

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

THE RELATIONSHIP OF PRINCIPALS' LEADERSHIP STYLE AND TEACHERS JOB
SATISFACTION IN JIGJIGA SECONDARY SCHOOL

MA. THESIS

BY:

BASHIR ADEM MUHUMED

APRIL, 2025

HARAMAYA UNIVERSITY, ETHIOPIA

**THE RELATIONSHIP OF PRINCIPALS' LEADERSHIP STYLE AND TEACHERS JOB
SATISFACTION IN JIGJIGA SECONDARY SCHOOL**

BY:

BASHIR ADAM MUHUMED

A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCE, HARAMAYA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN **EDUCATIONAL PLANNING AND MANAGEMENT**

MAJOR ADVISOR: TADESSE HAILU (PhD)

CO-ADVISOR: FEYERA DINSA (PhD)

APRILE, 2025

HARAMAYA UNIVERSITY, ETHIOPIA

APPROVAL SHEET

SCHOOL OF GRADUATE STUDIES
HARAMAYA UNIVERSITY

I hereby certify that I have read and evaluated thesis entitled The Relationship of Principals' Leadership Style and Teachers Job Satisfaction in Jigjiga Secondary School: prepared under my guidance by Bashir Adem. We recommend that it be submitted as fulfilling the thesis requirement.

Tadesse Hailu (PhD) _____	_____	_____
Major advisor:	Signature	Date
Feyera Dinsa (PhD) _____	_____	_____
Co-advisor:	Signature	Date

As members of the Examining Board of the Final Open Defense, we certify that we have read and evaluated the thesis prepared by Bashir Adam Muhumed and examined the candidate. I recommend that the thesis be accepted as fulfilling the thesis requirements for the degree of Master of Art in Educational Planning and Management.

_____	_____	_____
Name of Chairman	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date

Final approval and acceptance of the thesis is contingent upon the submission of the final copy of the thesis to the Council of Graduate (CGS) through Departmental Graduate Committee (DCG) of the candidate, s major department.

STATEMENT OF THE AUTHOR

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

This thesis is submitted in partial fulfillment of the requirements for Master of Art degree at the Haramaya University. The Thesis is deposited in the Haramaya University Library and is made available to borrowers under the rules of the library. I solemnly declare that this Thesis has not been submitted to any other institution anywhere for the award of academic degree, diploma, or certificate.

Brief quotations from this may be made without special permission provided that accurate and complete acknowledgment of the source is made. Requests for permission for extended quotations from or reproduction of this Thesis in whole or in part may be granted by the Head of the school or department when in his or her judgments in the proposed use of the material is in the interest of scholarship. In all other instances, permission must be obtained from the author of the Thesis.

Name: _____ Signature: _____

Date: _____

School/Department: _____

BIOGRAPHICAL SKETCH

I was born in Hargelle town, Afder zone Somali regional, Ethiopia in 1996 GC. I have completed my primary school in Mohud Abdinur primary school. I have attended my secondary and preparatory schools in Hargele secondary school. I joined Jigjig a University and got my first degree BSC Biology

ACKNOWLEDGMENTS

First and foremost, I would like to thank Allah for providing me everything including health and life. Second, I would like to thank Haramaya University for providing me with the opportunity to produce this research thesis. I also would like to extend my heartfelt gratitude to my dear Advisors, Dr. Tadesse Hailu and Dr. Feyera Dinsa, for their guidance and constructive comments during proposal development process. Last but not the least, I extend my thanks to my family for their support during this thesis work.

List of Abbreviations and Acronyms

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

Table of Contents

APPROVAL SHEET	3
STATEMENT OF THE AUTHOR	4
BIOGRAPHICAL SKETCH	5
ACKNOWLEDGMENTS	6
List of Abbreviations and Acronyms	i
List of Tables	iv
List of Figures	v
ABSTRACT.....	vi
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem.....	3
1.3. Basic Research Questions	5
1.3. Objectives of the Study	5
1.3.1. General objectives.....	5
1.3.2. Specific objectives	6
1.4. Significance of the Study	6
1.5 Delimitation of the Study.....	7
1.6 Definition of Key Terms	7
2. REVIEW OF RELATED LITERATURE	8
2.2. Concept of Leadership and Leadership Styles.....	8
2.2.1. Transformational Leadership Style.....	11
2.2.3. Laissez-Faire Leadership Style	18
2.3. Job Satisfaction	19
2.3.1 Factors of Job Satisfaction.....	20
2.3.1.1 Leadership and Job Satisfaction.....	27
2.3.1.2. Leadership Styles as Factors of Job Satisfaction	28
2.4. The Role of Leadership Style in Job Satisfaction in Schools	29
2.5 Summary of the Literature Review	32
3. RESEARCH DESIGN AND METHODOLOGY	33
3.1. Description of the study area	33
3.2. Research Design.....	34
3.3. Sources of Data	34
3.3.1. Primary Data Sources.....	34
3.3.2. Secondary Data Sources.....	34
3.4. Population, Sample size and Sampling Technique	34

3.4.1. Population of the study	34
3.4.2. Sample size and sampling technique.....	35
3.5. Instruments of Data Collection	35
3.5.1. Questionnaires.....	36
3.5.2. Interview	36
3.5.3. Multifactor Leadership Questionnaire (MLQ).....	36
3.5.4. Job Satisfaction Survey (JSS)	37
3.6. Procedure of the Study.....	37
3.7. Methods of Data Analysis.....	38
3.8. Ethical Consideration.....	38
4. Results and Discussion	39
4.1. Demographic Characteristics of Respondents	39
4.2. Behavior of leadership styles in Jigjiga Secondary school	40
4.2.1. Transformational Leadership Style.....	41
4.2.2. Transactional Leadership Style.....	41
4.2.3. Laissez-faire Leadership Style	43
4.3. The Extent of Teachers satisfaction in secondary school	44
4.5. Leadership style and job satisfaction	45
4.5.1. Teachers' job satisfaction on transactional leadership style	45
4.5.2. Teachers' job satisfaction on transformational leadership	46
4.6. Overall Teachers Satisfaction Level on Leadership styles	50
4.7 Correlation Analysis of the study.....	51
5. Conclusion and recommendation.....	54
5.1. Conclusion	54
5.2. Recommendations.....	55
7. REFERENCE.....	56
APPENDIXES	59

List of Tables

Table 1: Sample size of the study	35
Table 2: Demographic characteristics of respondents	39
Table 3: Descriptive analysis for leadership styles and teachers' satisfaction	41
Table 4: Descriptive analysis for Teachers satisfaction.....	44
Table 5 Teachers' mean ratings on job satisfaction s of transactional leadership style	45
Table 6 Teachers' job satisfaction on transformational leadership.....	47
Table 7 Teachers' job satisfaction on laissez-fair leadership style.....	48
Table 8. Correlation between job satisfaction and leadership styles	51

List of Figures

Figure 1. Conceptual Framework	30
Figure 2: Study Area.....	33
Figure 3.Satisfaction levels of respondents	50

ABSTRACT

The primary aim of this research was to examine the impact of leadership style on teachers' job satisfaction in secondary schools located in Jigjiga city. To achieve this, a mixed-methods explanatory design was employed, integrating both quantitative and qualitative research approaches. The study utilized a combination of primary and secondary data sources to ensure a comprehensive analysis. A convenience sampling method was used to select teachers from the secondary schools in Jigjiga. Out of a total population of 200 teachers, 160 questionnaires were distributed, with 153 valid responses (95.6%) included in the analysis. Quantitative data were analyzed using SPSS software, version 26, employing descriptive statistics such as frequencies, means, and standard deviations, alongside multiple regression analysis to identify relationships between leadership styles and job satisfaction. The findings revealed a significant relationship between teacher job satisfaction and two leadership styles: transformational and laissez-faire. Notably, transformational leadership was found to have a stronger and more positive impact on job satisfaction compared to laissez-faire leadership. Additionally, the study identified transformational leadership as the most prevalent leadership style among school leaders in Jigjiga. Based on these findings, the researcher recommends that secondary school leaders in Jigjiga adopt a transformational leadership approach to enhance teacher job satisfaction, foster a more motivated workforce, and ultimately improve institutional performance.

Keywords: leadership style, job satisfaction, teachers' job satisfaction, School, teachers

1. INTRODUCTION

This chapter deals with the general background of the study, background of the organization, statement of the problem, objectives of the study, research questions, significance of the study and delimitation of the study.

1.1. Background of the Study

Organizations are social frameworks where human resources are the most essential components for effectiveness and proficiency. Organizations need powerful managers and employees to accomplish their goals. As an issue of regard contentions, the achievement or disappointment of an association is subject to the styles and aptitudes of a leader. A leader can be considered as the person who expects hierarchical presence, the one who protects the lastingness and the perseverance of the organization in the objectives it was set up for. By practicing certain authority capabilities and abilities, a leader ought to have the capacity to create clear leadership styles and practices to fulfill authoritative objectives (Ababneh, 2009).

Leadership is different from management in many ways. While management deals primarily with order and consistency, leadership is concerned with change and movement (Northouse, 2013). According to Northouse (2013), leadership is a “process whereby an individual influences a group of individuals to achieve a common goal” (p. 6). There are many factors that affect leadership, not the least of which are leadership style and job satisfaction.

Leadership styles play a very important role in enhancing employee job satisfaction. Upright leadership behavior accelerates the development of most organizations. Again, according to Northouse (2013), leadership style consists of the “behavior pattern of a person who attempts to influence others” (p. 101). Hence, leadership style can be explained as the behavior that a leader exhibits when dealing with subordinates. Leadership style, in turn, is determined by various factors. According to Kavanaugh and Ninemir (2001), the type of leadership style to be used is determined by three factors. These are leader characteristics, subordinates’ characteristics and organization environment (Al-Ababneh, 2013).

Numerous investigations have been carried out in different countries, which showed that there is a close relation between leadership styles and the job satisfaction. In fact, this external motivation can change the level of job satisfaction (Berson and Linton, 2005; ChiokFoong Loke, 2001; DunhamTaylor, 2000; Rad and Yarmohammadian, 2006; Seo, Ko and Price, 2004; Stordeur, D'hoore and Vandenberghe, 2001; Vance and Larson, 2002).

Regarding the relationship between leadership styles and job satisfaction, various studies were conducted in different parts of the world in different kinds of organizations. Most of the studies showed that there is positive relationship between the two variables (e.g. Hamidifar, 2009; Omidfar, 2013; Al-Ababneh, 2013; Long, 2014; Bateh and Heyliger, 2014; Josanovrgovic and Pavlovic, 2014; Hui, 2013; Metwally, El-Bishbishy and Nawar, 2014; Ali and Dahie, 2015; Fikadu, 2010; Nebial and Asresash, 2011; Shibru and Darshan, 2011).

The studies mentioned above have different areas of emphasis regarding leadership styles. Some of them emphasized the relationship between autocratic, democratic and laissezfaire styles and job satisfaction; while others focused on the relationship of transformational leadership dimensions and job satisfaction.

Regarding job satisfaction, most studies the researcher came across with, addressed both intrinsic and extrinsic job satisfaction. Research studies conducted around the relationship between leadership styles and job satisfaction in Ethiopia have also been reviewed. One of these studies was conducted in leather companies by Bekele and Darshan in 2011 to see the effect of transformational leadership styles on job satisfaction. However, the researcher has not come across any research conducted on international community school in jigjiga that intended to gauge the relationship between job satisfaction and leadership style in any form.

This shows that there is a knowledge gap in relationships among three leadership styles (transformational, transactional and laissez-faire) and nine facets (pay, promotion, supervision, fringe benefits, contingent rewards, working conditions, coworker, nature of work and communication) of job satisfaction. More specifically, no such study conducted in community or international schools in Ethiopia could be found. Still, there are additional factors, such as the school under consideration being the first international school in Ethiopia, along with a sizable number and diversity of academic staff and leaders, cultural factors and the like, which make the

school unique. The researcher will motivate on the significance of studying the practice of leadership styles in Jigjiga Secondary School in Ethiopia as well as the impacts they have on the performance of the staff for reasons discussed above, among others; and in doing so, to find out whether the results would be the same or different from the previous findings. On these grounds, the researcher found it imperative to investigate the relationship between leadership styles and job satisfaction in the Jigjiga Secondary School.

1.2. Statement of the Problem

Various studies have been carried out to investigate the relationship between leadership styles and job satisfaction. The literature review indicated that there is a significant relationship between leadership style and job satisfaction. According to Toor and Ofori (2009), a good leadership may play a mediating role in the relationship between organizational culture and employee outcomes and an atmosphere for good leadership to flourish, which will ultimately lead to increased employee job performance and satisfaction. This demonstrated the role of leadership in shaping the overall working culture of an organization that would ultimately secure highest job satisfaction. According to Mazrui (2007), Africa, if it is to flourish in the new millennium, it demands exceptional leadership. The emergence of a new style of leadership is critical not only for global Africans, but also for a world confronting globalization.

Jigjiga secondary school is just part of this globalized world. By definition, a Jigjiga Secondary School is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development, and community engagement leads to improved student learning, stronger families, and healthier communities. Community schools offer a curriculum that emphasizes real-world learning and community problem solving. Schools become centers of the community and are open to everyone – all day, every day, evenings, and weekends. Hence, Jigjiga Secondary School in Jigjiga undoubtedly needs to cope up with recurring changes and look into their leadership styles if they wish to boost their employees' job satisfaction, thereby ensuring their own survival in the competitive world.

There is a huge gap in studies present that discuss the different aspects of leadership in relation to job satisfaction, and the gap is even more apparent when it comes to international community schools that bring together varied cultures and experiences together. No organization will be able to deliver to the best of its ability without its people, which are the most essential elements of an organization especially when it comes to ones such as schools, being satisfied with their job. Poor level of job satisfaction will inevitably, eventually, reflect on the overall performance of the school system, and it will ultimately jeopardize the performance of its students. The school's performance will become compromised if there is a high turnover rate of staff or if the staff is not productive enough due to job dissatisfaction. In addition, to ensure the staff feels satisfied with their job is mainly a question of leadership.

The researcher came across research conducted around the relationship between leadership styles and job satisfaction in Ethiopia. One of these studies was conducted in leather companies by Bekele and Darshan in 2011 to see the effect of transformational leadership styles on job satisfaction. The findings of this study indicated that only two transformational leadership dimensions (idealized influence and individualized consideration) have significant effects on job satisfaction of employees. That means that other dimensions did not show a significant relationship with job satisfaction (Bekele and Darshan, 2011).

