



WOLLEGA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**PRINCIPAL'S LEADERSHIP PRACTICES AND TEACHERS'
JOB SATISFACTION IN SECONDARY SCHOOLS OF WEST
WOLLEGA ZONE**

MA. THESIS

BY:

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WOLLEGA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**PRINCIPAL'S LEADERSHIP PRACTICES AND TEACHERS'
JOB SATISFACTION IN SECONDARY SCHOOLS OF WEST
WOLLEGA ZONE**

**A Thesis Submitted to the College of Education and Behavioral Science in
Partial Fulfillment of the Requirements for the Degree of Master of Arts in
Educational Leadership**

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APPROVAL SHEET FOR SUBMITTING FINAL THESIS

As member of the Board of the Final M.A. thesis open defense, we Certify that we have read and Evaluated The Thesis Prepared By: Bahiru Berhanu Under The Title “The Principal’s Leadership Practices and Teachers’ Job Satisfaction In Secondary Schools in West Wollega Zone Case” and recommended that the thesis is accepted as fulfilling the thesis requirement for the Degree of Master of Art in Educational Leadership.

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I hereby certify that all the correction and recommendation suggested by the board of examiners are incorporated in to the final thesis entitled “The Principal’s Leadership Practices And Teachers’ Job Satisfaction In Secondary Schools in West Wollega Zone Case” by Bahiru Berhanu Abessa

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DEDICATION

This research is dedicated to my wife, Robe Tashoma and my mother TsayeMekura who selflessly dedicated their whole life to the betterment of my education

Name: BahiruBerhanu Abessa

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This thesis has been summited for examination with my approval as University Advisor

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STATEMENT OF THE AUTHOR

I Mr Bahiru Berhanu hereby declare and affirm that the thesis entitled “Principal’s leadership practices and teachers' job satisfaction in secondary schools of West Wollega Zone secondary schools” is my own work conducted under the supervision of advisors. I have followed all the ethical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. All scholarly matter that is included in the thesis has-been given recognition through citation. I have adequately cited and referenced all the original sources. I also declare that I have adhered to all principles of academic honesty and integrity and I have not misrepresented, fabricated, or falsified any idea / data / fact / source in my submission. This thesis is submitted in partial fulfillment of the requirement for a degree from the Post Graduate Studies at Wollega University. I further declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

BIOGRAPHICAL SKETCH

The author was born on Friday September 21, 1974 in Oromia Region, West Wollega Zone, and Menesibu in WoredaBukeseci Farmers Association. He attended elementary school (1-8) at Mendi Elementary School, secondary school (9-12) at MeneSibu Secondary School and diploma from Mekleland College. Then he joined Ambo University College through graduated with BA Degree in Educational planning and Management on Saturday September 08, 2015. After that, he was employed as teacher in Oromia regional state at Kiltukara secondary school. Then he joined School of Graduate studies at Wollega University, Education Department in July 2015 to pursue M.A. program in Educational Leadership

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LIST OF ACRONYMS AND ABBREVIATIONS

PLI	:	Principals' leadership Inventory
STURE	:	Study into Teacher Utilization in the Regions of Ethiopia
WWEO	:	West Wollega Education Office.
OEB	:	Oromia Education office.
M	:	Mean
SD	:	Standard deviation
r	:	Pearson's correlation coefficient
p	:	P value (significance value)
ANOVA	:	Analysis of variance

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ABSTRACT

The purpose of this study was to investigate principals' leadership practices and teacher's job satisfaction in secondary schools of West Wollega Zone. In order to meet the objectives of the study descriptive correlation design with mixed research approach was employed. Out of 80 secondary schools exist in West Wollega 5 secondary schools were selected using simple random sampling technique. From these sample secondary schools, 175 teachers were selected using simple random sampling technique and 10 school principals were selected using purposive sampling technique to be the sample of the study. Data were collected using questionnaire and interview. Data obtained through questionnaires were analyzed using statistical tools like mean, standard deviation, Pearson correlation test and ANOVA. Data gathered through interview were considered to complement the questionnaires in narrative form. The findings of the study revealed that the five exemplary leadership practices were moderately applied $m=2.79$, $sd=0.30$, and it was similarly applied in the secondary schools of the Zone. However, principals lowest a personal example of what they expect of others; $m= 2.45$, $sd= 1.31$ and low build consensus around a common set of values for running the school plans; $m= 2.47$, $sd= 1.39$. In addition, principals low appeal to others to share an exciting dream of the future; $m= 2.43$, $sd=1.4$. Teachers were moderately satisfied in their job in West Wollega Zone Secondary Schools and teachers' satisfaction in each secondary school was similar with $m=2.79$ and $sd=0.24$. However, secondary school teachers have not internal satisfaction because they have no freedom to make their own decisions; $m= 1.49$, $sd=0.7$, and were dissatisfied because the school administration does not clearly define policies; $m= 2.40$, $sd= 2.4$. They were also dissatisfied because their immediate supervisors do not treat everyone equitably; $m= 2.44$, $sd =1.32$. In addition, they were have no satisfaction because of inadequate income for normal expenses; $m= 1.5$, $sd=0.50$, and they have no satisfaction, in working conditions of the school; $m= 2.39$, $sd= 1.26$. There is weak, significant and positive relationship between the five exemplary leadership practices and teachers' satisfaction; $r=0.16$, $p=0.037$ and revealed that the five exemplary leadership practices resulted enhanced teachers' satisfaction in secondary schools of West Wollega Zone. On the basis of these findings and conclusion the five exemplary leadership practices were applied to moderate in secondary schools of West Wollega Zone and the following points were recommended. The secondary school principals are advised to set personal example of what they expect of others and inspire shared school vision to teachers and stakeholders. Secondary school supervisors and principals are advised make achievable and concrete plans and improve the working conditions. Zone and Woreda Education offices have to arrange trainings for secondary school principals and supervisors on school leadership practice.

Key words: *Principals' leadership practices, the five exemplary leadership practices and teachers' job satisfaction*

CHAPTER ONE

INTRODUCTION

This chapter covers with background of the study, statement of the problem, objective of the study, significance of the study. Further the chapter incorporates and scope of the study, operational definition of key terms as well as organization of the study.

Background of the Study

Leadership is about how leaders mobilize others to make extraordinary things happen in organizations. It's about the principals leadership practices use to transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards. It's about leadership that creates the climate in which people turn challenging opportunities into remarkable successes (Bush, 2007).

Some writers have given the impression that leadership is synonym for management. This assumption is not correct, because leaders are not found in the managerial hierarchy but also in informal work groups. Kouzes and Posner (2002) define leadership as the process of influencing the activities of an individual or a group in efforts towards goal achievements in a given situation. According to him leadership is the process of influencing people so that they will strive willingly and committed towards the achievement of group goals.

The importance of employees' organizational commitment has been reflected in research in the leadership area. Organizational commitment reveals complex employee attitudes, including affective commitment involving emotional attachment to the organization, continuance commitment emphasizing the perceived investments versus costs, and normative commitment concerning obligation-based considerations (Allen & Meyer, 1991). The multiple types of commitment consist of an employee's belief in the organization, willingness to work hard for it, and the desire to continue to work for it (Porte, Steers, Mowday, & Boulian, 1974). In the view of the fact that organizations, whether business, government, non-government or educational institutions are established for the sake of achieving a set of organizational goals, leadership behavior and employee's affective commitment are the most important factors for achieving organizational goal. According to Porte, Steers, Mowday, and Boulian (1974), employees' commitment is a strong believe in and acceptance of the organizational goals and values, a

willingness to exert considerable effort on behalf of the organization and a definite desire to maintain organizational membership.

Bush (2007) points out that principals leadership is a very important dimension because it targets the schools central activities, teaching and learning. According to Lunenburg (2010), the principal's primary role is to promote the achievement of all learners in the school. Jenkins (2009) sees principal's leadership as leaders who are involved in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. The principal's leadership focuses his or her attention on the control, coordination and supervision of all teaching and learning activities. Thus, in the conceptualization of principal's leadership, the principal's role as a leader is concerned with teaching and learning and the improvement of learner's achievement.

According to Salazar (2014), the principals Leadership practices model has critical features that are designed to aid the high school principal in implementing his or her leadership objectives. It provides a consistent means of monitoring and providing motivate on teaching and learning process through developing instructive activities that include; monitoring students' progress. However, it requires principals to be visible in school; talking with students and teachers; providing teaching and learning resources; develop teacher leadership and shared skills and job satisfaction in order to generate an expectation of collective teacher worth and vital components critical towards improving and upholding high coordinative.

Result from various analysis revel that the Leadership Practices Inventory (LPI) contains five exemplary leadership practices. These are:challenging models, Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart are the challenges of every institutions (Kouzes and posners, 2002 b).

The teacher job satisfaction strategies that were employed towards the teachers may be directed at individual levels or directed at the teachers in a given set up as a whole. The researcher indicters that the principals who adopt autocratic leadership style, their teachers are not satisfied with their job. Leadership is a process that influences other.Effective leaders inspire and influence others through motivation. Moreover, from a group point of view, the motivational efforts may be in the form of their design of the environment, direct intervention, or explicit and/or principals leadership strategies (Hardre& self-regulated motivation. Effort is intrinsic

when teaching is driven from within, and it is self-regulated when the teacher plans, monitors and adapts reasons, choices and actions systematically in order to optimize learning (Schunk&Ertmer, 2000). The effectiveness of a particular motivational strategy is reflected in the self-regulated behavior of teachers and results from their experiences, coupled with their proximal, which is their point of attraction immediately and futuristic goals (Miller &Brickman, 2004).

The principal's leadership practices and teachers' job satisfaction strategy are measured based on its ability to influence teacher retention in schools. In the recent times, schools globally have been experiencing a lot of challenges in relation to retaining their teachers within school.

Accordingly, West Wollega zone is one of the zones in Oromia National Regional State. Principal's leadership and teachers job satisfaction in the zone has encountered many challenges. As a school principal the researcher understood principal's leadership practices and teachers job satisfaction has not got attention in secondary schools in West Wollega Zone. Many schools are spending much of their time on routine activities rather than on education with clearly prioritized activities. In addition low teachers job satisfaction in school issues are observedby Minnesota job satisfaction inventory Locke (1976). This is what initiates the researcher to study the principal's leadership practices and teachers' job satisfaction in secondary schools of West Wollega Zone.

