were mostly the same in the sense that they addressed the same basic issues.

The data was collected from 123 teachers and 96 district education office experts from a total of 219 respondents. The remaining 10 copies of questionnaires were not returned. The return rates of the questionnaires were 92.4% for teachers and 100 % for district education office experts. Moreover, 10 school principals, 5 supervisors and 30 PTAs were interviewed. Based on the responses obtained from the respondents, the analysis and interpretation of data was made. This chapter consists of three major parts. The first section dealt with the characteristics of the respondents, the second section presents the analysis and interpretation of the main data.

4.1. Characteristics of the Respondents

Understanding about the overview of the respondents demographic characteristics was important for further analysis of their responses. Hence, attempt was made to describe the background of the respondents which directly or indirectly related to the objectives of the study. Accordingly, the demographic characteristics of the respondents were sex; age, educational qualification and years of work experience were analyzed and discussed in terms of frequencies and percentage as follows.

Table 2. Characteristics of the Respondents

Variable	Category	Teacher		District education experts	
		F	%	F	%
Sex	Male	88	72	86	90
	Female	35	28	10	10
Age	18-30	-	-	-	-
	30-40	70	57	58	60
	40-50	40	33	30	31
	50 and above	13	10	8	9
Education level	Master Degree	10	8	1	1
	Degree	113	92	95	99
	Diploma	-	-	-	-
	Certificate	-	-	-	-
Work Experience	1-5	-	-	-	-
	5-10	30	24	6	6
	10-15	60	49	58	61
	15-20	20	16	22	23
	20 and above	13	11	10	10

As it indicated in table 2 above, out of the 123 teachers and 96 district education office experts who took part in the study, 88 (72 %) of teachers and 86 (90 %) of district education office experts were male. While, 35(28%) of teachers and 10(10%) of district education office experts were female. This implies that the participation of sexes found to be not proportional. The participation of females in education sector was low. Hence, females should be encouraged to be teachers and experts.

Age distribution of the respondents under item 2 indicates that 57 % of teacher and 60 % of district education office experts were in between 30-40years of age. On the other hand, 33 % of

teacher and 31 % of district education office experts fall in age of 40-50 years. The rest 10 % of teacher and 9 % of district education office experts were above 50 years of age. This shows that considerable number of teachers and district education office experts belonged to the age group of greater than 31 years. This implies that teachers and district education office experts under consideration seem to be occupied by experienced and matured individuals. From this we can see that majority of teachers and district education office experts do have maturity that can help them to participate and share experience on the area of secondary school leaders.

Regarding education level as indicated in table above, out of the 123 teachers and 96 district education office experts who took part in the study, 113 (92 %) of teacher and 95 (99 %) of district education office experts were first degree and 10 (8 %) of teacher and 1 (1%) of district education office experts were master degree. From this we can see that majority of teachers and district education office experts were graduated with first degree. So, they do have the necessary skill in which they have appropriate educational level to participate in secondary schools leaders according to standard set by (MoE, 2010).

As it indicated in table above, in relation to work experience, the study established that,30 (24%) of the teachers and 6 (6 %) of district education office experts had served in between 5-10 years. While 60 (49%) of teachers and 58 (61 %) of district education office experts had served between 10-15 years. The rest 33(27%) teachers and 32(33%) district education office experts had served for 15 years and above. Hence, it can be inferred that most of teachers and district education office experts had experience which would enabled them not only to contribute to the research adequately but also were expected to be active participants in all spheres of leaders positions.

4.2. Presentation, Analysis and Interpretation of the Findings

This part dealt with presentation, analysis and discussion of the findings regarding the status of teachers' job satisfaction level, leader's contribution to teachers' job satisfaction, challenges of school leaders to contribute to teachers' job satisfaction and suggested solution for the challenges of leaders to stimulate teachers'level of job satisfaction. Item scores for each category were arranged under five likert scales by tri section approach (Blumos, 2012). The range of the likert

scales were mean weight 4.5-5.0= strongly agree (SA), mean weight 3.5-4.5=Agree (A), mean weight 2.5-3.50= Undecided (U), mean weight 1.5-2.50 = Disagree (DA) and mean weight 1-1.50= strongly disagree. In this section in the first part it was presented the descriptive results. In the second part it was presented the inferential statistics result.

4.2.1. Descriptive Results

In this section the descriptive results presented on the status of teachers' job satisfaction, roles of school leaders towards addressing teachers' job satisfaction, the challenges of roles of school leaders towards addressing teachers' job satisfaction and suggested solution for the challenges of leaders to stimulate teachers' level of job satisfaction.

Table 3.Respondents’ opinion on status of teachers’ job satisfaction

No	Item	Scale of response			Scale
		Weighted Mean	Sd	t-value	P-value
1	Teacher are satisfied in the teaching profession area	2.02	0.45	1.695	0.092
2	Job satisfaction improved teacher performance to the greatest level	3.53	0.94	1.328	0.186
3	In your secondary school your performance and benefit you get fit each other	2.04	0.44	1.509	0.133
4	Teacher are greatly satisfied with the working conditions of the secondary school	2.06	0.43	1.371	0.171
5	Teachers have positive attitude towards their teaching profession	2.02	0.37	1.408	0.161
6	The job satisfaction of teachers in your secondary school is high	2.04	0.43	1.509	0.133
7	Teachers are getting high level of job satisfaction in their teaching	2.05	0.4	1.256	0.210

As the table 3 of item 1 indicate, the computed weight mean ($M=2.02$) of the respondents were show that the respondents were disagreed on the issue that teachers are satisfied on teaching profession. However the computed pooled standard deviation ($Sd=0.45$) indicated that there was almost no variability between teachers and district education experts on the issue that teachers are satisfied in their teaching profession.