The effects of globalization, as more multinational organizations require their employees to move around the world for short-term placements in different locations, have led to an increased need for such schools, partly for pragmatic reasons and partly as a response to the increasing perception of education as an international commodity. At the same time, the growing dominance of English as the main international language has led globally mobile families of non-English first language origin to value English as a medium of education for their children. International Schools are diverse and growing rapidly in response to both pragmatic demands (of globally-mobile expatriate families and upwardly-mobile host national families) and ideological motivations concerned with offering education focused on encouraging young people to become global citizens with a concern for world peace, environmental responsibility and sustainable development. (Kotur, B.R. 2014)

Although in principle international schools may offer education through any language of instruction, in practice the largest growth has been - and seems likely to continue to be - in

Those schools offering education in English language as a medium of education. Although, understandably, this was mainly meant for children of English-speaking expatriates, it extends to others who would like to expose their children to receiving education in English from an early age, believing that this comes handy as an advantage for their children later in their lives. The researcher also noted the diversity of the students' population in the international school under consideration. This diversity is also apparent in their teaching populations.

Various studies (Goodlad, 2000; Koh, 2010; Niehoff et al, 2010) showed that there was a positive and significant relationship between leadership styles and job satisfaction. However, those studies were conducted in different settings from the context of international community schools. This indicates that there is a knowledge gap regarding how much leadership styles are responsible for improving job satisfaction of the academic staff and others in the setting of Jigjiga Secondary School in a city like Jigjiga. Thus, the researcher found it necessary to try his part to fill the gap by further investigating the relationship between the two factors in the context of Jigjiga secondary school, being the only instance for the time being. However, how much these were true needed investigation through scientific methods. Therefore, this study attempts to answer the following basic questions and tests the hypotheses that follow:

1.3. Basic Research Questions

1. What is the dominant leadership style used by leaders of Jigjiga Secondary School?
2. What is the extent of academic staff job satisfaction in Jigjiga Secondary School?
3. What is the significant relationship between Leadership style and job satisfaction in Jigjiga Secondary School Jigjiga?
4. What is the leadership style corresponds strongly to certain facets of job satisfaction in Jigjiga Secondary School?

1.3. Objectives of the Study

1.3.1. General objectives

The main objective of this study is to assess the relationship between leadership style and staff job satisfaction in Jigjiga Secondary School.

1.3.2. Specific objectives

Under the umbrella of the general objective stated above, the specific objectives of the study are to:

- identify the dominant leadership style that is frequently used by the leaders of Jigjiga Secondary School, Jigjiga and how it corresponds to job satisfaction of the academic staff
- identify the extent of Jigjiga Secondary School, Jigjiga academic staff job satisfaction as measured by Jigjiga Secondary School
- examine and gauge the extent of the relationship between leaders' leadership styles and academic staff job satisfaction in Jigjiga Secondary School, Jigjiga
- determine which leadership style is mostly related to which facet of job satisfaction in the case of Jigjiga Secondary School Jigjiga

1.4. Significance of the Study

There is a huge gap in studies present that discuss the different aspects of leadership in relation to job satisfaction, and the gap is even more apparent when it comes to Jigjiga Secondary School that bring together varied cultures and experiences together. No organization will be able to deliver to the best of its ability without its people, which are the most essential elements of an organization especially when it comes to ones such as schools, being satisfied with their job. Poor level of job satisfaction will inevitably, eventually, reflect on the overall performance of the school system, and it will ultimately jeopardize the performance of its students. The school's performance will become compromised if there is a high turnover rate of staff or if the staff is not productive enough due to job dissatisfaction. In addition, to ensure the staff feels satisfied with their job is mainly a question of leadership.

This study sets out to examine the different variables of leadership that influence the staff of Jigjiga Secondary school job satisfaction levels. While doing so, it will help to fork out the current leadership styles that are widely practiced in the school.

1.5 Delimitation of the Study

The scope of the study will be delimited to only Jigjiga Secondary School of Fafan zone in Somali Regional State. Due to financial and time constraint and to make the study more manageable, the research will also be limited to a case study of teacher's principals in Jigjiga Secondary School only. The study covers only Jigjiga secondary school, Jigjiga city zone in Somali Regional State. 153 teachers and principals will be selected through random sampling technique because respondents have similar characteristics. The study will be restricted in terms of its coverage; the scope of the study will be limited due to limited resources in terms of time, secondary data availability in the study area, budget and other material limitations. Moreover, there will be limitations in use of cross section data and lack of well-documented records.

1.6 Definition of Key Terms

Job Satisfaction: is the extent to which the academic staff members of the school feel or perceive that the school leaders provide them with things they value the most as measured by Jigjiga Secondary School, Jigjiga (JSS).

Leaders: refers to those leaders of the school who are directly responsible for directing the school's academic staff and directly coordinating the academic affairs. **Leadership Style:** refers to the behavior pattern exhibited by the leaders Jigjiga Secondary School, Jigjiga (JSS). As they try to influence the behavior of the academic staff as measured by MLQ.

Laissez-Faire Leadership: A leadership style characterized by a hands-off approach, where leaders provide minimal guidance and involvement in decision-making. Laissez-faire leaders give their followers a high degree of autonomy and independence.

Staff: refers to the non-managerial employees in the community schools that are working in academic positions like teachers, assistant teachers, laboratory technicians, pedagogic experts...etc.

2. REVIEW OF RELATED LITERATURE

This chapter presents a discussion of literature related to leadership styles and job satisfaction. While doing so, it also provides a conceptual framework showing the relationship between the various variables of the study.

The chapter is organized into different sections. Each section has been structured in such a way as to release strong necessary power of information to conduct the study effectively as well as to develop smart data collection instruments. For the purposes of this study, a wide range of relevant literature has been consulted with special reference to literature pertaining to leadership styles, then concept of job satisfaction and the link between leadership styles and job satisfaction.

2.2. Concept of Leadership and Leadership Styles

Scholars who dared to define the essence of leadership mostly told us that the notion is remarkably difficult to simply put meaning to it, due to its nature of complexity and wide area of coverage. Hence, many of them have stumbled in putting it in a short, precise and well agreed upon definition. Many scholars do agree that leadership is a complex concept because it is studied in different ways that entail different definitions. Leadership is a “confused” term, consisting of numerous definitions and qualities (Grimm, 2010). Nevertheless, some have tried to settle the matter by coining simple expressions that are understandable to many. For instance, for (Bass, 1985), leadership is an extremely complex assignment deriving from the difficulty of giving one particular meaning to authority. He goes on to characterize leadership as a procedure of connection among people and gatherings that incorporates an organized or rebuilt circumstance, individuals’ desires and recognitions. Overall, the study of leadership is an ancient art, which suggests that the success of any institution or endeavor has been due to effective leadership (Bass, 1985).

For more than half a century, the term “leadership” has been a topic of discussion and research work especially in the field of management and organizational development. Often, such discussions and/or research work focus on the issue of quality of leadership, ability of the leader or leadership effectiveness or leadership styles (Adlam, 2003: 205-206). According to Adlam

(2003:204), leadership is a rather complex concept. This is especially true because several approaches have been employed to provide meaning to the term leadership and effectiveness. Accordingly, (Lussier, 2013) says, it can be defined as the process of a leader communicating ideas, gaining acceptance of the vision and motivating followers to support and implement the ideas through others. In other deeper definitions like that of (Hersey and Blanchard, 1984), leadership can be defined as a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers. “Thus, it is all about the continuous process of establishing and maintaining a connection between [those] who aspire to lead and those who are willing to follow.”

A leader is an individual who chooses trains, motivates, influences some or more followers who have different expertise and capabilities, and drives the followers to achieve the organization’s mission and objectives. “Followers” is the term used to describe whom the leader is trying to influence, and the term “subordinates” is often used in organizational settings, to signify the hierarchical level of decision making. Nonetheless, the term “followers” suggests that the leaders can be in any role or position, and an organizational hierarchy is not essentially implied (Thomas, n.d.). In this process, the leader then presents the predictive goal in contrast to the status of the organization and through the practice of critical thinking as well as brainstorming skills and the use of both interpersonal communication and public speaking skill. Another core characteristic of leadership is the capacity to rouse certainty and backing among the general population (DuBrin, 2012). A reasonably well known saying, "Individuals don't leave organizations, they leave leaders" represents the significance of having the right leadership set up.

In summary, leadership is a process of inspiring and influencing people by providing purpose, direction and motivation to accomplish the mission and goal of the organization.

On the other hand, leadership style can be defined as the way in which a person leads an organization, division, group or individual. There are few diverse styles of leadership; not all leaders utilize the same style and there is not a predominant leadership style generally connected to specific geographical areas.

Different writers have tried to identify different factors that determine leadership styles of leaders. Kavanaugh and Ninemeier identified three issues that control the type of leadership styles:

leader's characteristics, subordinates' characteristics and organizational environment (AlAbabneh, 2013).

Rad (2006) also designated organizational culture as a factor that influences leadership styles of a manager. This requires managers to consider organizational culture when selecting leadership styles. This organizational culture can be grouped under an organizational environment. Other factors that affect leadership styles of a manager are age and gender (Kotur and Anbazhagan, 2014). This is related to findings of some researches mentioned by AlAbabneh (2013) that demographics affect leadership styles of a leader. Demographics include the age, sex, educational level and so forth. The factors that affect leadership styles relate to the leader, the followers and the organization.

According to Warrick (2000), leadership styles have a significant impact on the performance and satisfaction of their subordinates. The writer indicated that leaders have control on interpersonal and material rewards and punishments. The rewards and punishments controlled by the leader shape employees' performance, motivation and attitude. Different leadership styles used by leaders can affect the organizational performance in a confident as well as in a bad way. Positively, a leadership style creates a motivating work environment and becomes helpful, fair and inspiring. The leadership style used by a leader can also affect the organizational performance negatively by creating an environment that is occupied with tightness and fear or that is uncooperative and critical.

Leadership styles can be classified into transformational leadership style and transactional leadership style (Arzi and Farahbod, 2014). The classification of leadership into transformational and transactional is based on component behaviors used to influence subordinates and the effects of the leader on the subordinates. Other leadership styles that are not treated here include distributed leadership, servant leadership, authentic leadership, leader-member exchange theory and several other styles. However, the focus of this study is mainly on three leadership styles, namely transformational style, transactional style and laissez-faire leadership style.

2.2.1. Transformational Leadership Style

Transformational leadership is a well-studied style of leadership regarding activity level and effect on individual, group and organizational outcomes. Bass (2004) argued that transformational leadership refers to the leader moving the follower beyond immediate self-interests through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration.

Transformational leaders “motivate others to do more than they originally intended and often even more than they thought possible (Bass and Riggio, 2006; Hartog, Muijen and Koopman, 1997). Northouse (2013) described the term transformational leadership as “the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the followers.” Transformational leaders listen to the needs of their followers and care for them so that the assistants reach their extreme potential.

Transformational leadership takes place when leaders interact with followers in ways that enhance their creativity and motivation in the organization (Burns, 1978). Transformational leaders engage with followers, focusing on their intrinsic motivation and confidence.

According to Arzi and Farahbod (2014) transformational leadership involves an attempt by the leader to influence the followers in a positive direction. A transformational leader motivates the followers so that they perform better than the intended level. The leader tries to influence the beliefs, attitudes and values of the followers instead of just complying with existing ways of doing things. Transformational leadership is a “process of inspiring change and empowering followers to enhance themselves and their organization. This type of leadership encourages followers to accept their responsibilities and to be accountable” (Koehler and Pankowski cited in Marn, 2013).

Bass and Riggio (2006) indicate transformational leaders use one or more of the following fundamental components of transformational leadership to accomplish maximum results possible. The four components are Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized consideration. Each of these four components is discussed in more detail below.

1. Idealized Influence

Idealized influence tells the behavior of a leader who acts as a role model to their followers. In this case, followers identify with their leaders and want to match them. Leaders are taken as people who have very high moral standards and moral conducts. The followers admire, respect, and trust the leaders. Attributed idealized influence refers to the degree to which followers consider leaders to be trustworthy and charismatic, with a clear and attainable mission and a vision. Idealized influence as behavior refers to the actual leader behavior characterized by values and a sense of purpose. Through idealized influence, followers identify with leaders and try to follow their example.

In idealized influence, the leader demonstrates high standards of ethical and moral conduct and avoids using power for personal gain (Avolio and Bass, 1994). Yukl (2008) argued that Idealized Influence includes leading by example and making sacrifices, but this behavior may be used to manage follower impressions and gain their trust rather than to express a leader's true concern for the mission or subordinates.

According to Bass and Avolio (1990), idealized influence can be classified into two:

Idealized influence attributes and idealized influence behavior. Idealized influence attributes occur when followers identify with and follow those leaders who are trusted and seen as having a possible mission and vision. Idealized influence behavior refers to a leader behavior which results in followers identifying with leaders and wanting to match them. The key indicators for idealized leadership style are those leaders who have demonstrated unusual competence, celebrate followers' achievements; address crises „head on“ and use power for positive gain.

2. Inspirational Motivation

Inspirational motivation is linked to the behavior of the leader which inspires followers by providing them with meaning and challenge. To enhance the motivation of followers, leaders project hope and optimism for the future, thus enhancing commitment to a shared vision. In inspirational motivation, both leaders and followers are open to a reexamination of their own beliefs and perspectives, placing a high value on improvement and change.

According to Northouse (2013), inspirational motivation is a “descriptive of leaders who communicate high expectations to followers, inspiring them through motivations to become dedicated to and be a part of shared vision in the organization. The leader inspires and inspires the followers by giving them challenge and meaning to their works. This dimension involves arousing team spirit. There is eagerness and positive thought. Leaders use symbols and emotional appeals so that their followers focus and commit themselves to achieve more than their own self-interest.

Antoniadis et al. (2003) defined inspirational motivation as the way through which leaders energize their followers by viewing the future with optimism, stressing ambitious goals, projecting an idealized vision, and communicating to followers that the vision is achievable. Inspirational motivation can be used to increase subordinate commitment to task objectives, even though the leader cares only about self-enhancement and career advancement (Yukl, 2008).

3. Intellectual Stimulation

Intellectual stimulation takes place when leaders encourage followers to be creative and innovative in the organization. Followers are expected to be critical in relation to existing assumptions and traditions. This conduct expands attention to issues and impacts supporters to view issues from another perspective. In this manner, they are empowered to be inventive and creative and challenge both their own and their leaders' convictions and qualities, and additionally those of the organization itself. Besides, they are urged to go out on intellectual risks and inquiry presumptions.

Bass (cited in Arzi and Farahbod, 2014) defined intellectual stimulation as “increasing awareness and interest of employees of issues and progressing their capability to solve them.” The leader inspires followers to be creative and innovative by challenging the usual ways of doing things and reframing problems. In this case, much emphasis is given to creativity.