Therefore, the purpose of this study is to investigate the relationship between current principal's leadership practices and teachers' job satisfaction in secondary schools of West Wollega Zone to show the most appropriate areas that required improvement in the practices.

1.1 Statement of the Problem

The education system in Ethiopia, at all levels, is challenged by lack of quality, as indicated by the Study into Teacher Utilization in the Regions of Ethiopia [STURE]. Principal's leadership practices viewed as one of the main contributors in enhancing the quality of education. Job Satisfaction is determined and influenced by several variables, such as internal and external school's factors, environment, reward policies, leadership styles, etc. Principal's leadership practices, the principals ensure curriculum implementation through creating teaching and learning environment that is conducive for maximum learner's achievement and improve school performance. To this end, government of Ethiopia through the Ministry of Education Science

and Technology, Teachers Service Commission, Ethiopia Education Management Institute and other stakeholders has made substantial investment in an effort to improve instructional supervision in school.

Lack of quality in the education system has been attributed to the poor standard of those entering the teaching profession, the high teacher turnover, the low proportion of qualified teachers, leadership and problems such as de-motivation, low teacher morale and the poor quality of the teachers' working environment (Abdo, 2000:107-108; Centre for British Teachers & Voluntary Services Overseas [CfBT& VSO], 2008:15; Kemppainen, Lasonen, & Raheem, 2005; Voluntary Services Overseas [VSO], 2008:69). While many factors have been identified as contributing to the poor performance of education in Ethiopia, the problem has, to a great extent, to been attributed to the low respect for and the low status of teachers, inadequate salaries, weak education reform, the poor standard of the teachers' living conditions, as well as failing school Management and leadership (Evans, 2000:173; Papanastasiou (Zembylas, 2006:230; VSO, 2008:9). Where teachers are de-motivated or have low job satisfaction, this will have higher teacher attrition rates which, in turn, will have a direct negative impact on the quality of education.

One of the most frequently mentioned contributing factors to the low morale and job satisfaction of teachers in school area. Teachers in developing countries, including Ethiopia, have experienced poor management and leadership (Evans, 2001:291; VSO, 2008:9). National policy-makers and other stakeholders are becoming increasingly aware of the problem of low teacher morale, poor teacher motivation and high levels of occupational dissatisfaction (VSO, 2002:2). As stated in the Education and Training Policy (Ministry of Education [MOE], 1994:17), one of the objectives in Ethiopia is "to improve the working conditions of teachers, to evaluate their status in the community, and to enhance their motivation and professional attitude". Yet, despite the pivotal nature of the teachers' role and the objective stated in the Policy, there is a tendency on the part of the policy-makers to bypass teachers in the decision-making, and to neglect their needs when considering new policy directions. Furthermore, often scant attempts are made to understand the underlying causes of poor teacher satisfaction, the poor quality of education, and high levels of occupational dissatisfaction. Rather, government officials and education leaders, in their reports and through the media, put pressure on teachers for better student achievement and

to enhance quality, an important aspect in their performance and productivity, but fail to identify and address the factors that cause the teachers' job dissatisfaction. Therefore, this study aimed to investigate the extent to which principals' leadership may have any relationship with teachers' job satisfaction. Accordingly, this study intended to answer the following basic research questions:

1. To what extent do principals apply the five exemplary leadership practices in the study area?
2. To what extent are secondary school teachers satisfied with their job in the study area?
3. What relations exist between principals' leadership practices and teachers' job satisfaction in the study area?
4. Is principals' leadership practices and teachers' job satisfaction similar among secondary schools of West Wollega Zone?

1.2 Objectives of the Study

The study focuses on the following general and specific objectives;

1.3.1. General objective of the study

General objective of the study was to investigate the relationship between principal's leadership practices and teachers' job satisfaction in secondary schools of West Wollega Zone.

1.3.2. Specific objectives of the study:

1. To determine the extent to which secondary schools principals apply the five exemplary leadership practices in the study area.
2. To determine the level of teachers' job satisfaction in the study area.
3. To investigate the relationship between principals' leadership practices and teachers' job satisfaction in the study area.
4. To compare principals' leadership practices and teachers' job satisfaction among secondary schools of West Wollega Zone.

1.4. Significance of the Study

This study is significant to the following categories of people. The findings of this study may be used by Ministry of Education, Regional Education Bureau, Zone Education Office, Woreda Education Office and for all the school community. The result of the research might provide

relevant information to policy makers of ministry of education. In addition it is useful to regional education office, zone education office and woreda education office to know how the five exemplary principals' leadership practices affect teachers' job satisfaction in West Wollega Zone and use for planning or working towards improvements. Furthermore, the Ministry of education may use the information from the study to come up with the ways of motivating teachers.

The study may provide additional information about the role of five exemplary leadership practices on teachers' job satisfaction which may contribute to knowledge of how job satisfaction among teachers is utilized by school management for performance improvement.

It may also be of importance to teachers as they may get to know how different factors influencing teacher motivation. This might help them in deciding to adjust to the prevailing situations to help the school in attainment of its goals. It may be of importance for researchers to conduct further research as a source of information.

1.5. Scope of the study

The study delaminated to secondary school of West Wollega zone. It was difficult to cover all the principals' leadership practices and teacher's job satisfaction member of secondary school that was found in the zone. Delimiter to five schools due to lack of enough resources. In order to make manageable, the study delimited to 5 secondary schools. Regarding the member to be studied principal's leadership practices and teacher's job satisfaction in school offers could be studied by considering various factors. However, in order to make this study manageable limited, variable concentrated on such a level of principal's leadership practices and teachers job satisfaction in secondary school of West Wollega zone.

1.6 Limitation of the Study

Every study has its own drawbacks. Likewise this study has some limitation, which may affect its qualities. A researcher planned his work to make the finding objective and effective of the factual data. This needed collection of data from concerned bodies and making references, as much as possible. Lack of sample literature references related to the title of study was limitation of the study. In addition, shortage of time, budget and resources limited the study to be restricted to five secondary schools. However, the researcher tried to alleviate the shortage of the references by browsing on the internet and COVID 19 and political situation of the 'Zone.

1.7. Operational Definition of key Terms

Leadership practice is: it refers the process of influencing people so that they will strive willingly and committed towards the achievement of individual and group goals.

Leadership practices: is the process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individual and collective efforts to accomplish shared objectives by apply the five exemplary leadership practices. For this would measure by leadership practices. Inventory (LPI) (Kauzes and posnors, 2002). The five dimensions leadership practices are:

- 1. Model the Way:** Clarify values by finding your voice and affirming shared values.
- 2. In spire Shared Vision:** Envision the future by imagining exciting and ennobling possibilities
- 3. Challenge the Process:** Experiment and take risks by constantly generating small wins and learning from experience.
- 4. Enable Others to Act:** Foster collaboration by building trust and facilitating relationships.
- 5. Encourage the Heart:** Recognize contributions by showing appreciation for individual excellence.

Job Satisfaction- is the feeling by the employee towards the job they do with regard to conditions of work and the rewards as measured by Minnesota job satisfaction inventory Locke (1976)

1.7. Organization of the Study

This study was organized into 5 chapters. The first chapter deals about the background of the study, statement of the problem, objectives of the study, significance, scope of the study, key term and organization of the study. The second chapter was provided a literature review on the principal's leadership practices and teachers' job satisfaction. The third chapter was present research design and methodology. The fourth chapter deals with the presentation and analysis for the data. The fifth chapter includes the summary, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This chapter contained concept of leadership practices, role of leadership, theoretical framework, relationship/principals leadership and job satisfaction, summary of the literature review and conceptual framework.

2.1. Conceptual of Leadership

Is a person with integrity who is committed to the organization and the people who work together to accomplish the organization's mission; this person leads by example, communicates without ceasing, and shows care, concern, and consistency in all dealings James M. Kouzes, Barry Z. Posner August 200, Jossey-Bass. There are many and diverse definitions of leadership practices given by different scholars at different times. For instance: as Bennis (1999) Defines leadership as the ability to have a vision that is well communicated, build trust among colleagues, and take effective action to realize one's own leadership potential. Kotter (1996) pointed that leadership is a set of processes that establishes the effectiveness of organizations and modifies them according to changing situations to make their performance effective. According to him leadership provides organizations' future vision, aligns people with this organizational vision, and inspires the members to achieve it. The concept of leadership is reviewed by many others. For example: Maxwell (1998) who concluded that leadership is the ability to influence others. According to Chandra (2010) leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives.

2.2. Role of Leadership

According to a document of MoE (2002), Amharic version, the major function of principals are stated under nine (9) major area or categories. Planning, organizing, leading, coordinating, follow up and controlling, research work, evaluation, report writing and other activities. Under each major area, the schools principals task in both the administrative and educational aspects are listed to be 63 activities. In other word MoE (2002), 3 main activities and responsibilities of principals are identified. Thus, the potential set of activities for the principals is very vast to deal with. They are also interrelated and interdependent. School principals have a fundamental

responsibility for administrating and Instructional Leadership Role. Each category would be briefly discussed below.

2.2.1 Administrative Role

As a leader, school principals have fundamental responsibility for administrating and leading all aspects of the school. In this respect, the principals role is to direct the activities of personnel toward the achievement of school goals. According to Agrawal (1995), the administrative role of school principal is chiefly concerned with setting objectives and goals, developing plan and strategy, make job assignment, coordinating and controlling. In leadership role, his main task is to integrate the individuals and informal groups with the organization so as to optimize their effort for the achievement of the school goal.

Peterson Kent D. (1994) summarized administrative role of school principals into seven important functions with his role evident.

Planner: Set long-range goals and short term objectives make sure that everyone has a say in the school and knows where it is headed, works to operational and prioritized goals and develop concrete action to achieve.

Resource allocator: determine resource to maximize progress toward instructional outcomes. Ensure resource are distributed rationally according to plan not politically to those who wild the most power.

Coordinator: Make sure that people know what they are supposed to do, how their job related to other responsibilities with precision. Principals spend a good deal of time coordinating or helping teachers and others to find better way integrating their work.

Disseminator of information: encourages multiple channels to keeping everyone informed of important school wide matters. Effective principal constantly seek or provide whatever it takes to keep everyone current.