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 1.695$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that teachers are satisfied with their teaching profession $t(217) =1.695$, $p>0.05$, two tailed.

As the table 3 of item 2 indicate, the computed weight mean ($M=3.53$) of the respondents were show that the respondents were agreed on the issue that job satisfaction improved their performance to the greatest level. Moreover, the computed pooled standard deviation ($Sd=0.94$) indicated that there was almost no variability between teachers and district education experts on the issue job satisfaction improved their performance to the greatest level.

Moreover, the computed t- value at $\alpha=0.05$, $t(217) = 1.328$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that job satisfaction improved their performance to the greatest level $t(217) =1.328$, $p>0.05$, two tailed.

As the table 3 of item 3 above indicate, the computed weight mean ($M=2.04$) of the respondents were show that the respondents were disagreed on the issue that in secondary school teacher performance and benefit get fit each other. However the computed pooled standard deviation ($Sd=0.44$) indicated that there was almost no variability between teachers and district education experts on the issue that in secondary school teacher performance and benefit get fit each other.

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 1.509$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that in secondary school teacher performance and benefit get fit each other $t(217) =1.509$, $p>0.05$, two tailed.

As the table 3 of item 4 above indicate, the computed weight mean ($M=2.06$) of the respondents were show that the respondents were disagreed on the issue that teacher are greatly satisfied with the working conditions of the secondary school. However the computed pooled standard deviation ($Sd=0.43$) indicated that there was almost no variability between teachers and district education experts on the issue that teacher are greatly satisfied with the working conditions of the secondary school.

Moreover, the computed t- value at $\alpha=0.05$, $t(217) = 1.371$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that teacher are greatly satisfied with the working conditions of the secondary school $t(217) =1.371$, $p>0.05$, two tailed.

As the table 3 of item 5 indicate, the computed weight mean ($M=2.02$) of the respondents were show that the respondents were disagreed on the issue that teachers have positive attitude towards their teaching profession. However the computed pooled standard deviation ($Sd=0.37$) indicated that there was almost no variability between teachers and district education experts on the issue that teachers have positive attitude towards their teaching profession.

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 1.408$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that teachers have positive attitude towards their teaching profession, $t(217) =1.408$, $p>0.05$, two tailed.

As the table 3 of item 6 indicate, the computed weight mean ($M=2.02$) of the respondents were show that the respondents were disagreed on the issue that job satisfaction of teachers in secondary school is high. However the computed pooled standard deviation ($Sd=0.41$) indicated that there was almost no variability between teachers and district education experts on the issue that job satisfaction of teachers in secondary school is high.

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 1.509$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that job satisfaction of teachers in secondary school is high, $t(217) =1.509$, $p>0.05$, two tailed.

As the table 3 of item 7 indicate, the computed weight mean ($M=2.02$) of the respondents were show that the respondents were disagreed on the issue that teachers are getting high level of job satisfaction in their teaching. However the computed pooled standard deviation ($Sd=0.41$)

indicated that there was almost no variability between teachers and district education experts on the issue that teachers are getting high level of job satisfaction in their teaching.

Moreover, the computed t- value at $\alpha=0.05$, $t(217) = 1.256$ which was much less than the critical reign at $\alpha =0.05$, $t (217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that teachers are getting high level of job satisfaction in their teaching, $t (217) =1.256$, $p>0.05$, two tailed.

Regarding the question status of teachers' job satisfaction at secondary school, data gathered through open ended question show that teachers were not satisfied with work as result performs poorly and create bad relationships with students, which have a negative impact on a school's overall efficiency. They further explained that only few teachers are satisfied and motivate teachers and contribute their part for effective performance of their school.

PTAs through interview respond that status of teachers' job satisfaction at secondary school was low due to, poor schools compounds; and lack of establishing constructive communication and interaction among teachers and between teachers and students. According to their view principals did not use different motivation technique to enhance teaches' energy to facilitate the achievement of their schools primary objectives. Satisfaction is extremely important for ensuring high quality performance. Teachers' performance depends on what they perceive as important to them in their teaching or professional career.

Moreover, supervisor through interview also respond that due to lack of work experience principal did not use different motivation technique according to their particular individual needs and interests to upgrade status of teachers' job satisfaction at secondary school.

Principal through interview respond that low status of teachers' job satisfaction at secondary school was related to co-workers and supervisors behaviors, promotion and salary or pay and also the level of fairness in the organization in general. According to their view not only principal role, but also other factors affected teacher job satisfaction at secondary school.

Supervisor through interview respond that low status of teachers job satisfaction at secondary school, because of low commitment and awareness about teachers job satisfaction among the

school leaders and shortage of budget in the schools, teachers are less satisfied with their job hence; nothing has been done for them .This may have negative impact on the goal of schools in particular as well as in quality education in general.

The most widely used factors of job satisfactions are work, pay, promotion, supervision and coworkers (Luthans, 2005).