4. Individualized Consideration

Individualized consideration refers to a situation where leaders focus on individual needs and relate to followers on a one-to-one basis. Followers are encouraged to achieve personal goals and pursue their own development. Individualized consideration refers to a leader’s behavior

that contributes to follower satisfaction by advising, supporting, and paying attention to the individual needs of followers, and thus allowing them to develop and self-actualize (Bass et al., 2003). The leader acts as a coach and mentor for their followers. The leader also encourages the followers to do more. The followers' needs are given much attention so that they grow to their fullest potential possible. The leader is supportive of individuals and provides a supportive climate. "The leaders may delegate to help followers grow through personal challenges." New learning opportunities are created in individualized consideration. There is recognition that the individual follower has distinct and separate needs that must be fulfilled.

"A two-way communication is encouraged and „Management by Walking Around“ is practiced." The leader also listens carefully to what their followers say.

In summary, the overall characteristics of transformational leadership are, firstly, making a compelling case for change. The transformational leader helps to bring about change by making a convincing case for it. Secondly, it is inspiring shared vision, seeking broad input, and encouraging everyone to think of a new and better future. Thirdly, change needs to be led. A sense of urgency must be instilled. Collaboration has to be encouraged and the selfconfidence of followers must be increased. Finally, change needs to be embedded. This is achieved by monitoring progress, changing appraisal and reward systems, and hiring staff with a commitment to collaboration.

2.2.2. Transactional Leadership Style

Transactional leadership is, as the name implies, based on an exchange relationship between leader and follower. The follower offers compliance to the leader (e.g. productivity, and commitment to the organization) and receives tangible rewards in return (e.g. financial benefits). Thus, transactional leaders engage in exchanges with followers without any consideration for individual and/or organizational change and development.

Transactional leadership is an exchange process based on the fulfillment of contractual obligations and is typically represented as setting objectives and monitoring and controlling outcomes (Antonakis et al., 2003). According to Bass et al. (2003), transactional leadership occurs when the

leader sets expectations, standards, or goals to reward or discipline a follower depending on the adequacy of a follower's performance. Transactional Leadership focuses on

everything in terms of explicit and implicit contractual relationships. All job assignments are explicitly spelled out along with conditions of employment, disciplinary codes, and benefit structures.

According to Bass and Riggio (2006), transactional leadership involves rewarding the followers by the leader, when the performance of the followers is to the expected level. Transactional leadership entails explaining how works are performed and that there will be reward when the task is done well. It is an ability of a leader to interact with his/her subordinates by explaining how works are done and telling them that there are associated rewards (Avolio et al, cited in Hamidifar, 2009; Farahbod, 2014).

Transaction literally means “exchange.” Therefore, transactional leadership deals with the exchange between leader and followers. Kuhnert and Lewis, (1987) expressed that transactional leadership is a trade amongst followers and leaders coveted results by satisfying the leader's advantage and followers' desires, which includes guarantees or responsibilities inserted by appreciation and trust. Jung (2000–2001) likewise characterizes transactional authority as leader inclination towards distinguishing proof of employees’ needs and desires and obviously shows the approaches to satisfy these requirements in return for execution of employees.

Bass (1998: 121) asserts that transactional leadership is largely based on exchanges between a leader and group members, such as using rewards and punishment to control behavior. Bass (1998: 121) states that each enters the transaction because of the expectation to fulfill selfinterests and their leader is supposed to maintain the status quo by satisfying the needs of the subordinates. This leadership emphasizes the process in which the leader defines needs, assigns tasks, gives rewards to followers for good performance, or punishment for mistakes (Ubben et al. 2001: 14-15). For instance, the head teacher observes what the teachers want from work and tries to provide them with what they want depending on their performance. He/she exchanges rewards and promises of rewards for their efforts and responds to their immediate self-interest. Otherwise, he/she uses threats or punishment for their mistakes. Cunningham and Cordeiro (2000:185) opine that a transactional leader has a command and control mentality

Lussier and Achua (2001:383) assert that transactional leadership seeks to maintain stability; and that is the main reason that Leithwood and Jantzi (2000:114) perceive this concept as management rather than leadership. Thus, a transactional leader sets goals for followers depending on the effort he/she expects from them; he/she does not expect the followers to perform beyond normal standard, and makes no effort to change the situation, attitudes and values of followers. Therefore, the transactional leader does not transform followers or organization.

Bass (1985:135-136) identifies some sub-factors of both transactional and transformational leadership. Sub-factors of transactional leadership include contingency reward, management by exception and laissez-faire. Bass (1998:6) states that contingent reward refers to the situation where the leader rewards the subordinates on completing an agreed-upon task. In other words, when the leader is satisfied with the performance of a follower, the leader responds positively by using rewards in form of praise, recognition and recommendation of such follower for promotion. Bass (1998:6) asserts that contingent reward is good, but not as good as any of the transformational components in terms of achieving results.

Geijsel, Slegers, and Berg's (1999:317) study reveals that state management by exception is a negative attribute of leadership as it demoralizes subordinates. This is especially true with regard to active management which is seen in terms of looking for mistakes or enforcing rules to avoid mistakes, rather than devising or adopting strategies to correct subordinates' mistakes when they occur. Transactional leadership discourages collaborations between the head teacher and teachers and disregards the teacher's potential to contribute to school improvement. However, Sashkin and Sashkin (2003:69) assert that transactional leaders, through their effective management, get things done right, even though it may not always be that the right things are done. This assertion is affirmed by Chirichello (2004:120) whose findings indicate that many head-teachers are managers rather than leaders. This is because they spend most of their time on administrative work.

In effect, it is assumed that head-teachers waste lots of valuable time on paperwork preventing them from focusing on more important aspects of school.

2.2.3. Laissez-Faire Leadership Style

Laissez-faire in French literally means to let people do as they choose. Laissez-faire leadership represents the absence of a transaction of sorts with respect to leadership in which the leader avoids making decisions, abdicates responsibility, and does not use their authority. It is considered active to the extent that the leader „„chooses““ to avoid taking action. This component is generally considered the most passive and ineffective form of leadership (Antonakis et al., 2003).

Yukl (2008) argued that a laissez-faire leader shows passive indifference about the task and subordinates, for example, ignoring problems and ignoring subordinate needs. It is best described as the absence of effective leadership rather than as an example of transactional leadership.

Deluga (1990) also describes the laissez-faire leader as an extremely passive leader who is reluctant to influence subordinates“ considerable freedom, to the point of abdicating his/her responsibilities. There is no relationship exchange between the leader and the followers. The key indicators of this leadership style are those leaders who avoid making decisions, abdicate responsibilities, refuse to take sides in a dispute and show lack of interest in what is going on.

According to Hamidifar (2009) laissez-faire leadership style is an inactive kind of leadership where the exchange between the leader and the follower is absent. In this kind of leadership style, the necessary decisions are avoided. Others describe such leadership styles as absence of leadership. In this kind of leadership style, the responsibility is totally left for the followers. Managers avoid giving feedback. The satisfaction of the followers is given less attention. Researches show that this leadership style is the most ineffective and inactive kind of leadership style (Bass and Riggio, 2006; Hamidifar, 2009; Northouse, 2013, Long and Thean, 2011).

This leadership style is described by an aggregate or general inability to take obligations regarding overseeing (Bass, 1999). In addition, it exhibits a kind of leadership style which is value-based in which there is no on time and quick choices to be made, activity has delay, the obligations of administration all are overlooked and there is an abused power. This is known as a leader who is harsh to a supporter's prosperity in the work setting. The nonattendance or shirking of administration is known as laissez-faire leadership (Judge and Piccolo, 2004).

It can be said that the non-leadership dimension of transformational theory is laissez-faire through which leaders prevent them from getting involved when important problems and issues arise in an organization. Moreover, they do not make immediate decisions to solve those issues (Limsila and Ogunlana, 2008). The laissez-faire leader withdraws the role of leadership and provides no support for subordinates in order to improve the company (Kirkbirde, 2006).

Still according to other works, laissez-faire leadership 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 Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decisions without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate during events determined by the group (Talbert and Milbrey, 1994).

2.3. Job Satisfaction

The term job satisfaction was conveyed to reputation by Hoppock (1935) who looked into 32 studies on job satisfaction led before 1933 and watched that job satisfaction is a mix of mental, physiological and ecological circumstances that bring about a man to say, "I am satisfied by my job" (Suresh, 2001). Job satisfaction is a subjective term, characterized in different ways, in any case it was for the most part concurred that job satisfaction is viewed as a worldwide feeling about employment. Since 1959, researchers have concentrated on job satisfaction. Herzberg (1959) built up the hypothesis that inspirations and cleanliness components lead to employment fulfillment or disappointment (Malik, Nawab, Naeem, and Danish, 2010).

Churchill (2005) characterized job satisfaction as all attributes of the occupation itself and the workplace which sales people find compensating, satisfying, and fulfilling, or baffling and unsuitable. Locke (2005) characterized job satisfaction as a positive relationship described by pleasurable or positive perspective coming about because of the occupation experience.

Job satisfaction is one of the areas that has been widely researched and yet one of the complex ones (Lumley et al, 2011; Mester, Visser and Roodt, 2003). Different writers have tried to define

the term job satisfaction in different ways. One of such writers is Locke. Locke defines the term job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job experience” (Chahal, Chahal, Chowdhary, and Chahal, 2013; Ghafoor, 2012). It is also defined as the degree to which subordinates are interested in their work. It is also seen as the discrepancy between workers’ expectations and what they get (Sattar, Nawaz and Khan, 2012). The feelings employees have towards their jobs is also seen as a definition of job satisfaction (Gull and Zaidi, 2012). According to them, job satisfaction is a perception of employees about how their job provides the things they deem important, such as benefits, promotional opportunities, supervision, coworkers, working conditions and the work itself.

Job satisfaction is a subject of exceptional energy to scientists from various fields of study. As shown by Somvir (2012), researchers are focusing on job satisfaction since it is associated with execution and responsibility. Job satisfaction can also be described as “a pleasant or positive emotional condition, which is described from an employee’s appreciation for his/her occupation or work experiences (Zahari and Shurbagi, 2012; Belias and Koustelious, 2014). Job satisfaction also refers to how employees are happy and content and fulfilling their needs and desires (Rajasekar and Bhuvanewari, 2014).

Job satisfaction is very important for an organizational performance. In this regard, (Rajasekar and Bhuvanewari, 2014) state that job satisfaction could result in improved productivity, innovation and dedication to maintaining quality of service given to clients. Employees are more likely to operate most effectively when their needs are satisfied (Bekele and Darshan, 2011).

2.3.1 Factors of Job Satisfaction

Different writers have identified factors that are conducive for job satisfaction. Luthans (2005) and Robbins (2005) (cited in Sattar, Narwaz and Khan, 2012) identified such factors as work, pay, promotion, supervision, coworkers and environment. Such factors determine the job satisfaction of employees in an organization. According to Judge and Klinger, the above factors can be categorized into intrinsic and extrinsic components.

In addition to the above factors, Chahal, et al. (2013) identified factors related to workspaces as having influence on job satisfaction. Such factors include building design, air quality and

temperature, noise and lighting and others. Other factors mentioned by the researchers are nature of job, working promotional methods, performance appraisal, and relationship with other employees and management, grievance handling and so on.

Sowmyon Panhanatham (2011) identified factors such as supervision behavior, coworker behavior, pay and promotion, job and working conditions and organizational aspect. Other factors are interpersonal relationships among the workers, caring for employees and counseling employees. Factors such as sex, age, education, salary, and experience are found to have influence on job satisfaction of employees. In a study conducted by Ghafoor, the conclusion shows that male staff are more satisfied as compared to females. Moreover, increase in rank, qualification and salary resulted in increased job satisfaction. The finding of the writer also shows that staff that are permanent are more satisfied than those who are not. In addition to this, staff with PhDs are more satisfied than the staff with lower degrees (Ghafoor, 2012).

According to Sageer, Rafat and Agarwal (2012), variables that determine employee satisfaction can be categorized into two: personal and organizational variables. Personal variables include personality, expectation, age, education and gender differences. Perception, attitudes and learning of an employee have much impact on job satisfaction of individual employees. Another personal factor mentioned by the writers is the expectation of employees. For instance, employees that receive benefits more than they expected are highly satisfied. Age also determines the satisfaction of employees. Hence, younger employees are more satisfied than older ones as the former have higher energy levels. The researchers also identified that women are more likely to be satisfied than men in the same job.

Organizational variables include policies of compensation and benefits, promotion and career development, job security, working environment and condition, relationship with supervisor, work group and leadership styles. Employees are likely to be satisfied when their salaries are equitable to outsiders who are in the same industry. Employees who have less probability of

losing their jobs are more likely to be satisfied with their job. Another factor mentioned is working condition and environment. When employees work in good working conditions, they are more likely to be satisfied. Relationships with supervisor and within the group also affect the job satisfaction of employees. Thus, employees are more likely to be satisfied when they have good relationships with supervisors and other coworkers. Leadership styles also affect job satisfaction. In an organization where leaders use democratic and transformational leadership style, employees are more likely to be satisfied (Sageer, Rafat and Agarwal, 2012, Rajasekar and Bhuvanewari, 2014; Singh and Jain, 2013).

Spector identified nine facets of job satisfaction that determine the satisfaction of employees. The nine factors are pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworker, nature of work, and communication (Lumley, Coetzee, Tladinyane and Ferreira, 2011; Bateh and Heyliger, 2013; Hamidifar, 2009). For Spector, a facet of job satisfaction is any area that brings about a sense of satisfaction as well as dissatisfaction.

Each of the nine facets of job satisfaction is further discussed below.

1. Pay

Pay, as mentioned in Noe et al (2010), is a tool for furthering company goals, which is defined into pay level and job structure. Pay level is described as wages, salaries and bonuses. Job structure is described as the relative pay of jobs within the organization.

This facet of job satisfaction relates to pay or pay raise of an employee. Although money has some credit for human beings, having enough may not necessarily mean that the individual is satisfied. However, results of many studies show that pay can significantly affect the overall job satisfaction of employees (Lumley et al, 2011; Ali, Ahmad and Maitlo, 2012). Although many people do take pay as a motivator, some researchers still recognize that unfair pay leads to unhappiness and low pace of performance. Salary/wage is mentioned to be one factor affecting job satisfaction (Rajasekar and Bhuvanewari, 2014), but not all people need pay as a main motivator to work. What employees need related to pay is the feeling of fairness).