Jurist: resolves the conflict that arises in any school and make sure that interest group do not abuse their power or bully others. In successful schools conflicts are resolved through bargaining, negotiation or problem solving.

Get keeper: the principal make sure that the community's interest are well represented. He involves community representatives in planning and other important school wide decision.

Analysts: An analysts the principal review students test score, student placement, the master schedule and understand how resources, personnel or time are being used

2.3. Theories of Leadership

Leadership, Bass and Avolio(1994) argue that, "Transformational leadership involves inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers leadership capacity via coaching, mentoring, and provision of both challenges and support" .

There are many different views of leadership as there are characteristic that distinguish leaders from non-leaders. While most research today has shifted from traditional trait or personality-based theories to a situation theory, which dictates that the situation in which leadership is exercised is determined by the leadership skills and characteristics of the leader (Avolio, Walumbwa, & Kouzes, 1998), all contemporary theories can fall under one of the following three perspectives: leadership as a process or relationship, leadership as a combination of traits or personality characteristics, and leadership as certain behaviors or, as they are more commonly referred to, leadership skills. In the more dominant theories of leadership, there exists the notion that, at least to some degree, leadership is a process that involves influence with a group of people toward the realization of goals (Wolinski, 2010). Charry (2012), noting that scholarly interest in leadership increased significantly during the early part of the twentieth century, identified eight major leadership theories. While the earlier of these focused on the qualities that distinguish leaders from followers, later theories looked at other variables including situational factors and skill levels.

Although new theories are emerging all of the time, most can be classified as one of Charry's major types:

2.3.1. Trait Theory

The trait theory assumes that people inherit certain qualities or traits make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics that are shared by leaders. Many have begun to ask of this theory, however, if particular traits are key

features of leaders and leadership, how do we explain people who possess those qualities but are not leaders? Inconsistencies in the relationship between leadership traits and leadership effectiveness eventually led scholars to shift paradigms in search of new explanations for effective leadership.

2.3.2. Contingency Theories

Contingency theories of leadership focus on particular variables related to the environment that might determine which style of leadership is best suited for a particular work situation. According to this theory, no single leadership style is appropriate in all situations. Success depends upon a number of variables, including leadership style, qualities of followers and situational features (Charry, 2012). A contingency factor is thus any condition in any relevant environment to be considered when designing an organization or one of its elements (Naylor, 1999). Contingency theory states that effective leadership depends on the degree of fit between a leader's qualities and leadership style and that demanded by a specific situation (Lamb, 2013).

2.3.3. Behavioral Theory

As the Trait theory was silent about what leaders do, other researchers began to conduct research in an attempt to explore leadership as a set of behaviors, and they came up with a theory known as the behavioral theory. The behavioral approach emphasizes the behavior of a leader, what they do and how they act towards the subordinates in various settings (Northouse, 2009).

This theory explains the effectiveness of a leader from a behavioral or style perspective. A set of behaviors were identified which include consulting, delegating and monitoring. The behavior theory further identified other broad styles of behaviors including autocratic, democratic and laisez-faire, employee oriented; directive, and task oriented.

The behavior theory assumes that there is a relationship between these behaviors and the effectiveness of leaders. In essence this approach assumes that there are distinctive actions that effective leaders take, and it also looks at the impact of the behavior of the leader on the performance of followers (Manning and Curtis, 2002). This leadership theory further holds that leaders are made. This means that leadership effectiveness can be learned by developing and employing appropriate skills and behavior. Other researchers have found that leadership style has influence on the team's outcome (Mehra, Smith, Dixon and Robertson, 2006).

2.3.4. Participative Theory

Participative leadership theory suggests that the ideal leadership style is one that takes the input of others into account. Participative leaders encourage participation and contributions from group members and help group members to feel relevant and committed to the decision-making process. A manager who uses participative leadership, rather than making all the decisions, seeks to involve other people, thus improving commitment and increasing collaboration, which leads to better quality decisions and a more successful business (Lamb, 2013).

2.3.5. Transactional/Management Theory

Transactional theory, also known as management theory, focus on the role of supervision, organization and group performance and the exchanges that take place between leaders and followers. In other words, on the notion that a leader's job is to create structures that make it abundantly clear what is expected of followers and the consequences (rewards and punishments) associated with meeting or not meeting expectations (Lamb, 2013). When employees are successful, they are rewarded and when they fail, they are reprimanded or punished (Charry, 2012). Managerial or transactional theory is often likened to the concept and practice of management and continues to be an extremely common component of many leadership models and organizational structures (Lamb, 2013).

2.3.6. Transformational Theory

Relationship theory also known as transformational theory focus on the connections formed between leaders and followers. In this theory, leadership is the process by which a person engages with others and is able to "create a connection" that result in increased motivation and morality in both followers and leaders. Relationship theory is often compared to charismatic leadership theory in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013). Relationship or transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also on each person to fulfilling his or her potential. Leaders of this style often have high ethical and moral standards (Charry, 2012).

2.4 Leadership Practices

Leadership is the process of influencing an individual or group in efforts to achieve a goal. When making extraordinary things happen in organizations, leaders engage in what we call the five Practices of Exemplary Leadership practices. Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart.

These leadership practices are not the private property of the people we studied. Nor do they belong to a few select shining stars. Leadership is not about who you are; it's about what you do. The five Practices are available to anyone who accepts the leadership challenges the challenge of taking people and organizations to places they have never been before, of doing something that has never been done before, and of moving beyond the ordinary to the extraordinary. Although the context of leadership has changed dramatically since we first began our research thirty years ago, the content of leadership has not changed much at all. The five Practices framework has passed the test of time. Our research tells us that the fundamental behaviors and actions leaders have remained.

1. Model the Way

The first step a principal's leadership practices must take along the path to becoming an exemplary leader is inward. It's a step toward discovering personal values and beliefs. Leaders must find their voice. They must discover a set of principles that guide decisions and actions. They must find a way to express a leadership philosophy in herders don't just speak for themselves. They also speak for their team and organization. Leadership is a dialogue, not a monologue. Therefore, leaders must reach out to others. They must understand and appreciate the values of their constituents and find a way to affirm shared values. Leaders forge unity.

2. Inspire a Shared Vision

The future holds little certainty. There are no guarantees or easy paths to any destination, and circumstances can change in a moment. Pioneering leaders rely on their own internal compass and a dream. Leaders look forward to the future. They hold in their minds ideas and visions of what can be. They have a sense of what is uniquely possible if everyone works together for a common purpose. Leaders are positive about the future, and they passionately believe that people can make a difference. But visions seen only by the leaders are insufficient for generating

organized movement. Leaders must get others to see the exciting future possibilities. They breathe life into visions. They communicate hopes and dreams so that others clearly understand and share them as their own. They show others how their values and interests will be served by the long-term vision of the future. Leaders are expressive, and they attract followers through their energy, optimism, and hope. With strong appeals and quiet persuasion, they develop enthusiastic supporters.

3. Challenge the Process

Challenge is the opportunity for greatness. People do their best when there's the chance to change the way things are. Maintaining the status quo simply breeds mediocrity. Leadership seek and accept challenging opportunities to test their abilities. They motivate others as well to exceed their self- perceived limits. They seize initiative and make something meaningful happen. Leaders treat every assignment as an adventure. Most innovations do not come from leaders they come from the people closest to the work..

4. Enable Others to Act

Leaders know that they can't do it alone. They need partners to make extraordinary things happen in organizations. Leaders invest in creating trustworthy relationships. They build spirited and cohesive teams, teams that feel like family. They actively involve others in planning and give them the discretion to make their own decisions. Leaders make others feel like owners, not hired hands. Leaders develop collaborative goals and cooperative relationships with colleagues. They are considerate of the needs and interests of others. They know that these relationships are the keys that unlock support. Leaders bring people together, creating an atmosphere where people understand that they have a shared fate and that they should treat others as they would like to be treated. Leaders make sure that everyone wins.

5. Encourage the Heart

Getting extraordinary things done in organizations is hard work. The climb to the summit is arduous and steep. Leaders encourage others to continue the quest. They inspire others with courage and hope. Leaders give heart by visibly recognizing people's contributions to the common vision. With a thank you note, a smile, and public praise, the leader lets others know how much they mean to the organization. Leaders express pride in the accomplishments of their

teams. They make a point of telling the rest of the organization about what the teams have achieved. They make people feel like heroes. Hard work can also be fun work. Hoopla is important to a winning team.

2.5. Job satisfaction

Job satisfaction is one of the most important and heavily researched areas of inquiry in the field of industrial organizational psychology. Although a concise and consistent definition of job satisfaction is not available (Bonner, Hayes & Pryor, 2010:805), there appears to be a high level of agreement among scholars in respect of its meaning (Okpara, 2006:225). Job satisfaction refers to a person's affective relation to his or her working role.

Bass (1985) argues that transformational leadership has four components such as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. This leadership style articulates a vision of the future (Yammarino & Bass, 1990), stimulates and inspires the followers and impacts their faith, values such as justice and integrity and guide how an organization should be effective and successful (Kuhnert & Lewis, 1987). Transformational leaders increase the level of job satisfaction of employees by developing shared vision, motivating the followers (Voon, Lo, Ngui, & Ayob, 2011). Teachers who work with principals, who share information with them, and involve them in management decisions are more satisfied (Bogler, 2001). Effective principals through convince may transform the institution. These kinds of principals motivate teachers in achieving extraordinary outcomes, they support and empower them. Transactional leaders base their power on reward and punishment. According to Bass (1985) conceptualization of transactional leadership has three factors such as: management by active exception, management by passive exception and contingent reward (cited: Elmazi, 2018). Followers obey to the rules and guidelines determined by the leader and implement all the tasks. A successful implementation of the job is translated into a financial reward, Au and Ho (2006:172), with regard to teacher job satisfaction in particular, viewed teacher job satisfaction as a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to a teacher. Dimensions of job satisfaction -a wide range of variable to individual, social, culture organizational and environment factors affect the level of job satisfaction. Specifically individual factors include personality, education, intelligence and abilities, age, marital status

2.6 Theories of motivation

There are different theories of motivation/job satisfaction which are useful in understanding the meaning and processes of motivation or job satisfaction. But for this study, the researcher focused on the following theories of motivation.