Table 4.Respondents' opinion on the roles of school leaders towards addressing teachers' job satisfaction

No	Item	Scale of response			Scale
		Weighted Mean	SD	t-value	P-value
1	The school leaders has strong commitment to satisfy teachers at their teaching profession	2.04	0.48	1.896	0.060
2	School leaders ensured an attractive working environment to ensure the quality of education	3.63	0.92	1.903	0.059
3	school leaders ensured the satisfaction level of teachers of your school better other secondary schools	2.05	0.45	1.728	0.086
4	school leaders ensured various techniques of job satisfaction are applicable in the school	2.05	0.44	1.269	.0 .206
5	School leaders motivates teachers at a work place	3.63	0.91	1.647	0.102
6	School leaders motivation bring effective change within the context of roles of teachers in the	2.04	0.48	1.896	0.060
7	School leaders utilize job satisfaction to change traditional mind set of teachers, which is necessary to get success in the changing the school	3.63	0.87	2.012	0.050
8	The school leaders motivation prepare teachers to learn new skills and knowledge necessary for working in the modern world	2.05	0.45	1.728	0.086

As the table 4 of item 1 indicate, the computed weight mean (M=2.04) of the respondents were shown us that the respondents were disagreed on the issue that school leaders has strong commitment to satisfy teachers at their teaching profession. However the computed pooled

standard deviation ($Sd=0.48$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders has strong commitment to satisfy teachers at their teaching profession.

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 1.896$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders has strong commitment to satisfy teachers at their teaching profession ($t(217) =1.896$, $p>0.05$, two tailed).

As the table 4 of item 2 indicate, the computed weight mean ($M=3.63$) of the respondents were shown us that the respondents were agreed on the issue that school leaders ensured an attractive working environment to ensure the quality of education. Moreover, the computed pooled standard deviation ($Sd=0.92$) indicated that there was almost no variability between teachers and district education experts on the issue school leaders ensured an attractive working environment to ensure the quality of education..

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 1.903$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders ensured an attractive working environment to ensure the quality of education, $t(217) =1.903$, $p>0.05$, two tailed.

As the table 4 of item 3 above indicate, the computed weight mean ($M=2.05$) of the respondents were show that the respondents were disagreed on the issue that school leaders ensured the satisfaction level of teachers of your school better other secondary schools. However the computed pooled standard deviation ($Sd=0.45$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders ensured the satisfaction level of teachers of your school better other secondary schools.

Moreover, the computed t- value at $\alpha=0.05$, $t(217) = 1.728$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that

school leaders ensured the satisfaction level of teachers of your school better other secondary schools, $t(217) = 1.728$, $p > 0.05$, two tailed.

As the table 4 of item above 4 indicate, the computed weight mean ($M=2.05$) of the respondents were show that the respondents were disagreed on the issue that school leaders ensured various techniques of job satisfaction are applicable in the school. However the computed pooled standard deviation ($Sd=0.44$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders ensured various techniques of job satisfaction are applicable in the school.

Moreover, the computed t- value at $\alpha = 0.05$, $t(217) = 1.269$ which was much less than the critical reign at $\alpha = 0.05$, $t(217) = 1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders ensured various techniques of job satisfaction are applicable in the school, $t(217) = 1.269$, $p > 0.05$, two tailed.

As the table 4 of item 5 indicate, the computed weight mean ($M=3.63$) of the respondents were show that the respondents were disagreed on the issue that school leaders motivates teachers at a work place. However the computed pooled standard deviation ($Sd=0.410.91$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders motivates teachers at a work place.

Moreover, the computed t- value at $\alpha = 0.05$, $t(217) = 1.647$ which was much less than the critical reign at $\alpha = 0.05$, $t(217) = 1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders motivates teachers at a work place, $t(217) = 1.647$, $p > 0.05$, two tailed.

As the table 4 of item 6 indicate, the computed weight mean ($M=2.04$) of the respondents were showthat the respondents were disagreed on the issue that School leaders motivation bring effective change within the context of roles of teachers in the school. However the computed pooled standard deviation ($Sd=0.48$) indicated that there was almost no variability between teachers and district education experts on the issue that School leaders motivation bring effective change within the context of roles of teachers in the school.

Moreover, the computed t- value at $\alpha = 0.05$, $t(217) = 1.896$ which was much less than the critical reign at $\alpha = 0.05$, $t(217) = 1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders motivation bring effective change within the context of roles of teachers in the school, $t(217) = 1.896$, $p > 0.05$, two tailed.

As the table 4 of item 7 indicate, the computed weight mean ($M=3.63$) of the respondents were show that the respondents were disagreed on the issue that school leaders utilize job satisfaction to change traditional mind set of teachers, which is necessary to get success in the changing the school. However the computed pooled standard deviation ($Sd=0.87$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders utilize job satisfaction to change traditional mind set of teachers, which is necessary to get success in the changing the school.

Moreover, the computed t- value at $\alpha = 0.05$, $t(217) = 2.012$ which was greater than the critical reign at $\alpha = 0.05$, $t(217) = 1.96$. Therefore, it was concluded that there was statically a significant mean difference between teachers and district education experts on the issue that school leaders utilize job satisfaction to change traditional mind set of teachers, which is necessary to get success in the changing the school $t(217) = 2.012$, $p < 0.05$, two tailed.

Moreover, the computed t- value at $\alpha = 0.05$, $t(217) = 1.728$ which was much less than the critical reign at $\alpha = 0.05$, $t(217) = 1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders motivation prepare teachers to learn new skills and knowledge necessary for working in the modern world, $t(217) = 1.728$, $p > 0.05$, two tailed.