When employees feel that their pay is equitable and fair, they tend to be more satisfied (Singh and Jain, 2013).

2. Promotion

Promotion, as mentioned in Noe et al (2010), is advancement towards higher position with more challenge, authority, and responsibility. In this context, promotion refers to the chances for advancements that are made available for subordinates within an organization. Literature mentioned that promotion gives chance for personal growth, more responsibilities and increased social status (Lumley et al, 2011). According to Singh and Jain (2013), the opportunity for promotion determines the degree of satisfaction of employees.

This indicates a great importance of promotion, or at least a framework for it, for employee job satisfaction.

3. Supervision

Supervision relates to the idea that when the immediate supervisor is friendly, praises subordinates, listens to employees' opinions and is more interested in the subordinates, the job satisfaction is more likely to increase (Lumley et al, 2011). According to Rajasekar and Bhuvanewari (2014), how supervisors treat their subordinates highly affects the satisfaction of those subordinates.

Supervision, as mentioned in Noe et al (2010), is defined in the person of the supervisor, who are the people working in an organization (besides co-workers) that can affect job satisfaction. Supervisors with the same value, attitudes, and philosophies as that of their subordinates can improve job satisfaction but face the risk of turning the organization into a homogenous one over time. In addition, employees are satisfied when they are supported with their supervisors to achieve their own goals

Perceived quality and quantity of feedback, encouragement, and helpful support from a supervisor greatly influences the worker's assessment of the supervisor's overall competence.

4. Fringe Benefits

Fringe benefits, as mentioned in Mondy and Noe (2005), are financial and non-financial compensations. Financial compensations consist of direct (e.g. bonuses) and indirect compensation (e.g. retirement plans). Non-Financial compensations consist of the job itself (e.g. autonomy), job environment (e.g. working conditions), and workplace flexibility (e.g. part-time work). It should be kept in mind that fringe benefits here refer to both monetary and nonmonetary benefits that an organization is ready to offer to its employees. These can be intrinsic or extrinsic. Organizations can increase the commitment and performance of staff by making available fringe benefits that are regarded as important by the staff (Lumley et al. 2011).

5. Contingent Rewards

Contingent Rewards, as described by Robbins and Judge (2009), refer to promises and exchanges of rewards and recognition for good work.

These stands for appreciation, recognition and rewards for appropriate work done by the subordinates. When employees feel that they are not rewarded according to their contributions, they are more likely to be dissatisfied leading to low commitment, thereby low productivity (Lumley et al, 2011).

6. Working Conditions

In various literatures, working conditions have been used interchangeably with operating conditions. Anyway, the term refers to the policies and procedures used in an organization. Some procedures may be so tight that flexibility is virtually impossible, even when needed. This may lead to dissatisfaction among employees (Lumley et al, 2011). Employees become more satisfied when [they feel] wanted or respected (Kumari, 2011). Working conditions also include the environment in which employees are working. This gives employees a feeling of safety, comfort and motivation (Singh and Jain, 2013).

Also included in working conditions are various job components as they relate to the nature of the work experience (degree of challenge, variety, autonomy, and control), as well as the sheer quantity of tasks to be done and the time frame in which to do them. The perceived importance of the work and the extent to which the job provides intrinsic enjoyment and fulfills the need for

recognition, creativity, and skill building is also matters of discussion that fall under working conditions.

7. Coworker

“Coworker” relates to having coworkers who are friendly and supportive of each other. Having such coworkers brings satisfaction among the subordinates. The reverse will be true if there are no such kinds of coworkers (Lumley et al, 2011). The extent to which a worker has formed close relationships with colleagues; the degree of mutual trust and respect.

Furthermore, co-Workers, as mentioned in Noe et al (2010), are defined as people working in an organization (besides supervisors) that can affect job satisfaction. Co-workers with the same values, attitudes, and philosophies can improve satisfaction but become homogeneous over time. In addition, employees are satisfied when there is a mutual support with their coworkers to achieve their own goals.

8. Nature of Work

Nature of work refers to the type of work done. When employees are mentally challenged by their work, provided with a variety of tasks and freedom and opportunity to develop their skills and abilities and feedback, they are more likely to be satisfied with their job (Lumley et al, 2011).

Nature of Work, as described by Lewis (2014), is defined as the variability of the given work. The job variability includes job routine, job characteristics, and job description.

9. Communication

Here, communication includes both formal and informal communication within the organization. Effectiveness in communication within an organization brings motivation and commitment thereby resulting in increased job satisfaction (Lumley et al, 2011).

Communication is related to satisfaction both at personal and organizational levels. Lack of effective communication prevents an organization from achieving its goals (Kumari, 2011). Communication, as mentioned in Noe et al (2010), is referred to as informing the current employees and job applicants of their returns on their benefits investments. Tansel and Gazioglu

(2013) concluded that from the bases of the nine facets of job satisfaction, improving management-employee communication would increase productivity and reduce turnover.

2.3.1.1 Leadership and Job Satisfaction

How leadership Can Influence Job Satisfaction

The success of every organization, if not solely, highly depends on its employees' drive to thrive through their efforts, commitment, engagement, practice and persistence. Thus, motivation is an important topic because leadership competencies include the ability to motivate employees (Lussier, 2013) as one of the crucial duties or jobs.

Leadership begins with the initial effort made to recruit a new employee; proceeds through the entire induction process; and continues every day until the employee departs from the organization. This process is cultivated by a leader or a group of leaders, motivating new employees; and it highlights, once again, the importance of leadership to an organization. So, when the fundamentality of leadership is discussed, it is not merely about the personal behavior, or the educational qualifications of the person, it is rather about the leadership style the leaders implement. As Wilkinson and Wagner (1993) contended, it is unpleasant for employees to work with a leader who has an antagonistic conduct and is unsupportive. In the event that subordinates are not equipped for making sense of the most effective method to perform the work independent from anyone else, they will lean toward a pioneer who will give satisfactory direction and guidelines (Wexley and Yukl, 1984). There are some features of leadership having positive relation with job satisfaction such as interpersonal relations, helping behavior among members of a team, extent of taking part in decision making, compensation satisfaction and appraisal system (Cohen and Austin, 1993; Hallberg, 2006; Gleason, 1995).

The quality of a manager's relationship with an employee is the most powerful element of employee motivation. It creates a professional, positive and respectful attitude and employees are more likely to adopt a similar approach with their peers and enjoy work. The management and leadership styles that are adopted by a business and its management will have a determining effect on the motivation level, the morale and the job satisfaction of the employees.

Nevertheless, the relationship between the leadership style that is used within the business and the level of motivation within the workforce is a subject of much debate within the industry. In many circles, there is continuous debate about whether leaders are born or developed. Reflecting on the

discussions about motivation, it is evident that humans are very complicated and are made up of many traits. With motivation, these influences are both inherited and acquired from our environment and influences (Gary, 1996). It is in this regard that the study seeks to establish the role of leadership on employee satisfaction.

Job satisfaction is influenced by various factors such as supervisors' displays of nonverbal immediacy (Madlock, 2006; Richmond and McCroskey, 2000), humour (Avtgis and Taber, 2006), communication satisfaction (Hilgerman, 1998), effects of gender (Madlock,

2006a), and supervisors' communication style (Richmond, McCroskey, Davis, and Koontz, 1980). Pre-factor variables fall under two categories – individual characteristics and environmental variables (Seashore and Taber, 1975). The internal environmental variables such as organizational climate, organization's scale, level of centralization, and level of formality, level of organizational complexity, decision making process, and leadership are critical variables affecting employee's satisfaction at workplace.

There are some features of leadership having a positive relation with job satisfaction such as interpersonal relations, helping behavior among members of a team, extent of taking part in decision making, compensation satisfaction and appraisal system (Cohen and Austin, 1993; Hallberg, 2006; Gleason, 1995).

2.3.1.2. Leadership Styles as Factors of Job Satisfaction

Having a distinct leadership style is a key element that impacts employees' job satisfaction which leads to organizational success. Additionally, job satisfaction is a critical and important outcome of having an effective leadership in an organization (Bass and Avolio, 1994). The findings from many studies demonstrated significant impact of transformational leadership on job satisfaction of subordinates (Wiratmadja, 2008; Griffith, 2004; Avolio and Bass, 2004; Antonakis, 2003; Bass and Avolio, 1994). In the choice of leadership style, transformational leadership has been reported to be positively related to job satisfaction in various sectors of organization as compared to other styles of leadership such as transactional and laissez faire (Sulieman, 2011; Voon, 2011; Emery and Barker, 2007).

Leadership style is an essential determinant of worker job satisfaction. The responses of workers to their leaders will generally depend on the attributes of the employees also as on the qualities of the leaders (Wexley and Yukl 1984). The nature of the leader follower relationship or the scarcity in that department has an extraordinary impact on the employee's self-regard and job satisfaction (Chen and Spector 1991; Brockner 1988; DeCremer 2003). Employees are more fulfilled by leaders who are considerate or strong than with the individuals who are either uninterested or basic towards subordinates (Yukl, 1971).

The role leadership styles play in job satisfaction is detrimental in virtually every government and private organization; nonetheless, the object of this research remains to be the realm of the education area, with specific focus given to the school under consideration.

2.4. The Role of Leadership Style in Job Satisfaction in Schools

Education plays a significant role in the development of people because people are the wealth of any nation; therefore, people are viewed as a focus for development. Education, needless to say, plays a vital role in the development of the country because it is essentially the real source of sustainable growth of any country. This is one of the reasons why the United Nations Educational Scientific and Cultural Organization (UNESCO, 2001:9) declared education a vehicle for and indicator of development. Education and training play a vital role in assisting individuals and societies to adjust to social, economic and cultural changes and promote the development of the human capital essential for economic growth.

Schools have a unique role in reproducing human societies and in providing the conditions which enable them to innovate and change. Without schools, each generation would have to begin from scratch or – like societies which existed before there were schools – remain largely unchanged for centuries.

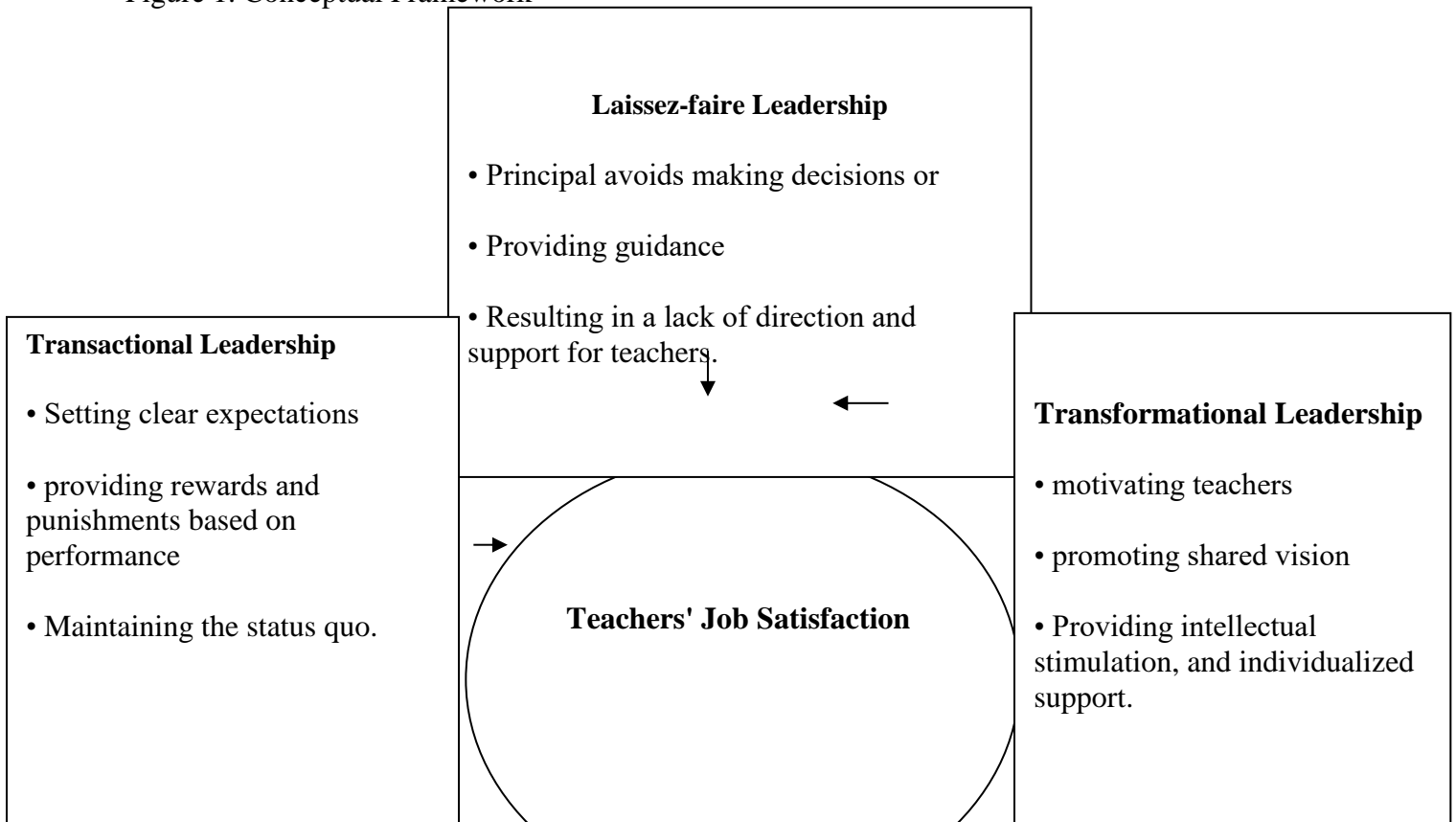
Schools are therefore intended to serve as agents for developing individual citizens within a country (Pandey 1996:77). In essence, schools are institutions where children are groomed to appreciate what the society in which they live stands for and are equipped in order for them to contribute to the advancement of their society.

Freiberg and Stein (1999:3-4) observe that schools are similar, [albeit] a moderate difference in organizational structures. According to these scholars, schools have a category group of students with a teacher, scheduled times for teaching and all other activities, specific times for starting and closing the school day, and management structures which are mainly hierarchical.

Education plays a vital role in assisting individuals and societies to adjust to social, economic and cultural changes and promote the development of the human capital essential for economic growth. Modern education, schooling, aims at imparting knowledge, skills and attitudes required by the young ones to become functional in their respective societies. Schools are therefore intended to serve as agents for developing individual citizens within a country (Pandey 2000). Schools are institutions where children are groomed to appreciate what the society in which they live stands for and are equipped for them to contribute to the advancement of their society.