2.6.1 Maslow's Need Hierarchy

According to Abraham Maslow motivation is the process of need satisfaction. Human needs are categorized in to five hierarchies of needs. These are physiological needs, safety or security needs, social needs, esteem needs, and self-actualization. This theory states that people satisfy these needs in hierarchical order from the bottom to the top. They are motivated to satisfy the lower needs before they try to satisfy the higher need. Once a need is satisfied it is no longer a powerful motivator (Kreitner and Kinicki, 1991)

Generally, this theory helps the school leaders create positive reinforcement and also it is helpful in understanding the lower level needs must be satisfied before higher-level needs become important. Again, it shows the importance of the concept of self-actualization.

2.6.2 Herzberg's Two-Factor Approach

Frederick Herzberg studied how the worker's work environment would affect the worker's work by causing satisfaction or dissatisfaction. If people were satisfied at work, they would be motivated to work, and the opposite would be true if they were dissatisfied at work. Herzberg's two factor approach is also called 'the motivation-hygiene theory'. The factors that satisfy employees are considered motivators, while factors that dissatisfies are considered as hygiene factors. Hygiene factors being present do not avoid job dissatisfaction, but if taken away they can de motivate an employee. Herzberg identified top six factors leading to dissatisfaction and top six factors leading to satisfaction in the work place (Pattanayak, 2009).

Factors leading to dissatisfaction are; company policy, supervision, work conditions, salary, relationship with peers and relationship with boss. Factors leading to satisfaction are; achievements, recognition, responsibility, work itself, advancement and growth. List of factors for dissatisfaction and satisfaction are not opposite. Improving a factor of dissatisfaction would not lead to satisfaction, but it would simply lead to the absence of dissatisfaction (Aswathappa, 2005).

Therefore, Herzberg two factor theories concludes that factors that tend to bring the most satisfaction at work are the ones that we have control over and that are most related to our own job performance. So, to achieve motivation one has to focus on the individuals, not on salary or other benefits.

2.6.3 Vroom's Expectancy Theory

Victor vroom proposed that motivation is directly linked to the expected outcome of effort that is expended. He identified three linked variables: expectancy, instrumentality and valence. Expectancy means that you believe that the effort you put in can affect the performance that you deliver. Instrumentality refers to the belief that your performance will affect the outcome. Valence is the importance that a person places on the reward or expected outcome (Kreitner and Kinicki, 1991).

2.7. Major Factors that Challenge principals Leadership

The major factors demoralizing teachers in secondary schools are lack of incentives, poor conditions of service, low regard for teachers, large class size, poor career promotions, inadequacy of teaching facilities/materials, and irregular payment of teachers' salaries (MoE,2008). Similarly, according to Harris (2004) problems that principals face are classified in various ways: problems related to principals and their relationship with top authorities, problems related to personal characteristics of principals, problems related to time, and problem related to parents. For the sake of convenience, in this study, the problems that would be dealt with are as follow.

1. Problems related to instructional staff.

Aboneh (cited Lunenburg and Ornsetin, (2004) have stated the following points in this regard. Teachers consider their principals ill-qualified to manage an effective school and that they concentrate on routine activities only and do not enhance innovations in their schools, research results have suggested the teachers did not view for example, curriculum instructional leadership as a major responsibility of principals did not see much evidence of such leadership on the part of principals and were not to accept principals in his leadership capacity.

2. Lack of vision.

McEwan (2003) has maintained that another biggest impediment of effective leadership is lack of vision, was and encourage on the part of leadership. Successful leader requires having the kinds of courage that allows one to take risks to thrive on complexity and ambiguity, to enable other to empower themselves to be work long and hard duties.

3. Lack of support from top authorities.

Another problem affecting effective leadership is lack of support from top authorities. The principals operations are influenced by that authority above him/her. The frustration and discouragement of some principals regarding the perceived lack of support, form those round hem is clearly barrier to becoming an effective leadership (McEwan, 2003). In strengthening this idea, Boyd (2002) has pointed out that where there is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or anticipated challenges, become overwhelming.

4. Lack of sufficient time.

Lack of sufficient time is also another problem to leadership. Time is the bane of any busy professional, but for principal's leadership, it poses a particular challenge because they seek to spend substantial time in classroom where instruction is delivered. Every principal operates with in the same time constrains. One major difference among principals is how they choose to use the time they do available (McEwan, 2003). Rosser, Vicki J. (cited Roaden, 1970) further stated that in order to enhance the schools performance, principals should focus on major missions of the school, teaching and learning, research and community service, Unless the principals free themselves from the routine chores of the office, however, and reserve some freebie for study and reflection on the purposes and the program of the academic body over which they prided, their decisions must inevitably be super filial, un informed, and often inconsistent.

5. Personal characteristics of the principals.

Another impediment of leadership is the personal characteristics of the principals which affects their decision making processes and their style of principal's leadership. It is evident that the principal brings something to his/her principal ship position. His /her energy, devotion, loyalty and many other personal attributes such as originality, adaptability, and emotional stability, are significant factors, in the kind of principal's leadership to be found in the school.

6. Lack of skilled teachers.

The principals revealed the lack of skilled teachers, indicating a need for ongoing professional learning for teachers. Improvement also depends on creating opportunities for teachers to co-operate and collaborate with their colleagues (Camburn, Rowan & Taylor, 2003).

7. Lack of Resource

Resource is the means of the end. They matter in terms of the schools improvement and long term effectiveness. In research synthesis about practices in high performance schools, the finding that role to resources is evidence Ubben and Hughes (1997), in other words a lack of resource (Financial, physical or human) can be a serious obstacle to principal. A principal may want to lead and the situation and expectations of others may call for his leadership. But if the resources necessary to implement his/her leadership are inadequate, the principals was face a significant impede (Gorton, 1983).

8. Decision-making.

Decision-making is an important component in any organization. In particular, we argue that schools are distinctive organizational settings in that the administrator is often required to address daily operations as well as long term adaptive planning and vision. They must, as a regular characteristic of the position, be equally able to manage and lead. Furthermore, the challenges of school leadership include daily, regular decision making as well as incorporating long-term planning and situational adjustments as need arises. Simply put, schools require both excellent managers who address the regular operations of schools and high-quality leaders to face the challenges that exist today for educators (Kruse., B. L., 2009). In addition, Biech.,(2010) identified using survey five leadership challenging models, Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart are the challenges of every institutions.

2. 8. Relationship/principals leadership and job satisfaction

Job satisfaction is the level of contentment of individuals with their jobs. Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. There are a variety of factors that influence a person's level of job satisfaction. These include income, perceived fairness of promotion system, quality of working

condition, social relationships, leadership and the job itself. Job satisfaction or dissatisfaction of medical practitioners affects their relationship with co-workers, administration and patients. Job satisfaction and motivation are therefore very crucial to the long-term growth of any educational system around the world.

2.9 Empirical Literature Review

Some researchers have shown that behavior of directors in supporting educational institutions has a positive effect on job satisfaction of teachers and their desire and decision to remain in the institution (Kusum and Billingsley, 1996). Other researchers discovered that different leadership behavior will create different working environments and that they have a direct influence on job satisfaction (Timoty and Ronald, 2004).

Principal leadership behaviors affect all schools' learning situations including teachers' job satisfaction (Hezibola, 2008, Asuquo, 2007). Studies by United States Education Department (1997) and by Bogler (2001) in Montreal, Canada established that teachers' job satisfaction is strongly correlated to participation in decision making and influence over school policy. In South Africa, Steinberg (1993) found that the management approach of the principal was one of the major determinants of teachers' job satisfaction. Findings by the National Teachers' Organization of South Africa (2002) reported that 65.5 per cent of teachers were dissatisfied with "poor" leadership behaviors.

Job satisfaction is an attitude towards the job of teaching, working conditions and general atmosphere of the school, and interaction with superiors and colleagues. Nadarasa and Thuraisingam (2014) carried out a study designed to investigate the effects of principals' leadership behaviors on teachers' job satisfaction of Secondary schools in Jaffna District. The findings of this study revealed that the relationship between participative leadership and teachers' job satisfaction positive.

A study Ngwala, (2014) carried out in Kangundo Sub County, Kenya aimed to establish the leadership behaviors used by secondary school principals. The findings indicated that secondary school principals used a mix of autocratic, democratic and laissez-faire approaches. The study recommended that principals should not depend on only one leadership style in running their institutions but rather use a blend of the different leadership styles for

better outcomes in their schools. In addition a study carried out by Odundo and Rambo (2013) on dimensions of leadership behavior of public secondary school teachers in Nyanza County, Kenya. The findings showed that some leadership behaviors negatively influenced teachers' job motivation while others had a positive influence. Variables having negative influence included public criticism, use of threats and fault-finding.

Leadership behavior variables having apposite influence on teachers' motivation included recognition of effort, participation in staff meetings and guidance on pedagogy, among others. The study concluded that although teachers' job motivation is a multifaceted aspect, the leadership behaviors adopted by school principals play a big role in influencing it. The study called for effective leadership as an indispensable component of the wider education reforms for better pedagogical processes suiting the economic needs of the 21st century. Musera, Achoka and Mugasia (2012) studied the perception of secondary school teachers on the principals' leadership styles. The findings of this study revealed that the dominant type of leadership style of the sampled schools was transformational or supportive leadership behaviors.

These researches were conducted in other continents and in neighboring countries of Ethiopia and focus on principals' leadership behaviors and teachers' job satisfaction and students' achievement. These researches support teachers' work ability or success based on student achievement as related to job satisfaction and do not focus on how teachers perceived their principals' leadership behavior as it relates to job satisfaction. Therefore, this research was carried out to fill research gap in carrying out research in West Wollega secondary schools on the topic of principals' leadership practices and teacher job satisfaction.