Regarding the roles of leaders towards addressing teachers' job satisfaction, data gathered through document review show that principals play role only on teachers' motivation through creating conducive working environment and making schools compounds attractive; and establishing constructive communication and interaction among teachers and between teachers

and students. According to their view school leaders has no strong commitment to satisfy teachers at their teaching profession.

According to PTAs response principals do not have much impact on teachers' job satisfaction at school. Job satisfaction for the teacher is an important component to achieve the desired goal of any institution particularly for teachers of secondary schools. However the school leaders do not gave much attention in secondary school of Bale zone.

According principal response through interview indicated that school leaders practice a vital role in motivating teachers at work place but numbers of activities were left. Motivating teachers for working in modern method were important, but the most critical factors which had the power to hindering the teachers job satisfaction due to lack of committed school leaders and shortage facilities in secondary school. These shows that school leaders have no strong commitment to motivate teachers and cooperating with others stakeholders.

Supervisors also respond that principals also attempt to create positive relationship among teachers, families and the community around school. According to their view school leaders are accountable for planning, organizing, allocating resources, creating equilibrium and controlling each activity at the school but did not perform accordingly. Particularly school leaders fail to focus on developing and communicating mission and purpose, motivating and inspiring of followers towards the achievement of shared goals. According to their view when the contribution of school leaders towards teachers' job satisfaction evaluated according to school plan, principal do not have much impact on teachers' job satisfaction but they are in process.

Additionally, job satisfaction comes from attractive teaching environments to meet teachers' needs and improve their teaching performance (Filak, 2003). This may have negative impact on the educational quality. Job satisfaction is very important not only for employees but also for the success of the organization (Lim, 2008).

Table 5. Respondents' opinion views on challenges of the roles of school leaders towards addressing teachers' job satisfaction

	Item	Weighted Mean	Sd	t-value	P-value
1	Teachers lack commitment at their teaching profession	3.70	0.84	.061	.061
2	Teachers strong resistance to change in the school	3.72	0.79	.148	.148
3	Teachers lack of positive attitudes toward school leaders	3.61	0.88	.085	.085
4	School leaders poor performance evaluation in the school	3.67	0.91	.082	.082
5	Shortage of budget school leaders to perform school activities	3.66	0.88	.100	.100
6	teachers lack of team work in the school	3.73	0.77	.194	.194
7	School leaders lack technical support from supportive staff	3.68	0.83	.052	.052
8	School poor working environment	3.62	0.91	.054	.054

As the table 5 of item 1 indicate, the computed weight mean ($M=3.70$) of the respondents were show that the respondents were agreed on the issue that teachers lack commitment at their teaching profession was challenges of school leaders to contribute teachers' job satisfaction. However the computed pooled standard deviation ($Sd=0.84$) indicated that there was almost no variability between teachers and district education experts on the issue that teachers lack commitment at their teaching profession was challenges of school leaders to contribute teachers' job satisfaction..

Moreover, the computed t- value at $\alpha =0.05, t(217) = 1.887$ which was much less than the critical reign at $\alpha =0.05, t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that teachers lack commitment at their teaching profession was challenges of school leaders to contribute teachers' job satisfaction, $t(217) =1.887, p>0.05$, two tailed.

As the table 5 of item 2 indicate, the computed weight mean ($M=3.72$) of the respondents were show that the respondents were agreed on the issue that teachers strong resistance to change in the school was challenges of school leaders to contribute teachers' job satisfaction. However the computed pooled standard deviation ($Sd=0.79$) indicated that there was almost no variability between teachers and district education experts on the issue that teachers strong resistance to change in the school was challenges of school leaders to contribute teachers' job satisfaction.

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 1.455$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that teachers strong resistance to change in the school was challenges of school leaders to contribute teachers' job satisfaction, $t(217) =1.455$, $p>0.05$, two tailed.

As the table 5 of item 3 indicate, the computed weight mean ($M=3.61$) of the respondents were show that the respondents were agreed on the issue that teachers lack of positive attitudes toward school leaders was challenges of school leaders to contribute teachers' job satisfaction. However the computed pooled standard deviation ($Sd=0.88$) indicated that there was almost no variability between teachers and district education experts on the issue that teachers lack of positive attitudes toward school leaders was challenges of school leaders to contribute teachers' job satisfaction.

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 1.735$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that teachers lack of positive attitudes toward school leaders was challenges of school leaders to contribute teachers' job satisfaction, $t(217) =1.735$, $p>0.05$, two tailed.

As the table 5 of item 4 indicate, the computed weight mean ($M=3.67$) of the respondents were show that the respondents were agreed on the issue that school leaders poor performance evaluation was challenges of school leaders to contribute teachers' job satisfaction. However the computed pooled standard deviation ($Sd=0.91$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders poor performance evaluation was challenges of school leaders to contribute teachers' job satisfaction.

Moreover, the computed t- value at $\alpha=0.05$, $t(217) = 1.749$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders poor performance evaluation was challenges of school leaders to contribute teachers' job satisfaction, $t(217) =1.749$, $p>0.05$, two tailed.

As the table 5 of item 5 indicate, the computed weight mean ($M=3.66$) of the respondents were show that the respondents were agreed on the issue that shortage of budget school leaders to perform school activities was challenges of school leaders to contribute teachers' job satisfaction. However the computed pooled standard deviation ($Sd=0.88$) indicated that there was almost no variability between teachers and district education experts on the issue that shortage of budget school leaders to perform school activities was challenges of school leaders to contribute teachers' job satisfaction.