In this chapter, literature proposing the relationship between leadership in general and job satisfaction have been discussed. Moreover, the impact of leadership styles on job satisfaction has been discussed, specifically outlining three types of leadership styles, namely transactional leadership, transformational leadership and Laissez faire leadership. The findings and relevant theoretical models of previous researchers are applied to support the hypotheses and relationship between the job satisfaction and various leadership style

Figure 1. Conceptual Framework



Based on the information above the conceptual framework appears to focus on the relationship between principals' leadership style and teachers' job satisfaction in Jigjiga Secondary School. The key elements of the conceptual framework are:

1. Leadership Styles:

- Transformational Leadership Style
- Transactional Leadership Style
- Laissez-Faire Leadership Style

2. Job Satisfaction Factors:

- Pay
- Promotion
- Supervision
- Fringe Benefits
- Contingent Rewards
- Working Conditions
- Coworker
- Nature of Work
- Communication

The conceptual framework suggests that the three different leadership styles (transformational, transactional, and laissez-faire) exhibited by the school principals can influence the various facets of teachers' job satisfaction, such as pay, promotion, supervision, benefits, rewards, working conditions, coworker relationships, nature of the work, and communication.

The document indicates that previous studies have found a positive relationship between leadership styles and job satisfaction in various organizations. However, the researcher notes a gap in the literature regarding the relationship between leadership styles and job satisfaction specifically in international community schools in Ethiopia.

The proposed study aims to investigate this relationship in the context of Jigjiga Secondary School, which is described as the first international school in Ethiopia, with a diverse academic staff and leadership team, as well as cultural factors that may affect the dynamics between leadership styles and teacher job satisfaction.

2.5 Summary of the Literature Review

In summary, leadership is a process of inspiring and influencing people by providing purpose, direction and motivation to accomplish the mission and goal of the organization. On the other hand, leadership style can be defined as the way in which a person leads an organization, division, group or individual. There are few diverse styles of leadership; not all leaders utilize the same style and there is not a predominant leadership style generally connected to specific geographical areas.

Education plays a significant role in the development of people because people are the wealth of any nation; therefore, people are viewed as a focus for development. Education, needless to say, plays a vital role in the development of the country because it is essentially the real source of sustainable growth of any country. This is one of the reasons why the United Nations Educational Scientific and Cultural Organization (UNESCO, 2001:9) declared education a vehicle for and indicator of development. Education and training play a vital role in assisting individuals and societies to adjust to social, economic and cultural changes and promote the development of the human capital essential for economic growth.

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the study area

The study was conducted in Jigjiga secondary school. Jigjiga Secondary school is the first High School in Jigjiga Town of Ethiopia. This building is in the middle or centre of the town. So many higher education institutions deliver classes here over the weekends. For example, all the tutorial classes of Extension and distance programmes of Jigjiga University, Haramaya University as well as countless other institutions deliver their classes here. It is an important place.

Jigjiga city, the capital city of Somali state, is located in the eastern part of Ethiopia. The city astronomically lies between $9^{\circ} 16' 30''$ to $9^{\circ} 24' 30''$ N latitude and $42^{\circ} 44' 0''$ to $42^{\circ} 51' 0''$ E longitude (Figure 2). The city is almost located on flat land with gentle slopes and subtropical agro-ecological zone depicting an average temperature of 12.27°C . Mean Annual Rainfall of 712 mm is attributable to Jigjiga town and its vicinity. The minimum and maximum rainfall of the town lies between 400 mm and 800 mm. The town is 625 KM's away from Addis Ababa, the capital of Ethiopia.

According to [18], population of Jigjiga Town has been estimated to be 385,534 of whom 200,612 are males and 184,922 are females. Estimating an average of 6.4 individuals per household, the town has about 60,240 households. Being the largest town in the eastern rim of the country, it is the hub of various businesses and office establishments and educational institutions including Jigjiga University [11].

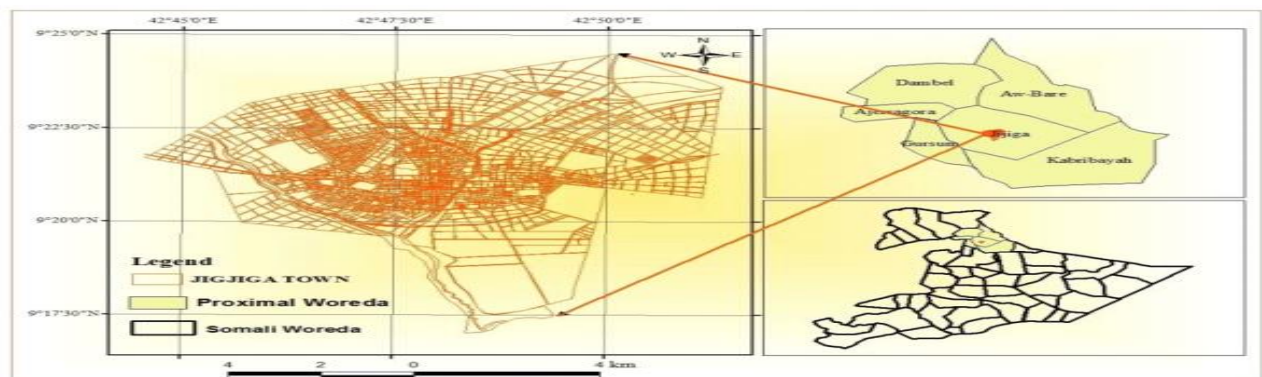


Figure 2: Study Area

3.2. Research Design

This research was conducted to measure the level of job satisfaction among the staff of JSS Jigjiga, the leadership style(s) the school has in place, and the relationship between the leadership style(s) and job satisfaction at the school. Thus, descriptive Survey was employed with a quantitative approach to examine the leadership style in place and how it relates to various job satisfaction variables such as general working conditions, potential for pay and promotion, work relationships, conduciveness of work environment to use skills and abilities, and work activities as a whole. Descriptive survey design was used to collect data from respondents, understand and predict certain aspects of the behavior of the population under consideration.

3.3. Sources of Data

In this study, both primary and secondary sources were used to gather information.

3.3.1. Primary Data Sources

In this study, primary data was obtained from Jigjiga Secondary School staffs such as school principals, vice principals, teachers, etc., through various methods such as focus group discussion, key informant interview, field observation and semi-structured questionnaire.

3.3.2. Secondary Data Sources

In addition to the primary data sources, secondary sources such as records in the school research reports, different reports from the Jigjiga Education offices, NGO offices, books, articles, Websites and Thesis that are relevant to the study.

3.4. Population, Sample size and Sampling Technique

3.4.1. Population of the study

The target population of the study encompasses all the Jigjiga Secondary School, Jigjiga staff, teachers is **196** and school leaders are **4** at several levels included. The total population of the school that fits these criteria is **200**.

3.4.2. Sample size and sampling technique

This study was targeted only one of the government secondary schools in Jigjiga City named Jigjiga Secondary school Somali Regional State because this was manageable. The study population is 200 teachers and principals. The formula by Yamane (1973) was employed to calculate sample size $n = \frac{N}{1 + N(e)^2}$

Where

n = sample size,

N = total population,

e = the error term which is 5%, with the assumption of confidence level of 95%. Hence, $n = \frac{200}{1 + 200(0.05)^2}$, $n = 153$ Accordingly, out of 200 teachers and principals, a sample of 153 teachers and principals was selected through random sampling technique because respondents have similar characteristics.

Table 1: Sample size of the study

School	Number of Teachers	School leaders	Method of sampling
Jigjiga Secondary	153	4	Purposeful sampling

3.5. Instruments of Data Collection

The study was utilized primary data collection, utilizing adjusted questionnaires for all variables. The adopted questionnaire is created to incorporate demographic substance and Likert scales to gauge relations between independent variables and the dependent variable, job satisfaction. It likewise utilized secondary information about the organization for some analytic reason. For ideal estimation, different data collecting strategies were considered, as far as their pertinence and importance to the study was concerned, and additionally for their legitimacy and dependability. To acquire the necessary information from participants, two questionnaires will be chosen to measure leadership styles and teachers' job satisfaction:

Multifactor Leadership Questionnaire (MLQ) and Job Satisfaction Survey (JSS). Additionally, a third instrument, the Demographic Information Survey has been used to collect demographic data from respondents. For the purpose of this study, the questionnaires will be adjusted taking into consideration the context of international community schools.

3.5.1. Questionnaires

A semi-structured questionnaire was used to gather data in order to better meet the proposal's specific purpose. A big amount of data from a large number of respondents was gathered in a comparatively shorter length of time and at the lowest possible cost thanks to the specificity of the questionnaire. Respondents were selected based on availability and a random sample with lottery. The questionnaire was prepared in English and distributed to all participants who are teachers, supervisors, and members of the school administration, with the understanding that they was able to understand the language with ease.

3.5.2. Interview

The semi-structured interview with key informants and officers working in this area of subject for the purpose of getting information which is relevant to this study. The interview was semi-structured questions covering issues relevant to the research questions and objectives. A total of 4 key informants will be selected for Semi-Structured interview. Two interviewees were from cluster supervisors and two interviewees were from the education bureau.

3.5.3. Multifactor Leadership Questionnaire (MLQ)

The Multifactor Leadership Questionnaire (MLQ), created by Bernard Bass, is a well-established instrument in the measure of transformational and transactional leadership as well as being extensively researched and validated. The MLQ is the most generally utilized instrument to survey leadership styles, that is, transformational and transactional styles (Carless, 1998). Bass (1985) built up the poll to survey the degree to which pioneers display transformational or transactional leadership and the degree to which followers are satisfied by their managers and trust their leaders were effective (Huges,1983).

The MLQ measures an expansive scope of leadership sorts from passive leaders, to leaders who give unexpected prizes to followers, to leaders who change their employees into becoming leaders themselves. In addition, MLQ distinguishes the qualities of a transformational leader and helps people find how they measure up in their own eyes and according to those with whom they work. Achievement can be measured through a retesting system to track changes in leadership style. The MLQ speaks to an expansive scope of leadership practices and separates amongst ineffectual and successful leaders. It additionally concentrates on individual practices, seen by partners at an organizational level that change individuals and organizations (Bass and Avolio, 1997). Bass and Avolio detailed the MLQ as relevant for research in military, business, and educational settings (Bass and Avolio, 1997).

3.5.4. Job Satisfaction Survey (JSS)

Job Satisfaction Survey (JSS) is developed by Paul Spector, a professor of psychology at the University of South Florida. According to Bateh and Heyliger (2014) Spector allows researchers to use the questionnaire for educational purposes. According to Spector (2011), JSS was used to assess the feelings of the employees about their job.

In 1985, Spector developed the JSS to assess six dimensions of job satisfaction as well as overall job satisfaction. The JSS was specifically designed for the public sector and non-profit organizations although it is also applicable to other organizations as well. The scale was intended to cover major aspects of job satisfaction, with subscales that were clearly distinct in the context. The development of the JSS was predicted on the hypothesis that job satisfaction represented an effective or attitudinal response to a job. It was designed to give an overall attitude score as a combination of individual facets (Spector, 1985). For this study, a factor scale was used. The JSS effectively measures the items required for the research.

3.6. Procedure of the Study

To get a better understanding of the problem, related literature was reviewed. Then the questionnaire used semi structured interview before the questionnaires was distributed, orientation was given for those who needed support to fully understand the questionnaires. Then, the tools for data collection were standardized, and once the tool was decided upon, they were duplicated.

Then, the questionnaires were distributed. Then the filled questionnaires was collected, coded and scored. The quantitative data collected was then tabulated and analyzed. Finally, the findings, conclusion and recommendation were presented.

3.7. Methods of Data Analysis

To allow for prediction of dependent variables, simple linear regression was used for analysis technique. According to Marczyk, DeMatteo and Festinger (2005), regression is like correlation in that it examines the association or relationship between variables. However, it is different from correlation in that its primary purpose is prediction. One of the types of regression is simple regression. In simple regression, the researcher attempts to predict the dependent variable with a single independent variable. In this study, the researcher was interested to examine how much job satisfaction could be predicted by leadership style(s). That means, there was only one independent variable (leadership style) which was used to predict the dependent variable (job satisfaction).

3.8. Ethical Consideration

Ethical issues are crucial in doing research, especially while collecting data. The research process unavoidably develops unbalanced relationship between respondents and researcher. Perception of respondents towards a researcher influences the quality of the data. In that case, the researcher was realized these biases and should work to get good information from respondents. From this consent, this research was done based on research ethics principles. Ethical considerations were kept throughout the research process. One of the principles of research is not to harm respondents during and after the research and a researcher should be responsible to protect them. For this reason, I had keep all the information collected confidential and anonymous throughout the study.

4. Results and Discussion

4.1. Demographic Characteristics of Respondents

The demographic characteristics of the 153 sample respondents are presented in Table 2, showing the age distribution of the teachers. The majority, 79 respondents (51.9%), fall within the 25-30 years age range, indicating a predominance of relatively young teachers in the sample. This is followed by 37 respondents (24.1%) under the age of 25, suggesting that a significant portion of the workforce is newly entering the profession. 20 respondents (12.8%) are in the 31-35 years age range, possibly representing those in the mid-career phase. The least represented groups are those in the 36-45 years and 46 years and above categories, with a notably lower proportion of teachers in these age ranges. This age distribution highlights a younger teaching workforce, which may have implications for professional development and career progression within the education sector.

Table 2: Demographic characteristics of respondents

Variables	Category	Teachers		Principals	
		Frequency	Percentage	Frequency	Percentage
Age category	Below 25 years	37	24.1		
	25 -30 years	79	51.9		
	31 -35 years	20	12.8		
	36-40 years	13	8.3	3	75
	41- 45 years	2	1.5	1	25
	46 and above	2	1.5		
	Total	153	100	4	100
Gender	Male	106	69.2	3	25
	Female	47	30.8	1	75
	Total	153	100	4	100
Educational level	Certificate /diploma	18	12		
	Bachelor	101	66.2	3	75
	Master and above	33	21.8	1	25
	Total	153	100	4	100
Work experience	1-5 years	50	40	-	
	6- 10 years	44	28.6	-	
	11-15 years	26	17.3	-	
	16 -20 years	6	3.8	2	50
	Above 20 years	27	10.4	2	50
	Total	153	100	4	100

Source: Survey data 2024

Regarding the work experience the result in table 2 shows that, 67(50%) respondents have experience in the age range of 1-5 years, 44(28.6%) of the respondents have from 6-10 years of experience, 26(17.1%) of the respondents have a range of 11 – 15 years of experience, 5(4.1%) of the respondents have a range of 16 -20 years. The result indicates that majority of the teachers are youngsters with in the range of 1 to 5 years' experience.