2.10. Summary of the Literature Review

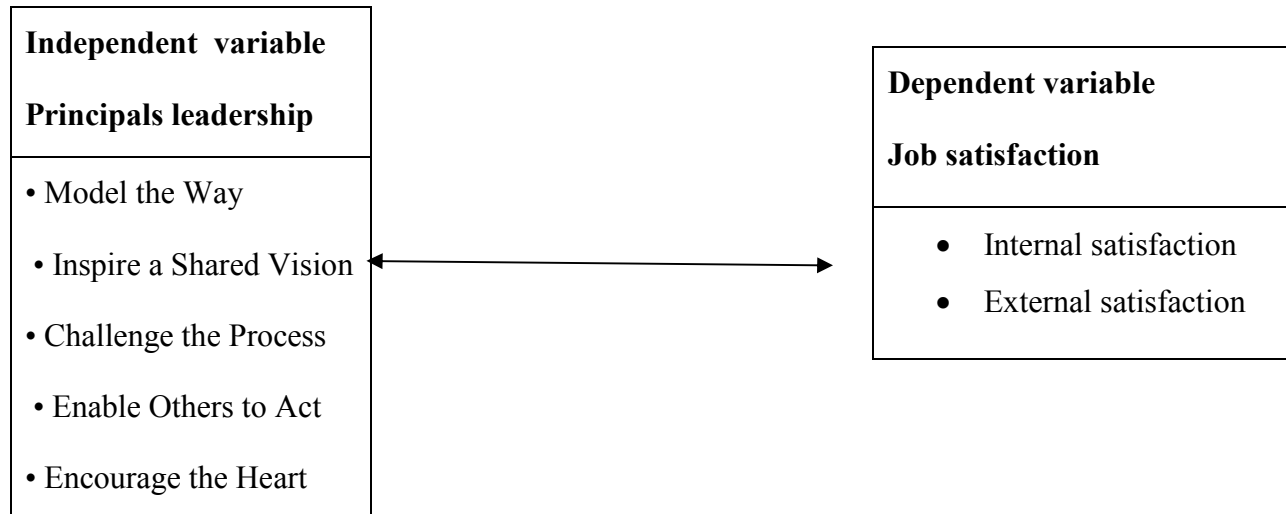
The researcher reviewed different literature pertaining to the practices and teacher job satisfaction. On the effect of job satisfaction on teacher motivation, it was found that income; perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself affect job satisfaction among teachers. Regarding the effect of reward system on teacher job satisfaction, it was found that appreciation from the boss, pay, bonuses, fringe benefits, and promotions affect teacher motivation. It was also found that teacher training and development affects their motivation as training is found to be correlated with productivity and retention. Schools with extensive training opportunities should experience

lower turnover rates. On the work situational factors, it was found that work place arrangement and availability of teaching and learning resources factors teachers' motivation. This study was therefore aimed at findings out other effects on principals' leadership practices and teacher job satisfaction in secondary schools of West Wollega zone.

Previous studies have focused on principals' leadership practices and teachers' job satisfaction in secondary schools of west wollega. It is from this basis that the researcher was to fill this gap between study on principal's leadership practices and teacher job satisfaction in Secondary Schools of West Wollega zone

2.11. Conceptual Framework

Kouzes and posenrs (1998) defines conceptual framework as a model of representation where a researcher conceptualizes or represents relationship between variables in the study and shows the relationship principals leadership practices and teacher job satisfaction. Job satisfaction is the level of contentment of individuals with their jobs. Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Therefore, the five leadership practice affects teachers' job satisfaction. Job satisfaction or dissatisfaction of the teachers affects their relationship with co-teachers, school leaders and students which will in turn affect their performance. Teachers' job satisfaction is therefore very crucial for the success of the schools.



Adapted from Kouzes and posenrs, 1998

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter covered the research Design, research method , research Instruments, the sources of data, the study site and population, the sample and sampling technique, the procedures of data collection, reliability checks, the data gathering tools, the methods of data analysis and Ethical considerations.

1.1 Methodology of the Study

The aim of this study was to investigate the relationship between principal's leadership practices and teacher's job satisfaction in secondary schools of West Wollega Zone. To achieve the purpose of the study, the appropriate research method is quantitative and qualitative approach. Quantitative approach emphasized because assessing the relationship between principals' leadership practices and teachers' job satisfactions can better understood by collecting large quantitative data. In addition qualitative part was used to substantiate quantitative data.

3.2 Research Approach

Both quantitative and qualitative data were employed in this study because the intention of the study was to assess the existing situation and to describe opinions of the participants of the study to look in to the relationship between principal leadership practices' and teachers job satisfaction. Using both data provides a better understanding of research problems than using either alone. In addition, it provides more comprehensive answers to research questions going beyond the limitations of a single data types (Creed, 2004). It is practical in the sense that the researcher is free to use both methods possible to address a research problem (Creswell, 2006). In this study, quantitative method was taken as the major research method and qualitative method served for triangulation purpose and support the data obtained from the quantitative part.

3.3. Research Design

This study utilized descriptive survey and correlation research designs to explore the relation between principals leadership practices and teachers job satisfaction in secondary schools of West Wollegazone. Correlation design used to obtain pertinent and precise information concerning the relationship between the two variables (dependent and independent variables

status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience (Locke, 1976 cited in Demirtaş, 2010). It defined as positive or negative evaluative judgments that people make regarding their work (Weiss, 1999) and their teaching role (Skaalvik&Skaalvik, 2010). According to Amoroso (2002) teacher job satisfaction is referred as the degree to which a teacher feels secure, challenged, rewarded and successful at the current school in which they work. Co relational research design used to determine the relation between the two variable principals leadership practices and teachers job satisfaction in secondary schools of West Wollega zone.

3.4. Research Method

Research method is a style of conducting a research work which determined by the nature of the problem (Singh, 2006). Thus, both quantitative and qualitative or mixed methods were simultaneously employed to investigate principal's leadership practices and teachers' job satisfaction in secondary schools of West Wollega zone. As a result, survey design was selected and used to collect the quantitative data, while for the qualitative data interview was employed (Muijs,2004).

3.5. Population Sample size and Sampling Techniques

There are 20 Woredas and 3 administrative towns in West Wollega zone. There is a total of 80 government secondary school in this Zone. There are 1733 male and 338 female in total 2071 teachers in government secondary schools of West Wollega Zone. Out of 20 Woredas and 3 administrative towns in the zone, four woreda; Mendi town, KiltuKara, Warajiruand Nedjo town were randomly selected to be the sample of the study.Among secondary schools found in these five secondary schools having 35 and above teaching staffs were taken as the sample of this study. Because there are five secondary schools having 35 and above population, 5 of them were taken to be the sample of the study. Accordingly, Kiltu Kara, Agemsa Bala, Mendi, Warajiru and Nedjo town secondary schools were selected trough simple random sampling technique.

The subject of the study comprised of two different groups of respondents from each secondary school. The sample groups were teachers and principals. In the sample schools, there were 278 teachers, and among the total population of 278 teachers 175 of them were selected using simple

random sampling technique. All 10 (100%) principals in the sample schools were taken using purposive sampling techniques. Therefore, the sample of the study was 175 teachers and 10 principals.

Gay and Arirasian (2003:111), state that the sample of 10% to 20% of the target population is often used in descriptive research for large population. Hence, 175 (63%) teachers were selected through simple random sampling technique from 5 secondary schools in West Wollega Zone for the sample of this study. Data were collected from these two categories of respondents; from the teachers through questionnaire, and collected from the school principals through interview.

Table 1: Summary of population and Sample Size

S.N	School	Category of respondents	Population	Sample size		Sampling Technique
				N	%	
1	Kiltu Kara Secondary School	Principals	2	2	100	Purposive
		Teachers	47	35	74	Simple r/ sampling
2	AgmsaBala secondary school	Principals	2	2	100	Purposive
		Teachers	35	35	100	Simple r/ sampling
3	Mendi Secondary School	Principals	2	2	100	Purposive
		Teachers	49	35	79	Simple r/ sampling
4	Wera Jiru S/ School	Principals	2	2	100	Purposive
		Teachers	48	35	73	Simple r/sampling
5	Nedjo Secondary School	Teachers	99	35	35	Simple r/sampling
		Principals	2	2	100	Purposive
6	Total population	Principals	10	10	100	Purposive
		Teachers	278	175		Simple r/ sampling
		Total	288	185		Simple r/sampling

Source: West Wollega Education Office 2019

3.6. Research Instruments

The researcher used the following two types of research instruments:

3.6.1. Questionnaires

The questionnaire was administered to teachers and principals respondents to assess principal's leadership practices and teachers' job satisfaction in secondary schools of west wollega. It was used to measure the extent of implementation of the five exemplary principals' leadership practices and teachers' job satisfaction. The questionnaires contain background information of the respondent such as class, gender, experience, qualification and questions relating to the theme of the Study. Questionnaire is believed to get large amount of data from large number of respondents in a relatively short time with minimum cost. Hence, to collect data from teachers the questionnaire prepared in English language because the researcher believed that teachers could understand the language and self-administered to respondents of teachers.

The researcher preferred questionnaire as main data gathering instrument because it was easier to handle and simpler for respondents to answer within short period of time (Koul, 2008). Besides, it allows the respondents to respond the questions confidentially. The questionnaire had two parts. The first part deals with general background of the participants. The second and the largest part contain the whole number of closed-ended and open-ended questions items that address the basic question of the study. The questionnaire is distributed to 175 teachers. Likert scale employed to identify the extent to which the respondent agree or disagree. Because it is easy and takes less time to construct, simplest way to describe opinion and provides more freedom to respond. The Likert scale consists of 5 scales; 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree

3.6.2. Interview

Interview is an important primary source of data collection for teachers 'job satisfaction (dependent variables). It helps the researcher to find out what is in some one's mind. So, the researcher used to secure in depth information as it allows seeing participants' perspectives clearly. As (Best and Kahn 1999) described interview is used to gather information regarding individual's experiences, beliefs, feelings and demographic data. Thus, the interview conducted to elicit an in depth information about the participants point of view, though reasoning and

feelings about the issues under study. Interview was held with 10 school principals of sampled schools in this study. It was used to cross validate data gathered through questionnaire in each variable.

3.7. Reliability Checks and pilot test

3.7.1. Pilot Test

The pilot test provides an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problems of wording or sequence (Adams et al., 2007). Before the final questionnaires were administered, pilot testing was conducted in GoriSecondary School which was not included in the sample study. It was conducted to test the validity and reliability of the content. Respondents were oriented about the objectives of the pilot study, how to fill out the items, evaluate and give feedback regarding the relevant items. It helped to ensure that the respondents understand what the questionnaire wants to address and was done with the objectives of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information, to identify and eliminate problems in collecting data. The pilot test was provided an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problems of wording or sequence. It helped to ensure that the respondents understand what the questionnaire wants to address and was done with the objectives of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information, to identify and eliminate problems in collecting data.