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 1.654$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that shortage of budget school leaders to perform school activities was challenges of school leaders to contribute teachers' job satisfaction, $t(217) =1.654$, $p>0.05$, two tailed.

As the table 5 of item 6 indicate, the computed weight mean ($M=3.73$) of the respondents were show that the respondents were agreed on the issue that teachers lack of team work in the school was challenges of school leaders to contribute teachers' job satisfaction. However the computed pooled standard deviation ($Sd=0.77$) indicated that there was almost no variability between teachers and district education experts on the issue that teachers lack of team work in the school was challenges of school leaders to contribute teachers' job satisfaction.

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 1.305$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that teachers lack of team work in the school was challenges of school leaders to contribute teachers' job satisfaction, $t(217) = 1.305$, $p>0.05$, two tailed.

As the table 5 of item 7 indicate, the computed weight mean ($M=3.68$) of the respondents were show that the respondents were agreed on the issue that school leaders lack technical support from supportive staff was challenges of school leaders to contribute teachers' job satisfaction. However the computed pooled standard deviation ($Sd=0.83$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders lack technical support from supportive staff was challenges of school leaders to contribute teachers' job satisfaction.

Moreover, the computed t- value at $\alpha =0.05, t(217) = 1.975$ which was much less than the critical reign at $\alpha =0.05, t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders lack technical support from supportive staff was challenges of school leaders to contribute teachers' job satisfaction , $t(217) =1.975, p>0.05$, two tailed.

As the table 5 of item 8 indicate, the computed weight mean ($M=3.62$) of the respondents were show that the respondents were agreed on the issue that school poor working environment was challenges of school leaders to contribute teachers' job satisfaction. However the computed pooled standard deviation ($Sd=0.91$) indicated that there was almost no variability between teachers and district education experts on the issue that school poor working environment was challenges of school leaders to contribute teachers' job satisfaction.

Moreover, the computed t- value at $\alpha =0.05, t(217) = 2.907$ which was much less than the critical reign at $\alpha =0.05, t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school poor working environment was challenges of school leaders to contribute teachers' job satisfaction , $t(217) =2.907, p>0.05$, two tailed.

Regarding the challenges of leaders towards addressing teachers' job satisfaction, data gathered through open ended question show the challenges of school leaders to contribute teachers' job satisfaction were poor attractive remuneration and poor student discipline. According to their view there are poor attractive remuneration particularly competitive salaries and benefits that help to attract and retain competent leaders in the teaching profession.

Respondents through interview from PTA respond that student discipline is one of challenges of school leaders. According to their view at school communities there is low readiness to respect school authority and respect for others. The respondents respond that another factor that affects school leaders is working conditions. According to their view working conditions that challenges school leaders to contribute teachers' job satisfaction were include the physical and material environment such as appropriate number of class size, availability of enough furniture and materials, opportunity for promotion, recognition, and encouraging incentive packages and good social relationships.

Respondents through interview from school principal and supervisor respond that the benefits and incentives teachers obtain do not much with their work. That means job satisfaction of teachers is lower than that of an individuals working in other sectors because teachers are more stressed with work having receiving less benefits. They also forwarded the school leaders should have to describe the planning, decision-making, coordination, monitoring, communicating, managing conflicts and supervising education as most important function of leaders in school. According to Sakar,(2000) Leaders generally uses financial and non-financial job satisfaction techniques to satisfy their teachers. Environment plays important contribution in employees in staying or leaving the organization (Luthans, 2005).

Table 6. Respondents' opinion views on suggested solution for the challenges of leaders to stimulate teachers' level of job satisfaction

No	Item	Scale of response			
		Weighted mean	Pooled Sd	t-value	p-value
1	School leaders expected to encourage promotion among teachers	3.68	0.83	1.783	0.077
2	School leaders expected to encourage in built supervision in the school	3.68	0.83	1.684	0.094
3	School leaders expected to promote model awards	3.62	0.85	1.879	0.062
4	School leaders expected to ensure attractive working conditions	3.67	0.84	2.188	0.30
5	School leaders expected to ensure two way communication among teachers	3.62	0.9	1.780	0.077
6	School leaders expected to ensure attitudinal changes within the school society about teaching profession	3.67	0.88	1.560	0.121
7	School leaders expected to improve school facilities	3.61	0.91	2.845	0.052
8	School leaders expected to ensure democratic administrative style	3.66	0.98	0.881	0.380

As the table 6 of item 1 indicate, the computed weight mean ($M=3.68$) of the respondents were show that the respondents were agreed on the issue that school leaders expected to encourage promotion among teachers. However the computed pooled standard deviation ($Sd=0.83$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders expected to encourage promotion among teachers.

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 1.783$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders expected to encourage promotion among teachers , $t(217) =1.783$, $p>0.05$, two tailed.

As the table 6 of item2 indicate, the computed weight mean ($M=3.68$) of the respondents were show that the respondents were agreed on the issue that school leaders expected to encourage in built supervision in the school. However the computed pooled standard deviation ($Sd=0.83$) indicated that there was almost no variability between teachers and district education experts on the issue that School leaders expected to encourage in built supervision in the school.

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 1.684$ which was much less than the critical reign at $\alpha=0.05$, $t (217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders expected to encourage in built supervision in the school, $(217) =1.684$, $p>0.05$, two tailed.

As the table 6 of item 3 indicate, the computed weight mean ($M=3.62$) of the respondents were show that the respondents were agreed on the issue that school leaders expected to promote model awards. However the computed pooled standard deviation ($Sd=0.85$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders expected to promote model awards.