4.2. Behavior of leadership styles in Jigjiga Secondary school

This subsection presents the results of the prevalence of leadership styles. Three (3) main types of leadership styles are assessed. These were transformation leadership style with four dimensions and 12 items, transactional leadership style with two dimensions and 6, and laissez-faire leadership styles with six (6) items. Descriptive statistics is used to assess the behavior of each leadership style as shown in Table 3. Three sub-variables were determined as belonging to transactional leadership: contingent reward, management by exception (active), and management by exception (passive). Likewise, four sub- variables comprised transformative leadership: idealized influence, intellectual stimulation, inspiring motivation, and individualized consideration. Therefore, each variable was identified and addressed in order to have a thorough grasp of its effect.

The Key Informant Interviews (KIIs) complemented the quantitative findings by highlighting leadership behavior as observed in practice. Most informants noted that transformational leadership is perceived as the most effective in motivating employees and fostering innovation in the workplace. Specifically, KIIs emphasized that leaders who demonstrate individualized consideration and inspirational motivation tend to cultivate a more engaged and productive workforce. On the other hand, transactional leadership was observed to be more common in performance-driven tasks where rules, monitoring, and rewards were clearly defined. However, several informants criticized the laissez-faire style as being associated with weak decision-making and lack of direction, often leading to decreased morale and accountability. These qualitative insights reinforce the quantitative patterns and underline the practical implications of leadership styles within the organization.

Table 3: Descriptive analysis for leadership styles and teachers' satisfaction

Descriptive Statistics					
Indicators	N	Minimum	Maximum	Mean	Std. Deviation
Idealized	153	1.00	5.00	3.4150	.97913
Inspirational motivation	153	1.33	5.00	3.4721	.95039
Intellectual simulation	153	1.00	5.00	3.3741	.90242
Ideal Consideration	153	1.33	5.00	3.3973	.90132
Transformational leadership	153	1.58	4.83	3.4146	.76066
Contingent reward	153	1.33	5.00	3.3973	.90132
Management by exception	153	1.33	5.00	3.4952	.86239
Transactional leadership style	153	1.33	4.67	3.4463	.80509
Laissez-faire leadership style	153	1.33	5.00	3.1143	.84855
Valid N (list wise)	153				

Source: Survey data 2024

4.2.1. Transformational Leadership Style

The results from Table 4 demonstrate that the mean score for transformational leadership style dimensions is 3.4146, with a standard deviation of 0.766. Among the four key dimensions of transformational leadership, Inspirational Motivation received the highest mean score of 3.474 (SD = 0.950), indicating that this is the most frequently used dimension by the leaders in this study. The second highest dimension is Idealized Influence (M = 3.415, SD = 0.979), which suggests that leaders are perceived to model behaviors and values that inspire their teachers. Intellectual Stimulation comes in third (M = 3.371, SD = 0.902), which highlights leaders' encouragement for teachers to think critically and challenge existing assumptions. Individualized Consideration, although an important aspect of transformational leadership, received the lowest mean score among the dimensions (M = 3.3, SD = 0.871).

The higher standard deviation of Idealized Influence (SD = 0.979) suggests a wider variation in responses, indicating that while some teachers may highly value this leadership behavior, others may not perceive it to the same extent. This variability may reflect differences in how teachers experience or interpret the leader's role and behavior within the school setting. Inspirational Motivation, with a lower standard deviation of 0.950, indicates a more consistent perception of leaders' abilities to inspire and motivate teachers toward achieving common goals. Key informant interviews (KIIs) with teachers further support the quantitative findings. Most teachers emphasized the importance of Inspirational Motivation, noting that leaders who are able to effectively communicate a vision for the school and motivate them with enthusiasm significantly impact their

job satisfaction. One teacher remarked, “A leader who inspires us to perform better and makes us feel that our work matters is someone who brings the team together.”

The findings of this study are aligned with recent research emphasizing the positive impact of transformational leadership on teacher job satisfaction. For example, Erden (2024) found that transformational leadership, particularly through Inspirational Motivation, significantly improves teacher satisfaction and professional learning. Similarly, Nguyen and Nguyen (2023) highlighted that Idealized Influence and Inspirational Motivation are key factors in enhancing teacher job satisfaction in Vietnam. These studies support the idea that transformational leadership fosters a motivating and supportive environment for teachers, contributing to higher satisfaction levels.

4.2.2. Transactional Leadership Style

As shown in Table 4, management by exception within the transactional leadership style has the highest mean score ($M = 3.4952$, $SD = 0.862$), followed closely by contingent reward ($M = 3.3973$, $SD = 0.901$). This indicates that management by exception, where leaders intervene only when standards are not met, is the most commonly applied dimension of transactional leadership in the sampled education branches. The overall mean score for transactional leadership dimensions is 3.4416 ($SD = 0.8050$), which is the highest among the three leadership styles studied, suggesting that transactional leadership is more prominent than both transformational and laissez-faire leadership styles in these settings.

The results are consistent with key informant interviews (KIIs), where participants reported that school leaders often focused on monitoring performance and intervening when necessary, rather than proactively guiding or inspiring staff. One principal emphasized, "We mainly focus on fixing problems when they arise and rewarding good performance. It's about making sure things are running smoothly." This aligns with the higher mean score for management by exception, underscoring its dominant role in leadership practices within the sampled branches.

Similar studies in educational settings have found that transactional leadership is often more prevalent than transformational leadership, particularly in institutions focused on maintaining order and achieving specific performance targets. For instance, Fiaz et al. (2023) noted that management by exception is frequently employed in schools to ensure that teachers meet established standards, with leaders stepping in only when

performance drops below expectations. Similarly, Zhu et al. (2022) found that contingent rewards in educational leadership are closely tied to meeting academic goals, reinforcing the focus on performance-based outcomes. These findings align with the results of this study, where transactional leadership was the dominant style, especially in terms of management by exception, highlighting its role in ensuring efficiency within educational institutions.

4.2.3. Laissez-faire Leadership Style

As shown in Table 4, the laissez-faire leadership style recorded the lowest mean score ($M = 3.1143$, $SD = 0.848$) among the leadership dimensions, indicating that it is the least prevalent in the secondary education settings sampled. Laissez-faire leadership is characterized by leaders who avoid decision-making, provide minimal guidance, and make limited efforts to address followers' needs. The relatively low mean score suggests that this leadership style is not commonly employed in these educational environments. In contrast, transformational and transactional leadership styles, which are more engaged and results-oriented, were more frequently observed. This suggests that laissez-faire leadership has a limited role in driving performance and shaping organizational culture in secondary education. These findings align with the notion that laissez-faire leadership's influence on employee outcomes, particularly teacher satisfaction and motivation, is considerably weaker compared to more proactive leadership approaches.

Key Informant Interviews (KIIs) also reinforced this perspective. One teacher noted, "Our principal often lets us handle issues without much guidance or feedback, but I think a more involved approach would help us perform better." This sentiment echoes the findings from the survey, where laissez-faire leadership was seen as less effective in fostering a supportive and motivating work environment. Similar studies in secondary education have also found that laissez-faire leadership tends to have limited impact on employee satisfaction and performance. Sadeghi and Pihie (2022) reported that in schools where leaders adopt a laissez-faire approach, there was a noticeable decline in teacher motivation and a lack of clear direction. Likewise, Khan et al. (2023) observed that while laissez-faire leadership may offer some autonomy to teachers, it often results in confusion and a lack of support, which can negatively affect overall teacher performance and student outcomes. These findings align with the results of this study, where laissez-faire leadership was the least prevalent and had minimal influence on educational settings.

4.3. The Extent of Teachers satisfaction in secondary school

As indicated in Table 4 the mean score and standard deviation of teachers' satisfaction is 3.1612 and 0.594, respectively. From each subscale of employee performance, the highest mean scores was working towards end result with a mean and standard deviation of (M=3.5449, SD = 0.883) followed by planning and organizing sub scale (M=3.3569 SD=0.551). The third highest mean score was subscale of working by giving priority (M=3.114, SD=0.912). The least mean is working efficiency with a mean and standard deviation of (M=2.62 SD=0.906). This implies that working towards end result is the most dominant subscale from employee task performance subscales.

The findings from the Key Informant Interviews (KIIs) further support these results. Informants noted that teachers are often highly motivated when they have clear targets and are recognized for achieving tangible outcomes, which aligns with the high score for working towards end results. Several respondents emphasized that teachers tend to perform better when their efforts are directly linked to visible accomplishments or student progress. Additionally, the planning and organizing aspect was highlighted as an essential skill for managing large class sizes and complex workloads, particularly in schools facing resource limitations. On the contrary, the low score for working efficiency was reflected in the KIIs, where many participants pointed to systemic issues such as lack of resources, administrative burdens, and unclear performance expectations as factors that hinder teachers' ability to work efficiently.

The results indicate that teachers are highly motivated by achieving tangible outcomes, as reflected in the dominant working towards end results subscale. This aligns with studies showing that outcome-driven motivation enhances employee performance (Kassa & Demissie, 2021). The relatively high score for planning and organizing suggests that teachers value structured approaches, which are crucial in managing classroom tasks effectively (Tadesse & Melaku, 2020). However, the low mean for working efficiency points to performance constraints likely caused by external factors such as resource limitations and administrative burdens, as echoed in both the KIIs and previous research (Bekele & Yimam, 2018). These findings highlight the need for systemic support to enhance teacher efficiency and overall job satisfaction.

Table 4: Descriptive analysis for Teachers satisfaction

Descriptive Statistics					
Indicators	N	Minimum	Maximum	Mean	Std. Deviation
Planning and organizing	153	1.86	4.57	3.3569	.55141
Working to achieve end result	153	2.00	5.00	3.5449	.88361
Working by giving priority	153	1.00	5.00	3.1143	.91280
Work efficiency	153	1.00	5.00	2.6286	.90694
Teachers Performance	153	1.70	4.29	3.1612	.59422
Valid N (list wise)	153				

Source: Survey data 2024

4.5. Leadership style and job satisfaction

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

4.5.1. Teachers' job satisfaction on transactional leadership style

Table 5 Teachers' mean ratings on job satisfaction s of transactional leadership style

Indicators	Mean	Std. dev.
Teachers feel happy if the pay correlates with performance	2.55	1.42
Teachers feel pleased if benefits matches with commitment	3.00	1.41
Teachers feel satisfied if opportunities for promotion is given in for exchange performance	2.39	1.29
Teachers feel pleased if the principal actively supervise their	2.88	1.25
Teachers feel satisfied if recognition is given for best achievements	2.27	1.33
Active monitoring and continuous rewards makes teaching pleasant.	2.62	1.18
The principal's attitude for reward and recognition disturbs teachers' professional relationship with colleagues	2.68	1.66
Teaching will be pleasing if best performances are rewarded and recognized	2.44	1.65
Teachers feel happy if the principal clarify the work to be achieved	2.22	1.54
Average	2.62	1.43

Source: Survey data, 2024

Transactional leadership is characterized by principals guiding teachers in task execution while offering contingent rewards for successful performance. This leadership style establishes a structured, reciprocal relationship where clear expectations are matched with corresponding incentives. To explore the impact of this leadership approach on job satisfaction, nine specific questions were administered to assess how dimensions of transactional leadership influence various satisfaction indicators among teachers. The results, as summarized in Table 5, reflect respondents' perceptions of this leadership dynamic.

The first indicator reveals that teachers experience happiness when their pay corresponds with their performance ($M = 2.55$, $SD = 1.42$). The second indicator suggests higher satisfaction when benefits reflect the level of teacher commitment ($M = 3.00$, $SD = 1.41$). The third highlights that opportunities for promotion, tied to performance, contribute positively to satisfaction ($M = 2.39$, $SD = 1.29$). The fourth shows that teachers feel more pleased when their work is actively supervised ($M = 2.88$, $SD = 1.25$), while the fifth indicates that recognition for exceptional performance also impacts satisfaction, though modestly ($M = 2.27$, $SD = 1.33$).

The sixth indicator emphasizes that consistent monitoring and reward mechanisms enhance the overall teaching experience ($M = 2.72$, $SD = 1.16$). However, the seventh suggests that attitudes toward reward and recognition may occasionally strain professional relationships ($M = 2.48$, $SD = 1.36$). The eighth indicator confirms that rewarding top performance contributes to job satisfaction ($M = 2.34$, $SD = 1.55$), and the ninth finds that clear articulation of work tasks increases teacher contentment ($M = 2.40$, $SD = 1.64$). The average mean score across all indicators is 2.517 ($SD = 1.330$), with the highest mean recorded for the indicator linking benefits to commitment ($M = 3.00$).

The aggregated data suggest that while all indicators under transactional leadership have varying degrees of influence on teacher job satisfaction, the most impactful element is the perceived fairness in linking benefits to effort and commitment. This conclusion is further supported by qualitative findings from Key Informant Interviews (KIIs), which revealed a recurring concern among teachers: the mismatch between their workload and compensation. Participants expressed dissatisfaction with current reward structures, stating that their salaries and benefits do not adequately reflect the level of effort they invest. One teacher remarked, "Our workload is increasing, but the rewards remain stagnant." Another noted, "Performance-based incentives would not only motivate us but also improve job satisfaction." These qualitative insights corroborate the quantitative results, underscoring the need for more equitable and performance-aligned reward systems to enhance satisfaction and morale among educators.

The results indicate that transactional leadership positively impacts teacher job satisfaction, particularly when benefits and rewards are linked to performance. This is consistent with findings by Kassa and Demissie (2021), who found that performance-based incentives enhance teacher motivation. However, the lower mean scores for several indicators suggest that transactional leadership alone may not fully satisfy teachers' needs, especially when salaries are perceived as inadequate relative to workload, as noted by Alemu (2022). The findings highlight that while transactional leadership can provide clarity and short-term motivation; addressing deeper professional and emotional needs may require a more holistic approach, including transformational leadership strategies.

4.5.2. Teachers' job satisfaction on transformational leadership

The data presented in Table 6 illustrates the average ratings for job satisfaction statements related to transformational leadership. The survey results revealed that teachers were most satisfied when the school's strategic vision and future improvements led to better pay (mean = 4.42, SD = 0.57). Teachers also reported high satisfaction when they saw the benefits of the school's success through inspiration and motivation (mean = 4.41, SD = 0.61). Additionally, teachers felt positive about promotion opportunities based on innovation and creative problem-solving (mean = 4.39, SD = 0.66). Support for new teaching approaches and methods during supervision also contributed to job satisfaction (mean = 4.21, SD = 0.69). Feeling recognized as part of a team was another significant factor (mean = 4.12, SD = 0.75). Teachers found their work more satisfying when the school had clear goals, fostered innovation, and provided inspiration (mean = 4.18, SD = 0.74). Teachers also reported that individual attention to their professional needs enhanced their effectiveness with colleagues (mean = 3.92, SD = 0.93). A strong team spirit and a creative work environment also contributed to job satisfaction (mean = 4.32, SD = 0.72). Finally, teachers felt satisfied when leadership motivated them to commit to their jobs and the school's vision (mean = 4.04, SD = 0.74).