3.7.2 Reliability checks

Reliability is a measure of the degree to which a research instrument yields consistent results (Orodho, 2009). A reliability test was performed to check the consistency and accuracy of the measurement scales. To check the reliability of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted. Questionnaire regarding the five principals' exemplary leadership practices were carefully input in to SPSS version 64 and the average result found from teachers respondents were 0.82. In addition, questionnaire regarding teachers job satisfaction were also tested with Cronbach's alpha and the average result indicated 0.764. Tech-

Hong and Waheed (2011), suggests that the reliability coefficients greater than 0.70 are generally found to be internally consistent. Thus the instrument was found to be reliable.

Table 2: Reliability test results with cronbach's alpha

No	Variables	No of items	Cronbach Alpha
1	Principals Five Exemplary Leadership Practices		
1.1	Modeling the way	6	0.862
1.2	Inspiring shared vision	6	0.780
1.3	Challenging the process	6	0.784
1.4	Enabling others to act	6	0.883
1.5	Encouraging the heart	6	0.795
	Total	30	0.82
2	Teachers' job satisfaction		
2.1	Internal satisfaction	17	0.774
2.2	External satisfaction	17	0.754
	Total	34	0.764

Cronbach's alpha coefficient normally ranges between 0 and 1. George and Mallery (2003) provide the following rules of thumb: “ $\alpha > 0.9$ – Excellent, $\alpha > 0.8$ – Good, $\alpha > 0.7$ – Acceptable, $\alpha > 0.6$ – Questionable, $\alpha > 0.5$ – Poor and $\alpha < 0.5$ – Un acceptable”. It is noted that an alpha of (0.82 and 764) is reasonable good to use the question for the research.

3.8 Data Collection Procedure

First, the researcher got a clearance letter from the university and proceeded to collect a letter of introduction and permission to conduct a small scale research sought from education worded. The researcher then sought the informed consent from the principals before visiting all 5 schools to deliver the questionnaires for the principals and teachers. The respondents were requested to respond to the questionnaires appropriately and hand in the duly filled forms to the researcher. To allow the respondents to have sample time to study and respond appropriately, the instruments were distributed in the morning and collected in the afternoon.

3.9. Method of Data Analysis

In accordance with the data collected from different sources, the close-ended questionnaire was coded, tabulated and organized for analysis using descriptive and inferential statistics like

mean, standard deviation and Pearson correlation coefficient. In addition, the data gathered through interview categorized thematically. The item classified into different tables according to similarities of issues rose. After the classification, each of the variables were analyzed and interpreted. Then depending on the nature of the basic questions and data gathered, data was analyzed using different statistical tools. Accordingly, the respondents report and the nature of the basic questions the following statistical techniques were used. Frequency and percentage distribution was used to analyze characteristics of the sample population such as sex, age, academic qualification and experience. Mean score, and standard deviation computed for quantitative variables against each item score was used to identify the extent of principal's leadership practices and teacher's job satisfaction in secondary schools of West Wollega Zone. On the other hand the data obtained through interview, open ended questionnaire were analyzed and interpreted qualitatively by describing thematic, descriptive and narrating the ideas provided by the respondents based on their themes.

3.10. Ethical Considerations

This study recognized that each human being has value in himself or herself, and that value must be maintained in all interactions between people as much as possible. Christensen (2006) warns that access alone is not all that the researcher needs for successfully interacting with subjects and collecting data. A good working atmosphere with respect and trust should be established before the researcher settles for data collection. This study therefore observed ethical standards of practice that researchers expected to follow. The researcher sought permission from the university. The consent of respondent to participate in the study thought them by informing purpose of the study. Assurance of maintaining confidentiality and anonymity was given. This was done by having the identity part on the questionnaires optional.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the data gathered from the respondents through questionnaires and interviews. Quantitative and qualitative data were analyzed in this chapter. The qualitative part gathered through semi structured interview was used as complementary to the quantitative part.

A total of 175 copies of questionnaires were distributed to teacher respondents and 168 copies of the questionnaires were returned which accounts for 96% of the total respondents to the questionnaire. In addition, 10 school principals were interviewed. In general the study was intended to answer the following basic research questions in the course of the study:

1. To what extent do principals apply the five exemplary leadership practices in the study area?
2. To what extent secondary school teachers are satisfied with their job in the study area?
3. What relations exist between principals leadership practices and teachers job satisfaction in the study area?
4. Is principals' leadership practices and teachers job satisfaction similar among secondary schools of West Wollega Zone?

The analysis of the data starts with the characteristics of the respondents and the analysis of the main data followed.

4.1 Demographic Characteristics of Respondents

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

Table 3: Demographic characteristics of respondents in terms of Sex, Age, and Experience and Education level

No	Respondents	Category		Gender		Total
				Male	Female	
1	Age of respondents	21-25 years	Count	23	11	34
			%	13.7%	6.5%	20.2%
		26-30 years	Count	38	6	44
			%	22.6%	3.6%	26.2%
		31-35 years	Count	38	4	42
			%	22.6%	2.4%	25.0%
		36-40 years	Count	26	4	30
			%	15.5%	2.4%	17.9%
		41 and above years	Count	15	3	18
			%	8.9%	1.8%	10.7%
		Total	Count	140	28	168
			%	83.3%	16.7%	100.0%
2	Work Experience	1-5 years	Count	17	4	21
			%	10.1%	2.4%	12.5%
		6-10 years	Count	51	9	60
			%	30.4%	5.4%	35.7%
		11-15 years	Count	55	10	65
			%	32.7%	6.0%	38.7%
		16-20 years	Count	12	4	16
			%	7.1%	2.4%	9.5%
		21 and above years	Count	5	1	6
			%	3.0%	.6%	3.6%
		Total	Count	140	28	168
			%	83.3%	16.7%	100%
3	Education Level	Diploma	Count	3	0	3
			%	1.8%	.0%	1.8%
		First degree	Count	126	26	152
			%	75.0%	15.5%	90.5%
		Second Degree	Count	11	2	13
			%	6.5%	1.2%	7.7%
		Total	Count	140	28	168
			%	83.3%	16.7%	100.0%

Table 3 above presents background of the respondents in terms of sex, age, and experience and education level. Accordingly, 140 (83.3%) of the respondents were male and 28 (16.7%) of the respondents were female. This indicates that the participation of females in secondary schools of West Wollega Zone was low. Regarding the age distribution of the respondents, 34 (20%) of the teachers were between the age group of 21-25 years and 44 (26%) of them were between the age group of 26-30 years. In addition, 42 (25%) of the teachers were between the age group of 31-35 and 30 (18%) of them were between the age group of 36-40 years. This implies that most of the teachers in west Wollega Zone were in middle age group which is useful in doing effective works.

Regarding work experiences of the respondents, 21 (13%) of the teachers have 1-5 years of work experience and 60 (36%) of the teachers have 6-10 years of working experience. In addition, 65 (39%) of the teachers have 11-15 years of work experience and 16 (10%) of the teachers have 16-20 years of work experience. Furthermore, 6 (4%) of the teachers have 21 years and above working experience. This indicates that majority of the respondents were between 11-15 years of work experience, and implies that secondary schools in west Wollega Zone have experienced teachers and school leaders.

In terms of the educational level of the respondents, 3 (2%) of the teachers were in diploma level and 152 (91%) of the teachers were first degree holders. However, 18 (8%) of the teachers were second degree holders. From the data it is clear that majority of the respondents were first degree holders. This shows that teachers in secondary schools of west Wollega Zone were below the set standards according to the new education roadmap.

4.2 Secondary School Principals' Practices of the Five Exemplary Leadership

Under this topic the extent to which secondary schools principals apply the five exemplary leaderships were presented and analyzed (Kauzes and Posnors, 2002). To determine the extent to which principals' leadership practices were applied, the following mean ranges were used as a cut point. Mean value ≥ 4.50 indicates very high, 3.50-4.49 indicates high, 2.50-3.49 indicates moderate, 1.50-2.49 indicates low and ≤ 1.49 indicates very low implementation of the items.

4.2.1 Modeling the Way

The extent at which secondary school principals apply the leadership practices in terms of modeling the way was presented and analyzed in the following table.

Table 4: The extent to which secondary schools principals apply the leadership practices in terms of modeling the way

TL	Item		Secondary Schools					Total
			Kiltu Kara	Agamsa Bala	Mendi	Wara Jiru	Nejo	
1	Principal sets a personal example of what he/she expect of others	N	34	34	34	33	33	168
		M	2.50	2.47	2.44	2.36	2.48	2.45
		SD	1.354	1.308	1.307	1.319	1.372	1.317
2	Principal asks for feedback on how his/her actions affect other people's performance	N	34	34	34	33	33	168
		M	2.62	2.56	2.56	2.45	2.48	2.54
		SD	1.477	1.418	1.418	1.438	1.482	1.431
3	Principal spends time and energy making certain that the people he/she works with adhere to the principals and standards we have agreed on	N	34	34	34	33	33	168
		M	2.59	2.71	2.65	2.70	2.61	2.65
		SD	1.438	1.467	1.454	1.403	1.391	1.415
4	Principal follows through on the promises and commitments that he/she makes	N	34	34	34	33	33	168
		M	3.44	3.26	3.12	3.21	3.15	3.24
		SD	1.460	1.524	1.552	1.453	1.523	1.489
5	Principal makes clear about his/her philosophy of leadership	M	34	34	34	33	33	168
		SD	2.59	2.59	2.50	2.48	2.33	2.50
		N	1.520	1.438	1.354	1.395	1.384	1.406
6	Principal builds consensus around a common set of values for running our organization	M	34	34	34	33	33	168
		SD	2.44	2.47	2.56	2.42	2.45	2.47
		N	1.397	1.461	1.418	1.370	1.416	1.397
	Average	M	34	34	34	33	33	168
		SD	2.69	2.67	2.63	2.60	2.58	2.64
		N	.403	.401	.396	.355	.402	.389

Table 4above presents the extent to which secondary schools principals apply the five exemplary leadership practices in terms of modeling the way.Accordingly, on item 1 of the question, mean score of respondents' response is 2.45 and the standard deviation is 1.31. This shows that the

principals set a personal example of what he/she expects of others to low level. This result is similar on all schools, except Kiltu Kara secondary school in which the application of the item showed that it is moderate.