Moreover, the computed t- value at $\alpha =0.05$, $t (217) = 1.879$ which was much less than the critical reign at $\alpha =0.05$, $t (217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders expected to promote model awards $(217) =1.879$, $p>0.05$, two tailed.

As the table 6 of item 4 indicate, the computed weight mean ($M=3.67$) of the respondents were show that the respondents were agreed on the issue that school leaders expected to ensure attractive working conditions. However the computed pooled standard deviation ($Sd=0.84$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders expected to ensure attractive working conditions.

Moreover, the computed t- value at $\alpha =0.05$, $t (217) = 2.188$ which was much less than the critical reign at $\alpha =0.05$, $t (217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders expected to ensure attractive working conditions, $t (217) =2.188$, $p>0.05$, two tailed.

As the table 6 of item 5 indicate, the computed weight mean ($M=3.62$) of the respondents were show that the respondents were agreed on the issue that school leaders expected to ensure two way communication among teachers. However the computed pooled standard deviation ($Sd=0.9$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders expected to ensure two way communication among teachers.

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 1.780$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders expected to ensure two way communication among teachers, $t(217) =1.780$, $p>0.05$, two tailed.

As the table 6 of item 6 indicate, the computed weight mean ($M=3.67$) of the respondents were show that the respondents were agreed on the issue that school leaders expected to ensure attitudinal changes within the school society about teaching profession. However the computed pooled standard deviation ($Sd=0.88$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders expected to ensure attitudinal changes within the school society about teaching profession.

Moreover, the computed t- value at $\alpha=0.05$, $t(217) = 1.560$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders expected to ensure attitudinal changes within the school society about teaching profession , $(217) =1.560$, $p>0.05$, two tailed.

As the table 6 of item 7 indicate, the computed weight mean ($M=3.61$) of the respondents were show that the respondents were agreed on the issue that school leaders expected to improve school facilities. However, the computed pooled standard deviation ($Sd=0.91$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders expected to improve school facilities.

Moreover, the computed t- value at $\alpha =0.05$, $t(217) = 2.845$ which was much less than the critical reign at $\alpha =0.05$, $t(217) =1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders

Expected to improve school facilities, $t(217) = 2.845$, $p > 0.05$, two tailed.

As the table 6 of item 8 indicate, the computed weight mean ($M=3.66$) of the respondents were show that the respondents were disagreed on the issue that school leaders expected to

Ensure democratic administrative style. However, the computed pooled standard deviation ($Sd=0.98$) indicated that there was almost no variability between teachers and district education experts on the issue that school leaders expected to ensure democratic administrative style.

Moreover, the computed t- value at $\alpha = 0.05$, $t(217) = 0.881$ which was much less than the critical reign at $\alpha = 0.05$, $t(217) = 1.96$. Therefore, it was concluded that there was no statically a significant mean difference between teachers and district education experts on the issue that school leaders expected to ensure democratic administrative style, $t(217) = 0.881$, $p > 0.05$, two tailed.

Regarding the suggested solution for the challenges of leaders to stimulate teachers' level of job satisfaction, data gathered through open ended question responded that concerned body expect to establish useful communication and interactions with families and creates conducive working environment for school communities.

Respondents through interview respond to mitigate the challenges of school leaders concerned bodies including principal expect to play a decisive role through creating conducive working environment, issuing important materials and making schools compounds attractive; and establishing constructive communication and interaction among teachers and between teachers and students; and creating positive relationship among teachers, families and the community around schools.

According to their view principals must have the necessary understandings on what motivate teachers and how to stimulate their motivation to enhance teaches' energy to facilitate the achievement of their schools primary objectives. The respondents also responded that principals could increase teachers' job satisfaction by using a combination of transformational and transactional leadership style and by following primarily the rational decision-making style. Principals, Supervisors and PTA articulated their ideas as stated below:-

School leaders determine the success and failure of the school. Also to achieve the school vision and objectives of the school leaders should satisfy the teachers to improve the school performance in the

working area. But the practice of school leaders in the school was poor, low commitments and low awareness to satisfy teachers. As school leaders they are supposed to create partnership with parents, communities, and other organizations in fund raising activities. However, it has not yet been exercised. Leaders to Locke (1991) are the power of inducing others towards some commonly perceived goals.

4.2.2. Inferential Statistics

Having carried out the descriptive statistics the study also employed inferential statistics so as to draw conclusions and recommendations. Correlation analysis was done to identify the nature of the relationship between the independent variables leader's contribution and dependent variable teachers' job satisfaction.

The results revealed that roles of school leaders and teachers' job satisfaction are positively and significant related ($r=0.504$, $p=000$). This implies that an increase in any unit of the independent variables leads to an improvement in dependent variables, teachers' job satisfaction.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section dealt with summery, conclusions and recommendations of the study in general. Therefore, general conclusions were drawn on the bases of the findings and recommendations were given to the concerned educational leaders bodies to maximize leader's contribution to teachers' job satisfaction in government secondary school of Bale Zone.

5.1. Summary

Regarding the status of teachers' job satisfaction at secondary school, the finding show that teachers were not satisfied with work. Regarding the roles of school leaders towards addressing teachers' job satisfaction, the finding also show that school leaders has no strong commitment to satisfy teachers at their teaching profession. Particularly school leaders fail to focus on developing and communicating mission and purpose, motivating and inspiring of followers towards the achievement of shared goals.