Overall, the average rating across all job satisfaction statements under transformational leadership was 4.223, with a standard deviation of 0.71. These findings suggest that factors such as strategic vision, innovation, teamwork recognition, and motivational leadership have a positive impact on teachers' job satisfaction.

Table 6 Teachers' job satisfaction on transformational leadership

Items	Mean	St. dev.
Teachers feel happy if the school's strategic vision and future improvements brought better pay.	4.42	.57
Teachers feel pleased if benefits are evident from the success of school goals through inspiration and motivation.	4.41	.61
Teachers feel happy if promotion relies on innovations and creativity to solve old problems.	4.39	.66
Teachers feel pleased if I encourage new approaches/methods of teaching during supervision.	4.21	.69
Teachers feel satisfied if they are recognized as a team.	4.12	.75
Formulation of clear goals, innovation and inspirations by the school makes teaching pleasing.	4.18	.74
The principals' attitude to pay special attention to each teacher's need for achievement magnifies teachers' effect with colleagues.	3.92	.93
Teaching will be pleasing if there is strong team spirit and creative work environment.	4.32	.72
Teachers feel satisfied if I motivate and inspire teachers to commit to their job and vision of the school.	4.04	.74
Average	4.223	0.71

The data presented in Table 7 highlights teacher job satisfaction ratings in relation to a laissez-faire leadership style. The findings suggest that teachers expressed greater satisfaction in an environment where they were given more autonomy and less interference from school leadership. Specifically, the high mean scores for statements related to minimal contingent pay (4.62), non-reliance on specific standards for benefits (4.64), and less involvement of principals in supervision and decision-making (mean ratings ranging from 3.68 to 4.70) indicate that teachers preferred a hands-off approach from their principals. Teachers also indicated a preference for peer recognition over institutional recognition and felt more satisfied when not bound by strict rules and regulations (mean = 4.26).

This pattern of results suggests that in environments where principals practice laissez-faire leadership—characterized by low intervention and minimal direction—teachers tend to feel more

empowered and satisfied. However, while the overall job satisfaction score of 4.273 is relatively high, it could also reflect the fact that laissez-faire leadership may provide teachers with more freedom, allowing them to work independently. On the casual side, it could also suggest a lack of structured leadership, which may potentially reduce overall direction and focus on collective educational goals.

The results reflect a tension often found in laissez-faire leadership contexts—teachers may appreciate the freedom, but it could also lead to a lack of guidance, accountability, and support. As highlighted in studies by Sadeghi and Pihie (2022) and Khan et al. (2023), such autonomy can enhance job satisfaction in the short term, but may have long-term implications on team cohesion and organizational effectiveness if not balanced with sufficient leadership involvement.

Table 7 Teachers' job satisfaction on laissez-fair leadership style

Indicators	Mean	St. dev.
Teachers are happier when the school's strategic direction and future developments translate into better compensation.	4.42	.57
Teachers are more satisfied when they see tangible benefits from the school's successful goals, fueled by inspiration and motivation.	4.41	.61
Teachers are pleased when promotions are based on their innovative and creative solutions to longstanding challenges.	4.39	.66
Teachers feel more positive when I support new teaching methods and approaches during supervision.	4.21	.69
Teachers feel valued when they are acknowledged as part of a cohesive team.	4.12	.75
Clear goals, innovation, and a culture of inspiration within the school contribute to teachers' job satisfaction.	4.18	.74
Principals who prioritize individual teacher's professional growth needs foster increased positive collaboration among teachers.	3.92	.93
A strong team spirit and a creative work environment make teaching a more enjoyable profession.	4.32	.72
Teachers find greater satisfaction when they are motivated and inspired to commit to their roles and the school's vision.	4.04	.74
Average	4.223	0.71

4.6. Overall Teachers Satisfaction Level on Leadership styles

Respondents in this study were asked to evaluate their overall level of satisfaction using a five-point Likert scale. The calculated mean score for overall customer satisfaction was 3.8, which falls between "neutral/indifferent" (3) and "satisfied" (4), indicating that, on average, respondents are slightly more satisfied than indifferent. This suggests a generally positive, though not overwhelmingly strong, perception of satisfaction.

When disaggregating the responses, 59.8% of participants reported being just satisfied, while 18.6% were indifferent and 16.2% indicated that they were very satisfied (Figure 1). This distribution highlights that a substantial proportion of respondents (80.0%) express a degree of satisfaction, either as "satisfied" or "very satisfied." These results indicate that, while the majority of respondents feel content with their experiences, there is a notable portion that remains indifferent or only moderately satisfied. This suggests that while there is a positive overall trend, there may still be room for improvement in enhancing the satisfaction levels, particularly for those who are indifferent or merely satisfied.

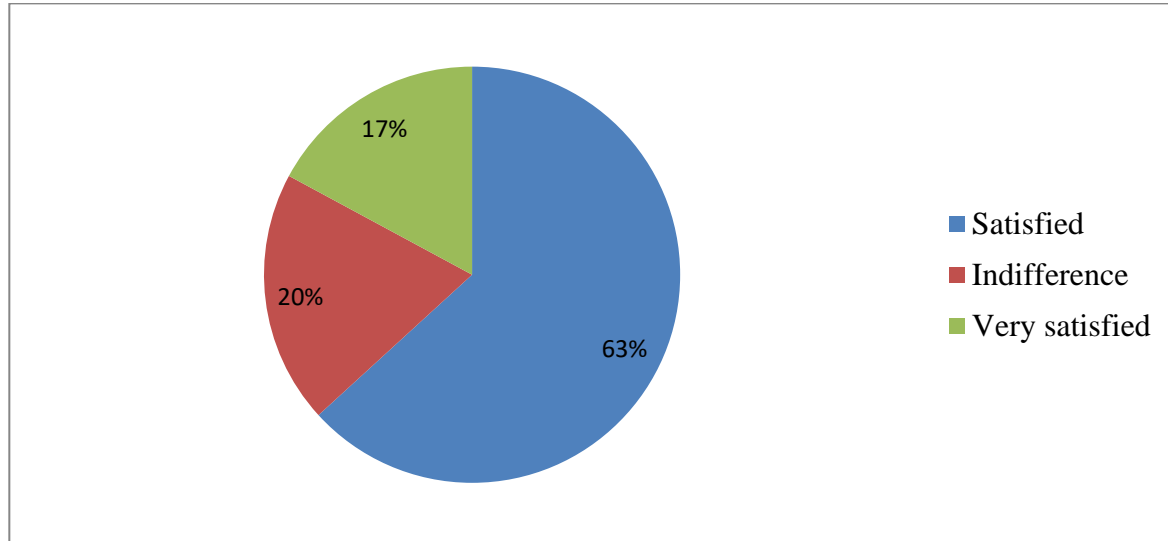


Figure 3. Satisfaction levels of respondents

Source: Survey data 2024

The study has shown that the mean score for overall satisfaction was 17% and 63% teachers were satisfied and very satisfied.

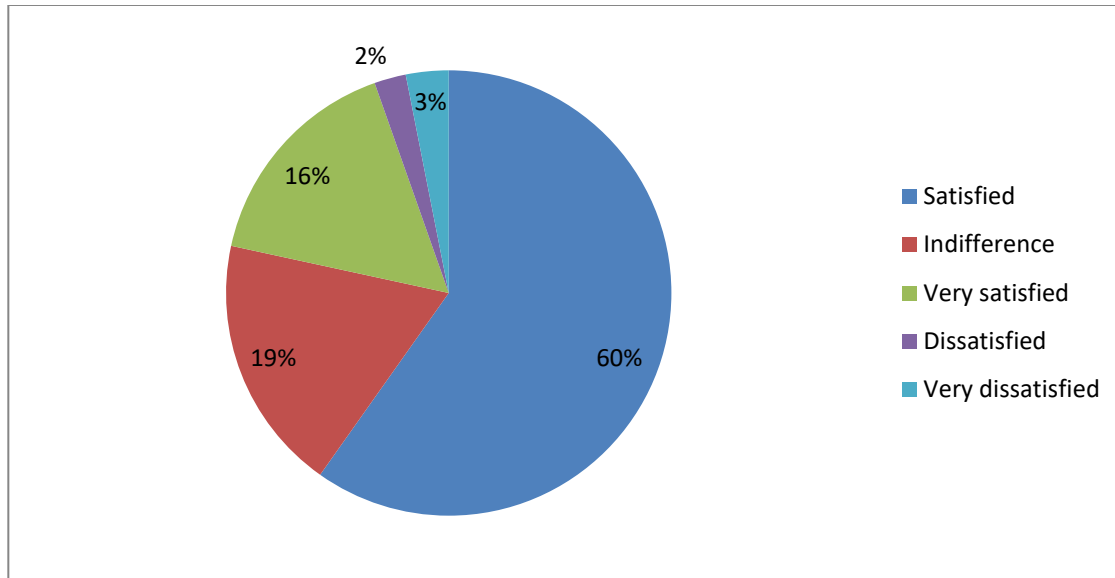


Figure 4. Level of teachers' satisfaction on different leadership styles

Source: Survey data 2024

4.7 Correlation Analysis of the study

Correlational analyses are used to identify significant relationships between independent and dependent variables. The following tables examine the connections between three leadership styles transactional, transformational, and laissez-faire—and overall job satisfaction, particularly among teachers.

Table 8's statistical results demonstrate a significant positive correlation between certain leadership styles and teacher job satisfaction. Specifically, Table 8 analyzes the relationship between teachers' job satisfaction and these three leadership styles. The variables studied are teacher job satisfaction, transactional leadership, transformational leadership, and laissez-faire leadership. Pearson correlation coefficients are used to measure the strength and direction of relationships between these variables. For example, the correlation between teacher job satisfaction and transformational leadership is strongly positive and highly significant ($r=0.932$, $p < 0.01$).

Conversely, transactional leadership shows a weak, negative correlation with teacher job satisfaction ($r=-0.211$), which is not statistically significant at the 0.05 level. Additionally, a negative and significant correlation exists between laissez-faire and transformational leadership ($r=-0.165$, $p < 0.01$). Overall, this correlation analysis provides valuable insight into how different

leadership styles influence teachers' job satisfaction, which can inform leadership practices and improve satisfaction within educational settings.

Key findings from the correlation table can be summarized as follows: a negative correlation exists between job satisfaction and transactional leadership ($r=-0.211$), although this result is not statistically significant at the 0.05 level. A strong, positive, and highly significant correlation exists between job satisfaction and transformational leadership ($r=0.932$, $p < 0.01$). A positive correlation exists between job satisfaction and laissez-faire leadership ($r=0.645$, $p < 0.01$), this is a weaker association than that of transformational leadership. The correlation between transactional and transformational leadership is very weak and not statistically significant ($r=-0.001$). The correlation between transactional and laissez-faire leadership is also weak and not statistically significant ($r=0.115$). Finally, the correlation between transformational and laissez-faire leadership is negative and statistically significant ($r=-0.165$, $p<0.01$). These findings strongly suggest that transformational leadership is linked to higher teacher job satisfaction, while transactional leadership shows a negative association. Laissez-faire leadership exhibits a positive, but weaker correlation with teacher job satisfaction.

The KII results further illuminate the findings of the correlation analysis. One teacher mentioned, "Transformational leadership motivates me, and I feel more engaged and satisfied with my work when my principal supports me in growing professionally and encourages innovation." Another teacher observed, "I don't feel as motivated under transactional leadership, as I believe it's more about compliance than real engagement. I feel less satisfied when my efforts are only rewarded based on specific outcomes, without any emotional or intellectual support." Additionally, a teacher highlighted, "Under laissez-faire leadership, there is a lack of direction. While I have some freedom, it's difficult to feel satisfied without clear guidance or recognition."

The strong, positive, and highly significant correlation between transformational leadership and teacher job satisfaction ($r = 0.932$, $p < 0.01$) suggests that teachers are more satisfied when their leaders inspire, motivate, and provide opportunities for growth. This aligns with previous research by Rauf and Qureshi (2020), who found that transformational leadership is strongly associated with higher levels of employee satisfaction in educational settings. Teachers in the study expressed a preference for leaders who foster a supportive and innovative environment, which directly

contributes to job satisfaction. These findings are consistent with previous studies, which emphasize the positive impact of transformational leadership on employee satisfaction (Rauf & Qureshi, 2020). Conversely, transactional leadership and laissez-faire styles appear less effective in fostering high job satisfaction, aligning with the idea that leadership styles that engage and develop teachers are more successful in promoting satisfaction.

Table 8. Correlation between job satisfaction and leadership styles

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

Analysis reveals a robust positive correlation between transformational leadership and teacher job satisfaction ($r = .932$), thus demonstrating a substantial impact. Conversely, a weak inverse relationship was observed between transactional leadership and job satisfaction ($r = -.211$). Furthermore, laissez-faire leadership displays a positive correlation with job satisfaction, although of moderate strength ($r = .645$). Collectively, these findings suggest a significant role for leadership styles in determining levels of job satisfaction among teachers.

5. Conclusion and recommendation

5.1. Conclusion

- ✓ In secondary schools within the Jigjiga city administration, a transactional leadership style predominates over transformational and laissez-faire approaches. This suggests that school leaders primarily utilize rewards to motivate teachers. Principals, in particular, demonstrate greater transformational leadership behaviors compared to teachers, as reflected in higher mean ratings on transformational leadership dimensions.
- ✓ Interestingly, teachers rated laissez-faire leadership significantly higher than principals (4.73 vs. 2.35), indicating a divergence in perception between the two groups. The study found that teacher job satisfaction is directly linked to elements of transactional leadership, such as pay-performance alignment, benefits reflecting commitment, promotion opportunities, active supervision, achievement recognition, and well-defined work expectations. These elements significantly influence teachers' overall job satisfaction.
- ✓ Moreover, the study reveals that teacher satisfaction is enhanced by various factors including better compensation, a clear connection between benefits and school goals, promotions based on innovative practice, encouragement of novel teaching methods, recognition of collective effort, transparent goals and school-wide inspiration, consideration of individual needs, a strong sense of team, and leader-driven motivation and inspiration.
- ✓ However, the text also suggests that teachers tend to experience higher job satisfaction when principals exhibit less involvement and interference, particularly when pay, benefits, promotions, and recognition are not directly linked to performance metrics.
- ✓ Furthermore, the research establishes a positive correlation between teacher job satisfaction and transformational leadership, while demonstrating a negative correlation with transactional leadership and a positive correlation with laissez-faire leadership.
- ✓ In conclusion, the analysis reveals that principals tend to exhibit stronger transformational leadership qualities than teachers. Additionally, teacher job satisfaction is significantly impacted by factors such as improved compensation, demonstrable benefit-commitment correspondence, advancement prospects, effective supervision, recognition for accomplishments, and clear work expectations.