On the other hand, principals ask for feedback on how his/her actions affect other people's performance, because the respondents' responses mean score is 2.54 and the standard deviation is 1.43 on item 2 of the questionnaire. In majority of the secondary schools the results were similar; however, in Wara Jiru and Nejo secondary schools the application of the item was low.

On item 3 of the questionnaire the responses mean score is 2.65 and the standard deviation is 1.41. It indicates that principals spend time and energy making certain that the people he/she works with adhere to the principals and standards we have agreed on. It also indicates that the results on this item were similar on all secondary schools. On item 4 of the questionnaire, the respondents' mean score is 3.24 and the standard deviation is 1.41. This indicates that principals moderately follow through on the promises and commitments that he/she makes. It also confirmed that in all secondary schools principal moderately follows through on the promises and commitments that he/she makes.

In addition, the mean scores of the respondent response on item 5 indicate 2.5 and the standard deviation indicates 1.4. Accordingly, the data indicated that principals moderately make clear about his/her philosophy of leadership. In majority of the secondary schools the results were similar; however, in Wara Jiru and Nejo secondary schools the application of the item was low. Furthermore, on item 6 of the questionnaire, the respondent's responses mean score indicates 2.47 and the standard deviation indicates 1.39. This indicates that principal low build consensus around a common set of values for running our organization. The result of the questionnaire was similar on all secondary schools, except Mendi secondary school in which the application of the item was moderate.

In general the total responses on items of modeling the way in Kiltu Kara Secondary School $M=2.69$, $SD=0.403$, in Agamsa Bala Secondary School $M=2.67$, $SD=0.401$, in Mendi Secondary School $M=2.63$, $SD=0.39$, in Worejiru Secondary School $M=2.6$, $SD=0.35$ and in Nejo Secondary School $M=2.58$, $SD=0.40$, and the total secondary schools responses $M=2.64$, $SD=0.38$. This implies that principals in secondary schools of West Wollega Zone similar numbers practice modeling the way in the schools.

4.2.2 Inspiring Shared Vision

The extent at which secondary school principals apply the leadership practices in terms of inspiring shared vision was presented and analyzed in the following table.

Table 5: The extent to which secondary schools principals apply the leadership practices in terms of inspiring shared vision

TL	Item		Secondary Schools					Total
			Kiltu Kara	Agamsa Bala	Mendi	Wara Jiru	Nejo	
1	Principal describes a compelling image of what our future could be like	N	34	34	34	33	33	168
		M	2.65	2.56	2.53	2.33	2.42	2.50
		SD	1.323	1.307	1.212	1.267	1.226	1.257
2	Principal talks about future trends that will influence how our work gets done	N	34	34	34	33	33	168
		M	2.62	2.50	2.68	2.58	2.67	2.61
		SD	1.436	1.462	1.492	1.437	1.362	1.423
3	Principal shows others how their long-term interests can be realized by enlisting in a common vision	N	34	34	34	33	33	168
		M	2.65	2.68	2.71	2.88	2.70	2.72
		SD	1.495	1.471	1.426	1.516	1.468	1.460
4	Principal speaks with a genuine conviction about the higher meaning and purpose of our work	N	34	34	34	33	33	168
		M	3.26	3.21	3.09	3.06	2.82	3.09
		SD	1.620	1.647	1.658	1.638	1.704	1.641
5	Principal paints the “big picture” of what we aspire to accomplish	N	34	34	34	33	33	168
		M	3.06	2.68	3.00	2.88	2.61	2.85
		SD	1.705	1.408	1.614	1.556	1.456	1.544
6	Principal appeals to others to share an exciting dream of the future.	N	34	34	34	33	33	168
		M	2.65	2.35	2.59	2.58	1.97	2.43
		SD	1.390	1.390	1.438	1.501	1.237	1.400
	Average	N	34	34	34	33	33	168
		M	2.81	2.66	2.76	2.71	2.53	2.69
		SD	.563	.566	.499	.527	.595	.553

Table 5 above presents the extent to which secondary schools principals apply the leadership practices in terms of inspiring shared vision. Accordingly, on item 1 of the question, mean score of respondents' response is 2.5 and the standard deviation is 1.25. It indicates that principals moderately describe a compelling image of what their future could be like. In addition, principals moderately talk about future trends that will influence how our work gets done, because the respondents' responses mean score is 2.61 and the standard deviation is 1.42 on item 2 of the

questionnaire. Furthermore, on item 3 of the questionnaire the responses mean score is 2.72 and the standard deviation is 1.46. It indicates that principals show others how their long-term interests can be realized by enlisting in a common vision to the moderate.

On item 4 of the questionnaire, the respondents' mean score is 3.09 and the standard deviation is 1.64, and indicates that principals moderately speak with a genuine conviction about the higher meaning and purpose of our work. In addition, the mean scores of the respondent response on item 5 indicate 2.85 and the standard deviation indicates 1.54. This indicates that principals paint the big picture of what they aspire to accomplish. Furthermore, on item 6 of the questionnaire, the respondent responses mean score indicates 2.43 and the standard deviation indicates 1.4. This indicates that principals appeal to others to share an exciting dream of the future to the low level.

The general aggregation of 1-6 total responses on items of inspiring shared vision in Kiltu Kara Secondary School $M= 2.81$, $SD= 0.56$, in Agamsa Bala Secondary School $M=2.66$, $SD= 0.56$, in Mendi Secondary School $M=2.76$, $SD= 0.49$, in Worejiru Secondary School $M= 2.71$, $SD=0.52$ and in Nejo Secondary School $M= 2.53$, $SD=0.59$, and the total secondary schools responses $M= 2.69$, $SD=0.55$. This implies that principals in secondary schools of West Wollega Zone similarly practice inspiring shared vision moderately in the schools. However, Kiltu kara secondary school and Mendi secondary school principals were better in inspiring shared vision than the rest secondary schools.

4.2.3Challenging the Process

The extent at which secondary school principals apply the leadership practices in terms of challenging the process was presented and analyzed in the following table.

Table 6: The extent to which secondary schools principals apply the leadership practices in terms of challenging the process

TL	Item		Secondary Schools					Total
			Kiltu Kara	Agamsa Bala	Mendi	Wara Jiru	Nejo	
1	Principal searches outside the formal boundaries of his/her organization for innovative ways to improve	N	34	34	34	33	33	168
		M	2.68	2.68	2.53	2.61	2.73	2.64
		SD	1.387	1.342	1.308	1.345	1.376	1.337
2	Principal seeks out challenging opportunities that test his/her own skills and abilities	N	34	34	34	33	33	168
		M	2.65	2.71	2.53	2.61	2.76	2.65
		SD	1.433	1.467	1.461	1.413	1.458	1.432
3	Principal makes certain that we set achievable goals, make concrete plans, and establish.	N	34	34	34	33	33	168
		M	3.15	3.06	3.06	3.12	3.27	3.13
		SD	1.417	1.496	1.413	1.409	1.420	1.417
4	Principal experiments and take risks, even when there is a chance of failure.	N	34	34	34	33	33	168
		M	2.56	2.41	2.71	2.85	2.70	2.64
		SD	1.460	1.258	1.488	1.503	1.380	1.411
5	Principal challenges people to try out new innovative ways to do their work.	N	34	34	34	33	33	168
		M	2.88	3.09	2.59	2.73	2.82	2.82
		SD	1.365	1.357	1.459	1.398	1.402	1.390
6	Principal asks “what can we learn?” when things don’t go as expected.	N	34	34	34	33	33	168
		M	3.12	3.12	3.26	3.24	3.09	3.17
		SD	1.387	1.409	1.377	1.370	1.528	1.400
	Average	N	34	34	34	33	33	168
		M	2.83	2.84	2.77	2.85	2.89	2.84
		SD	.482	.505	.441	.458	.574	.489

Table 6 above presents the extent to which secondary schools principals apply the leadership practices in terms of challenging the process. Accordingly, mean score of respondents’ response on item 1 is 2.64 and the standard deviation is 1.33. This indicates that principal’s similarity in numbers search outside the formal boundaries of his/her organization for innovative ways to improve. In addition, principals seek out challenging opportunities that test his/her own skills and abilities to the moderate level, because the respondents’ responses mean score indicted 2.65 and the standard deviation indicted 1.43 on item 2 of the questionnaire. On the other hand, on item 3 of the questionnaire the responses mean score is 3.13 and the standard deviation is

1.41. this shows that principals moderately make certain that we set achievable goals, make concrete plans, and establish.

The respondent responses mean score on item 4 of the questionnaire indicated 2.64 and the standard deviation indicates 1.41 which indicates principals moderately experiment and take risks, even when there is a chance of failure. In addition, the mean scores of the respondents response on item 5 indicates 2.82 and the standard deviation indicates 1.39 and indicates that principal challenges people to try out new innovative ways to do their work. Furthermore, on item 6 of the questionnaire, the respondent responses mean score indicates 3.17 and the standard deviation indicates 1.4. This indicates that principals moderately ask for solution when things don't go as expected.

In general the total responses on items of challenging the process Kiltu Kara Secondary School M= 2.83, SD= 0.48, in Agamsa Bala Secondary School M=2.84, SD= 0.50, in Mendi Secondary School M=2.77, SD= 0.44, in Worejiru Secondary School M= 2.85, SD=0.45 and in Nejo Secondary School M= 2.89, SD=0.57, and the total secondary schools responses M= 2.84, SD=0.48. This implies that principals in secondary schools of West Wollega Zone similarly practice challenging the process moderate in the schools. However, Mendi secondary school principals were less in challenging the process compared to the rest secondary schools.

4.2.4 Enabling Others to Act

The extent at which secondary school principals apply the leadership practices in terms of enabling others to act was presented and analyzed in the following table.