When the roles of school leaders towards addressing teachers' job satisfaction evaluated according to school plan, principal do not have much impact on teachers' job satisfaction. Regarding the challenges of roles of school leaders towards addressing teachers' job satisfaction the finding show that, were poor attractive remuneration and poor student discipline. The finding through open ended interview show that there are poor attractive remuneration particularly competitive salaries and benefits that help to attract and retain competent leaders in the teaching profession. Student discipline is one of challenges of school leaders.

At school communities there is low readiness to respect school authority and respect for others. The respondents respond that another factor that affects school leaders is working conditions. working conditions that challenges roles of school leaders towards addressing teachers' job satisfaction were include the physical and material environment such as appropriate number of class size, availability of enough furniture and materials, opportunity for promotion, recognition, and encouraging incentive packages and good social relationships.

Regarding the suggested solution for the challenges of leaders to stimulate teachers' level of job satisfaction, the findings show that concerned bodies expect to establish useful communication and interactions with families and create a conducive working environment for school communities. The findings also show that to mitigate the challenges of school leaders, concerned bodies including principals expect to play a decisive role through creating a conducive working environment, issuing important materials and making schools compounds attractive; and establishing constructive communication and interaction among teachers and between teachers and students; and creating a positive relationship among teachers, families and the community around schools.

Principals must have the necessary understandings on what motivate teachers and how to stimulate their motivation to enhance teachers' energy to facilitate the achievement of their schools' primary objectives. The findings also showed that principals could increase teachers' job satisfaction by using a combination of transformational and transactional leaders' style and by following primarily the rational decision-making style. The correlation analysis revealed that administrative performance and operational performance are positively and significantly related ($r=0.504$, $p=0.000$). This implies that an increase in any unit of the variables leads to an improvement in performance.

5.2. Conclusion

Based on the findings of the study, the following conclusions were drawn. The participation of sexes was found to be not proportional. The findings also indicated that teachers were not satisfied with work as a result of performing poorly and creating bad relationships with students, which have a negative impact on a school's overall efficiency. Teachers' job satisfaction was low due to, poor school compounds; and lack of establishing constructive communication and interaction among teachers and between teachers and students. Principals did not use different motivation techniques to enhance teachers' energy to facilitate the achievement of their school's primary objectives. Regarding the roles of school leaders towards addressing teachers' job satisfaction, principals play a role on teachers' motivation through creating a conducive working environment and making schools compounds attractive; and establishing constructive communication and interaction among teachers and between teachers and students.

Although principal plays a vital role in motivating teachers at work place in the study area principals do not have much impact on teachers' job satisfaction at school. Regarding the contribution of leaders in facilitating the school performance, the finding indicated that principals used timely calendar and arrange appropriate examination schedule which facilitated the school performance. The principal also ensured attractive work environment. It also understood that principals take the lead in the instructional activities such as setting goals, leading academic programs, examining and evaluating teachers' performance.

Principal give more emphasis to more instructional than administrative activities. The finding also indicated that student discipline is one of challenges of school leaders. At school communities there is low readiness to respect school authority and respect for others. Another factor that affects school leaders is working conditions. Working conditions that challenges school leaders towards addressing teachers' job satisfaction were including the physical and material environment such as appropriate number of class size, availability of enough furniture and materials, opportunity for promotion, recognition, and encouraging incentive packages and good social relationships.

To mitigate the challenges of school leaders concerned bodies including principal expect to play a decisive role through creating conducive working environment, issuing important materials and making schools compounds attractive; and establishing constructive communication and interaction among teachers and between teachers and students; and creating positive relationship among teachers, families and the community around schools. Principals must have the necessary understandings on what motivate teachers and how to stimulate their motivation to enhance teachers' energy to facilitate the achievement of their school's primary objectives.

5.3. Recommendations

On the bases of the whole studies and conclusions drawn above ,the following recommendations are made:

The study found out that female teacher's participation in the secondary schools teaching and administrative position is low so it would recommend that female teachers participation in the secondary schools teaching and administrative position should be encouraged

The study found out that teachers were not satisfied with work. So it would recommend that concerned bodies including principal expect to play a decisive role through creating conducive working environment, issuing important materials and making schools compounds attractive; establishing constructive communication and interaction among teachers, students, families and the community around schools.

It also would recommend that school management work hand in hand with other stakeholders in increasing the roles of school leaders towards addressing teachers' job satisfaction,

The study found out that at school communities there is low readiness to respect school authority and respect for others. Another factor that affects school leaders is working conditions. working conditions that challenges school leaders towards addressing teachers' job satisfaction were include the physical and material environment such as appropriate number of class size, availability of enough furniture, opportunity for promotion, recognition, encouraging incentive packages and good social relationships were the biggest challenges of school leaders. So it would recommend that school administrators sensitize PTAs members, teachers, local leaders and community members on the roles of school leaders towards addressing teachers' job satisfaction.

The study also found out that principals do not made an effort of including all the stakeholders in teachers' job satisfaction, to ensure that everyone's interests are met. So it would recommend that: Parents should consulted during school development planning.Views from parents on teachers' job satisfaction should considered when planning.Inputs of teachers should considered when strategic plan preparation and implementation.Collaboration among school communities should encouraged. All staff should feel free to take risks in school. Team initiative and innovation by employees should encouraged in school .All staff in the school should provide with an opportunity to participate in school and teacher and student's views should seek in school planning.