5.2. Recommendations

- ✓ It is essential for schools to have strong and inspiring leaders who can steer and motivate teachers to accomplish the school's goals.
- ✓ For a secondary school in Jigjiga city, it is advised to adopt a transformational leadership style.
- ✓ Teachers have shown greater job satisfaction with transformational and laissez-faire leadership styles, making it beneficial for educational institutions to implement these approaches.
- ✓ By adopting the transformational leadership approach, teachers' job satisfaction can be increased, leading to better school outcomes.
- ✓ School administrators should prioritize providing robust leadership, mentorship, and a positive work environment with challenging tasks.
- ✓ Leaders must strive to inspire and encourage teachers by communicating a clear vision for the future, exhibiting confidence, and allowing autonomy in their work.
- ✓ Furthermore, leaders should offer appropriate guidance and support, encourage open communication, show trust in teachers, and include them in decision-making processes

7. REFERENCE

- Ababneh, O. M. A. 2009. The Impact of Leadership Styles and Leaders' Competencies on Employees' Job Satisfaction. (Unpublished Master Thesis), University Utara Malaysi
- Al-Ababneh, M. (2013). Leadership Style of Managers in Five-Star Hotels and its Relationship with Employee's Job Satisfaction. *International Journal of Management & Business Studies*, Vol. 3, Issue 2, 93-98. Retrieved in December 20 2018 from <http://www.ijmbs.com>
- Alemu, T. (2022). Challenges of teacher performance in public secondary schools in Ethiopia: Resource constraints and administrative burdens. *Ethiopian Journal of Education and Sciences*, 18(1), 45–59.
- Alemu, T. (2022). *Challenges of teacher performance in public secondary schools in Ethiopia: Resource constraints and administrative burdens*. *Ethiopian Journal of Education and Sciences*, 18(1), 45–59.
- Ali, M., Rauf, A., & Qureshi, S. (2021). Transactional versus transformational leadership in educational institutions: Impact on job satisfaction. *Journal of Educational Leadership*, 17(4), 113-128. <https://doi.org/10.1080/209678345>
- Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership. *Leadership Quarterly*, 10, 181–127.
- Bekele S. & Darshan, G. (2011). Effects of Transformational Leadership on Subordinate Job Satisfaction in Leather Companies in Ethiopia. *International Journal of Business Management and Economics Res.* Vol. 2 (5), 334-344.
- Bekele, M., & Yimam, A. (2018). Role ambiguity and its effect on employee performance: The case of public schools in Addis Ababa. *Horn of Africa Journal of Education*, 11(2), 23–38.
- Education System Ethiopia. 2015. The Ethiopian Education System Described and Compared with the Dutch System. Version 2 January 2015 EP-NUFFIC.
- Edwards, A.K. & Aboagye, S.K. 2015. Assessing School Leadership challenges in Ghana using Leadership practices Inventory: *International Journal of Education & Practices*, 3(4):168-181
- Edwards, G., & Gill, R. (2012). Transformational leadership across hierarchical levels in UK manufacturing organizations. *Leadership & Organization Development Journal*, 33(1), 25-50.

- Fiaz, M., Javed, M., & Saqib, S. (2023). The role of transactional leadership in enhancing teacher performance in educational settings. *Journal of Educational Leadership*, 45(2), 129-144.
- Girma Bekele. MA. 2020. Principals' Leadership styles and teachers' motivation in government secondary schools of South West Shoa Zone. AAU
- Gürbüz, R., Erdem, E. & Yıldırım, K. (2013). Başarılı okul müdürlerinin özellikleri Characteristics of successful school schools. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi* , (20) , 167-179 .
- Hackman, J.R. 2010. What is the thing called Leadership? In: Nohria & Khurana (eds.) In *Handbook of leadership theory and practice*. Boston, MA: Harvard Business Press.
- Haile, E. S. (2020). Principals' leadership towards teacher job satisfaction: a case study in public secondary Schools in Addis Ababa, Ethiopia. Unpublished doctoral thesis. University of South Africa, Pretoria. https://uir.unisa.ac.za/bitstream/handle/10500/26828/thesis_haile_es.Pdf.
- Haile, E. S. (2020). School leadership towards teacher job satisfaction: a case study in public secondary schools in Addis Ababa, Ethiopia (Doctoral dissertation, Doctoral dissertation).
- Hussain, M., & Hassan, H. (2016). The leadership styles dilemma in the business world. *International Journal of Organizational Leadership*, 5(4), 411-425. Retrieved from www.aimijournal.com
- Ibrahim, M.S. & Wahab, J.A. 2012. *Educational Leadership*. Bangi: University Kebangsaan Malaysia.
- Iqbal, M. J., & Ahmad, M. (2010). Enhancing quality of education through e-learning: the case study of Allama Iqbal Open University. *Turkish Online Journal of Distance Education*, 11(1), 84-97.
- Kassa, H., & Demissie, A. (2021). Outcome-based motivation and teacher performance: Evidence from selected high schools in Oromia region. *East African Journal of Social Sciences*, 7(2), 102–117.
- Khan, M. A., Tariq, M., & Ali, S. (2023). The effects of leadership styles on teacher performance in secondary education: A comparative analysis. *Educational Management Administration & Leadership*, 51(2), 190-204.
- Kotur, B.R. and Anbazhagan, S. *The Influence of Education and Work-Experience on the Leadership Styles*. IOSR Journal of Business and Management. 2014
- Million Shenkute .MA 2020. The influence of Leadership Style on Trachers' performance: The case of Government Secondary Schools in Addis Ababa. AAU
- Million Shenkute, Asfaw, T., Genetu, D., & (2020). High burden of antibiotic-resistant bacteria from wastewater in Ethiopia: a systematic review. *Risk Management and Healthcare Policy*, 3003-3011.

- Morowane, M. S. (2019). The role of contextual intelligence in leading the instructional programme for Grade 12 Economics (Doctoral dissertation, University of Pretoria).
- Northouse, PG (2016). Leadership: Theory and practice Thousand Oaks, CA: Sage. Pages: 494. Canadian Journal of Educational Administration and Policy, (185).
- Nyamubi, G. J. (2017). Determinants of secondary school teachers' job satisfaction in Tanzania. *Education Research International*, 2017.
- Ocham, L., & Okoth, U. A. (2015). Head-teachers' motivational practices in public secondary Schools in Kenya. *The TQM Journal*, 27(6), 814-822.
- Rauf, A., & Qureshi, S. (2020). Transformational leadership and teacher job satisfaction: An empirical study. *Educational Psychology Review*, 33(1), 47-61. <https://doi.org/10.1007/s10648-019-09445-9>
- Sadeghi, H., & Pihie, Z. A. L. (2022). Laissez-faire leadership and its impact on teacher motivation and performance in secondary schools. *Journal of Educational Leadership and Policy Studies*, 17(4), 75-89.
- Singh, J. & Jain, M. (2013). A Study of Employees' Job Satisfaction and Its Impact of their Performance. *Journal of Indian Research*, Vol. 1, No. 4, 105-111. ISSN: 2321-415
- Sowmya, K. & Panchanatham, N. (2011). Factors Influencing Job Satisfaction of Education Sector Employees in Chennai, India. *Journal of Law and Conflict Resolution*, Vol. 3 (5), 76-79. May 2011. Retrieved in February 16 2019 from <http://www.academicjournals.org/JLCR>
- Tadesse, S., & Melaku, M. (2020). Planning and organizing as predictors of effective teaching in urban secondary schools. *Ethiopian Journal of Educational Planning*, 14(1), 35–50.
- Zhu, W., Avolio, B. J., & Walumbwa, F. O. (2022). Leadership and management in education: The impact of transactional leadership on teacher performance. *Educational Management Administration & Leadership*, 50(3), 395-411.

APPENDIXES

APPENDIX: I

HARAMIYA UNIVERSITY

QUESTIONNAIRISE FOR TEACHERS

Dear Respondent

This questionnaire is designed to collect data from teachers that will help in a research about, principals' leadership styles and teachers' job satisfaction in secondary schools of Jigjiga city. You are therefore chosen to be participants of this research. Please, be honest in giving your responses. Confidentiality will be also assured. Thank you in advance for accepting to cooperative.

SECTION A: DEMOCRATIC LEADERSHIP STYLE AND TEACHERS JOB SATISFACTION ACHIVEMENT

I. Your background information

➤ **Please circle the number describing your back ground information below.**

1. Sex

1. Male 2. Female

2. Age 1. <25 Years old

2. 26-35 Years old

3.36-45 Years old

4. 46-55 Years old

5. >55 Years old

3. Highest education level

1. Masters, 2. BSC, 3. PhD., 4. Diploma, 5. Certificate

4. Teaching experiences.

1. 2 -5 years

2. 6 - 10 years

3. 11 - 15 years

4. 16 - 20 years

5. 21 - 25 years

5. Areas of specialization

1. Language

4. Social science

2. Natural science

5. Others

3. Maths

1. DEMOCRATIC LEADERSHIP STYLE

II. The following items indicate if your school principal leadership style is democratic and each activity in the items shows a democratic leader activity. Each activity may have relation with teachers' Commitment. Please rate your level of agreement by putting an "x" mark in the box corresponding to each item to indicate your response among the following rates

1. Strongly Disagree 2. Disagree 3. Un-decided 4. Agree 5. Strongly Agree.

S/N	Items	Scales				
		1	2	3	4	5
1.1	Teachers participate freely (democratically) in decision making about students' learning					
1.2	Teachers consult fellow teachers before making decisions pertaining to academic progress					
1.3	Often teachers engage in addressing administrative problems					
1.4	Solving administrative problems with fellow staff improves student academic progress.					

1.5	Teachers are involved without any influence and satisfied in designing academic programmers in this School.					
1.6	Academic leadership roles are shared by teaching staff in this school					
1.7	Delegation of powers to subordinates (especially teachers) in this school strongly exists.					
1.8	In this school there is respect for fe low teachers" opinions so that teachers satisfy to make decision					

SECTION B: LAISSEZ-FAIRE LEADERSHIP STYLE AND TEACHERS JOB SATISFACTION

The following items indicate if the school principal leadership style is laissez-faire and each activity in the items shows a laissez-faire leader activity. Each activity in the items may have relation with teachers' job satisfaction.

Please rate your level of agreement by putting an "x" mark in the box corresponding to each item to indicate your response among the following rates

S/ N	Items	Scales				
		1	2	3	4	5
2.1	As a teacher, you are given full mandate to make decisions without intervention					
2.2	Teachers have freedom to do as they think best in the interest of promoting progress in this school and these make teachers more satisfied in their work.					
2.3	Teachers are not interfered with when making decisions that promote progress in this school.					
2.4	It would be accurate to say that the head of school leaves teachers to make decisions pertaining to school performance without any intervention					
2.5	Decisions are made from down and they come later to the top					
2.6	There is free delegation of responsibilities and duties for school progress in this school. Teachers are more satisfied in this free delegation.					
2.7	The school principals leave staff to make decision on school programmers without prior intervention.					
2.8	Principal don't care about both academic and administrative ensues, but leave every activities for teachers.					

SECTION C: AUTHORITARIAN LEADERSHIP STYLE AND TEACHERS JOB SATISFACTION.

The following items indicate if the school principal leadership style is Autocratic and each activity in the items shows an Autocratic leader activity. Each activity in the items may have relation with teachers' job satisfaction.

Please rate your level of agreement by putting an "x" mark in the box corresponding to each item to indicate your response among the following rates

S/N	Items	Scales				
		1	2	3	4	5
3.1	Decisions regarding school programmes are solely made by the principals and the governing body only this make teachers unsatisfied in their work.					
3.2	The system of administration is top-down					
3.3	What is important in school management is accomplishment of the task at hand not addressing staff needs.					
3.4	It is enjoyable principals count on the principals for ideas and suggestions regarding progress in this school					
3.5	All power is centralized to the principals					
3.6	Different academic committees are dominated by the only will of the school principal					
3.7	Teachers couldn't perform activities that are planned by them unless principal order them to do so.					
3.8	When principal plans every academic exercise without collaboration it can influence teaching learning and students' academic achievement.					

SECTION D: TEACHERS JOB SATISFACTION RATING

The following questions are designed to collect data in a research about teachers' job satisfaction that will help to know the current status of teachers' job satisfaction in secondary schools. Please, be honest and give responses that you think as correct in your school.

Please rate your level of agreement by putting an "x" mark in the box corresponding to each item to indicate your response among the following rates

. 1. Very Poor 2. Poor 3. Fair 4. Good 5. Very good

S/ N	Items	Scales				
		1	2	3	4	5
1	How do you rate teachers' job satisfaction in this school?					
2	I feel good about my contribution to the organization.					
3	My job is important to the success of this school.					
4	I receive encouragement and affirmation from those above me in the organization.					
5	I enjoy working in this school.					
6	I am able to use my best gifts and abilities in my job.					
7	I trust the leadership of this school.					
8	Our school leader considers teachers as the key persons in this school.					

APPENDIX: II

HARAMIYA UNIVERSITY**Interview guide for principals, vice principals and PTA members.**

The main purpose of this interview is to gather information on the principals' leadership style and teachers' job satisfaction in Jigjiga Secondary school. You are, therefore kindly requested to give necessary information on the issue related to the study. The information that will be obtained from response to this interview will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only.

Thank you in advance for your cooperation\

I. Your personal back ground

1. Name of the school: _____
2. Sex of the respondent _____
3. Your highest education level _____
4. Your experience as principal _____

II, Discuss briefly your own opinion for the following questions as you asked.

1. What leadership style is being used at your school, (Democratic, laissez-faire or Autocratic)? Justify your reason?
2. What are the factors determining teachers' job satisfaction?
3. Do think that principal leadership style plays significant role on teachers' job satisfaction? How?
4. Could you explain how the management/leadership approach that you have adopted in your school leads to teachers' job satisfaction?
5. What leadership style is likely to yield the best teachers job satisfaction?