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APPENDIX-I

Haramaya University

Post Graduate Program Directorate

College of Educational and Behavioral Sciences

Department of Educational and Planning Management

Questionnaire to be filled by Teachers and District Education Experts

The purpose of this questionnaire is to investigate the **roles of school leaders towards addressing Steachers' job satisfaction in secondary schools of bale zone, oromia regional state**

. This questionnaire was targeted at teachers and district education office experts of ten selected secondary schools from five districts of Bale Zone. Therefore, you are kindly requested to respond to all questions related to the problems under investigation. For the success of this research, your honest and genuine response to the questions is very important. Here with, I assure you that your response was kept confidential and used only for the academic purpose.

Instructions

No need to write your name

Put(x) mark in the box you agree with

Section1: The Demographic Characteristics' of Respondents

1. Gender :

Male Female

2. Age:

18-30 40-50

30-40 above 50

3. Educational level?

Certificate First degree

College Diploma Second degree and above

4. Work experience:

1-5 5-10 10-15 15-20 above

Section2: Level of Teachers' Job Satisfaction

Using the scale below, indicate the extent of your level of agreement by putting a tick mark besides each statement where SA - Strongly Agree; A – Agree; U– Undecided;

D – Disagree SD – Strongly Disagree

SN	Item	Response				
		SD	DA	U	A	SA
1	As a teacher you are satisfied in the teaching profession area					
2	Job satisfaction improves your performance to the greatest level					
3	In your secondary school your performance and benefit you get fit each other					
4	you are greatly satisfied with the working conditions of the secondary school					
5	Teachers have positive attitude towards their teaching profession					
6	The job satisfaction of teachers in your secondary school is high					

1. How do you see status of teachers' job satisfaction in your school?

2. If you have any other additional comments, please put your comments _____

Section3: Contribution of school leaders towards Teachers' Job Satisfaction

Using the scale below, indicate the extent of your level of agreement by putting a tick mark besides each statement where SA - Strongly Agree; A – Agree; U– Undecided;

D – Disagree SD – Strongly Disagree

SN	Item	Response				
		SD	DA	U	A	SA
1	The school leaders has strong commitment to satisfy teachers at their teaching profession					
2	School leaders ensured an attractive working environment to ensure the quality of education.					
3	school leaders ensured the satisfaction level of teachers of your school better other secondary schools					
4	school leaders ensured various techniques of job satisfaction are applicable in the school					
5	School leaders motivates teachers at a work place					
6	School leaders motivation bring effective change within the context of roles of teachers in the school					
7	School leaders utilize job satisfaction to change traditional mind set of teachers, which is necessary to get success in the changing the school					
8	The school leaders motivation prepare teachers to learn new skills and knowledge necessary for working in the modern world					

1. What are the contributions of school leaders towards teachers' job satisfaction?
-

Section4: Challenges of school leaders to contribute teachers' job satisfaction .

Using the scale below, indicate the extent of your level of agreement by putting a tick mark besides each statement where SA - Strongly Agree; A – Agree; U– Undecided;

D – Disagree SD – Strongly Disagree

SN	Item	Response				
		SD	DA	U	A	SA
1	Teachers lack commitment at their teaching profession					
2	Teachers strong resistance to change in the school					
3	Teachers lack of positive attitudes toward school leaders					
4	School leaders poor performance evaluation in the school					
5	Shortage of budget school leaders to perform school activities					
6	teachers lack of team work in the school					
7	School leaders lack technical support from supportive staff					
8	School poor working environment					

1. What are the challenges of school leaders to contribute teachers' job satisfaction of your school?

Section5: Suggested Solution for the challenges of leaders to stimulates teachers' job satisfaction

Using the scale below, indicate the extent of your level of agreement by putting a tick mark besides each statement where SA - Strongly Agree; A – Agree; U– Undecided; D – Disagree SD – Strongly Disagree

SN	Item	Response				
		SD	DA	U	A	SA
1	School leaders expected to encourage promotion among teachers					
2	School leaders expected to encourage in built supervision in the school					
3	School leaders expected to promote model awards					
4	School leaders expected to ensure attractive working conditions					
5	School leaders expected to ensure two way communication among teachers					
6	School leaders expected to ensure attitudinal changes within the school society about teaching profession					
7	School leaders expected to improve school facilities					
8	School leaders expected to ensure democratic administrative style					

1. What are the suggested solutions for the challenges of leaders to stimulate teachers' level of job satisfaction?

APPENDIX-II

Haramaya University

Post Graduate Program Directorate

College of Educational and Behavioral Sciences

Department of Educational and Planning Management

Interview Guideline for supervisor, principals and PTAs

The purpose of this study is to investigate the **Roles Of School Leaders Towards Addressing Teachers' Job Satisfaction In Secondary Schools Of Bale Zone, Oromia Regional State**

. This interview was targeted at supervisors, principals and PTAs of ten selected secondary schools from five districts of Bale Zone. Therefore, you are kindly requested to respond to all questions related to the problems under investigation. For the success of this research, your honest and genuine response to the questions is very important. Here with, I assure you that your response was kept confidential and used only for the academic purpose.

1. How do you see status of teachers' job satisfaction level in your school?
2. What are school leaders' contributions towards teachers' job satisfaction?
3. What are the challenges of school leaders to contribute teachers' job satisfaction of your school?
4. What can leaders do to improve teacher's job satisfaction?
5. What responsibilities does the school leader have to assure teachers job satisfactions?