Table 7: The extent to which secondary schools principals apply the leadership practices in terms of enabling others to act

TL	Item		Secondary Schools					Total
			Kiltu Kara	Agamsa Bala	Mendi	Wara Jiru	Nejo	
1	Principal develops cooperative relationships among the people he/she work with.	N	34	34	34	33	33	168
		M	2.82	2.79	2.91	3.00	2.88	2.88
		SD	1.403	1.431	1.379	1.436	1.431	1.401
2	Supports the decisions that people make on their own	N	34	34	34	33	33	168
		M	2.82	3.00	2.74	3.12	3.00	2.93
		SD	1.424	1.477	1.333	1.431	1.436	1.411
3	Principal actively listens to diverse points of view.	N	34	34	34	33	33	168
		M	2.56	2.88	3.09	2.36	2.30	2.64
		SD	1.397	1.452	1.525	1.245	1.334	1.411
4	Principal ensures that people grow in their jobs by learning new skills and developing themselves	N	34	34	34	33	33	168
		M	3.06	3.29	3.38	3.30	3.15	3.24
		SD	1.347	1.488	1.457	1.489	1.417	1.428
5	Principal treats others with dignity and respect	N	34	34	34	33	33	168
		M	3.09	3.24	3.21	2.64	2.76	2.99
		SD	1.422	1.437	1.572	1.319	1.393	1.435
6	Principal gives people a great deal of freedom and choice in deciding how to do their work	N	34	34	34	33	33	168
		M	2.76	2.76	2.82	2.73	2.67	2.75
		SD	1.437	1.394	1.509	1.420	1.429	1.422
	Average	N	34	34	34	33	33	168
		M	2.85	2.99	3.01	2.85	2.79	2.90
		SD	.605	.658	.567	.647	.600	.615

In table 7above, the extent to which secondary school principals apply the leadership practices in terms of enabling others to act was presented. Accordingly, mean score of respondents' response on item 1 indicted 2.88 and the standard deviation indicated 1.4. This indicates that principals develop cooperative relationships among the people he/she work. And also on item 2 of the questionnaire, data indicated that principals moderately support the decisions that people make on their own, since the respondents' responses mean score is 2.93 and the standard deviation indicted 1.41. In addition the respondent responses mean score indicates 2.64 and the standard deviation 1.41 on item 3 of the questionnaire. This also indicated the principal listen to diverse points of view in similar in number.

On item 4 of the questionnaire the respondent responses mean score is 3.24 and the standard deviation is 1.42. This indicates that principals moderately ensure that people grow in their jobs by learning new skills and developing themselves. In addition, the mean scores of the respondent response on item 5 indicate 2.99 and the standard deviation indicates 1.43. It indicates that principals treat others with dignity and respect to the average level. On item 6 of the questionnaire, the respondent responses mean score is 2.75 and the standard deviation indicates 1.42, which indicates that principals give people freedom and choice in deciding how to do their work to some extent.

The general aggregation of the total responses on items of enabling others to act Kiltu Kara Secondary School $M= 2.85$, $SD= 0.60$, in Agamsa Bala Secondary School $M=2.99$, $SD= 0.65$, in Mendi Secondary School $M=3.01$, $SD= 0.56$, in Worejiru Secondary School $M= 2.85$, $SD=0.64$ and in Nejo Secondary School $M= 2.79$, $SD=0.60$, and the total secondary schools responses $M= 2.90$, $SD=0.61$. This implies that principals in secondary schools of West Wollega Zone similarly practice enabling others to act moderately in the schools. However, Agamsa Bala secondary school principals were less in enabling others to act compared to the rest secondary schools.

4.2.5 Encouraging the Heart

The extent at which secondary school principals apply the leadership practices in terms of encouraging the heart was presented and analyzed in the following table.

Table 8: The extent to which secondary schools principals apply the leadership practices in terms of encouraging the heart

TL	Item		Secondary Schools					Total
			Kiltu Kara	Agamsa Bala	Mendi	Wara Jiru	Nejo	
1	Principal finds ways to celebrate accomplishments.	N	34	34	34	33	33	168
		M	3.09	2.91	2.94	3.12	3.06	3.02
		SD	1.334	1.545	1.434	1.516	1.499	1.452
2	Principal makes sure that people are creatively rewarded for their contributions to the success of our projects	N	34	34	34	33	33	168
		M	2.50	2.79	2.71	3.03	2.88	2.78
		SD	1.482	1.513	1.404	1.489	1.409	1.454
3	Principal publicly recognize people who exemplify commitment to shared values.	N	34	34	34	33	33	168
		M	2.62	2.82	2.76	2.61	2.42	2.65
		SD	1.457	1.466	1.519	1.345	1.347	1.419
4	Principal praises people for a job well done	N	34	34	34	33	33	168
		M	2.76	2.94	3.03	3.09	2.91	2.95
		SD	1.372	1.476	1.605	1.466	1.548	1.481
5	Principal makes it a point to let people know about his/her confidence in their abilities.	N	34	34	34	33	33	168
		M	3.06	3.12	3.35	2.55	3.12	3.04
		SD	1.413	1.452	1.475	1.277	1.536	1.441
6	Principal gives the members of the team lots of appreciation and support for their contribution.	N	34	34	34	33	33	168
		M	3.09	2.91	3.24	2.79	3.09	3.02
		SD	1.525	1.422	1.478	1.453	1.400	1.447
	Average	N	34	34	34	33	33	168
		M	2.85	2.91	3.00	2.86	2.91	2.91
		SD	.557	.634	.551	.635	.568	.585

Table 8above presents the extent to which secondary schools principals apply the leadership practices in terms of encouraging the heart.Accordingly,mean score of respondents' response on item 1 is 3.02 and the standard deviation is 1.45, which indicates that principal moderately find ways to celebrate accomplishments. On the other hand, on item 2 of the questionnaire the respondents' responses mean score is 2.78 and the standard deviation is 1.45. This indicates that principals make sure that people are creatively rewarded for their contributions to the success of projects to the similar level. On the other hand, on item 3 of the questionnaire the responses

mean score is 2.65 and the standard deviation is 1.41, and indicates that principal's moderate recognize people who exemplify commitment to shared values.

Principals moderately praise people for a job well done, because data on respondents' responses mean score on item 4 of the questionnaire is 2.95 and the standard deviation is 1.48. In addition, the mean scores of the respondents' responses on item 5 indicate 3.04 and the standard deviation indicates 1.44. This shows that principals moderately make a point to let people know about his/her confidence in their abilities. On the other hand, on item 6 of the questionnaire, the respondents' responses mean score is 3.02 and the standard deviation is 1.44, and indicates that principals moderately give appreciation and support to the members of the team for their contribution.

In general the total responses on items of encouraging the heart Kiltu Kara Secondary School M= 2.85, SD= 0.55, in Agamsa Bala Secondary School M=2.91, SD= 0.63, in Mendi Secondary School M=3.00, SD= 0.55, in Worejiru Secondary School M= 2.86, SD=0.63 and in Nejo Secondary School M= 2.91, SD=0.56, and the total secondary schools responses M= 2.91, SD=0.58. This implies that principals in secondary schools of West Wollega Zone similarly practice encouraging the heart moderately in the schools. However, Mendi secondary school principals practice encouraging the heart more than the rest secondary schools.

4.2.6 Summary of the five exemplary leadership practices

Summary of the extent to which principals apply the five exemplary leadership practices were presented and analyzed in the following table.

Table 9: Summary of the five exemplary leadership practices

TL	Item		Secondary Schools					Total
			Kiltu Kara	Agamsa Bala	Mendi	Wara Jiru	Nejo	
1	Modeling the way	N	34	34	34	33	33	168
		M	2.69	2.67	2.63	2.60	2.58	2.64
		SD	.403	.401	.396	.355	.402	.389
2	Inspiring shared vision	N	34	34	34	33	33	168
		M	2.81	2.66	2.76	2.71	2.53	2.69
		SD	.563	.566	.499	.527	.595	.553
3	Challenging the process	N	34	34	34	33	33	168
		M	2.83	2.84	2.77	2.85	2.89	2.84
		SD	.482	.505	.441	.458	.574	.489
4	Enabling others to act	N	34	34	34	33	33	168
		M	2.85	2.99	3.01	2.85	2.79	2.90
		SD	.605	.658	.567	.647	.600	.615
5	Encouraging the heart	N	34	34	34	33	33	168
		M	2.85	2.91	3.00	2.86	2.91	2.91
		SD	.557	.634	.551	.635	.568	.585
	Average	N	34	34	34	33	33	168
		M	2.81	2.81	2.84	2.78	2.74	2.79
		SD	.282	.340	.296	.300	.333	.309

In table 9 above summary of the extent to which principals apply the five exemplary leadership practices were presented. Accordingly, average responses on items of the five exemplary leadership practices indicate in Kiltu Kara Secondary School M= 2.81, SD= 0.282, in Agamsa Bala Secondary School M=2.81, SD= 0.34, in Mendi Secondary School M=2.84, SD= 0.29, in Worejiru Secondary School M= 2.78, SD=0.30 and in Nejo Secondary School M= 2.74, SD=0.33, and the total secondary schools responses M= 2.79, SD=0.30. This implies that principals in secondary schools of West Wollega Zone practice the five exemplary leadership practices to the similar level. It also indicated that the five exemplary leadership practices implementation was low in Nejo secondary school compared to other secondary schools.

4.2.7 Comparison of principals' leadership practices among secondary schools

Post hoc test was carried out to compare mean difference of principals' leadership practices among secondary schools and described in the following table.

Table 10: Post hoc test of principals' leadership practices

Multiple Comparisons

Dependent Variable: Principals Leadership Practices

Tamhane

(I) Schools	(J) Schools	Mean Difference (I-J)	Std. Error	Sig.
Kiltu Kara Secondary School	Agamsa Bala Secondary School	-.00784	.07597	1.000
	Mendi Secondary School	-.03265	.07079	1.000
	Wara Jiru Secondary School	.02998	.07133	1.000
	Nejo Secondary School	.06735	.07568	.991
Agamsa Bala Secondary School	Kiltu Kara Secondary School	.00784	.07597	1.000
	Mendi Secondary School	-.02481	.07796	1.000
	Wara Jiru Secondary School	.03782	.07845	1.000
	Nejo Secondary School	.07519	.08242	.989
Mendi Secondary School	Kiltu Kara Secondary School	.03265	.07079	1.000
	Agamsa Bala Secondary School	.02481	.07796	1.000
	Wara Jiru Secondary School	.06263	.07345	.994
	Nejo Secondary School	.10000	.07767	.896
Wara Jiru Secondary School	Kiltu Kara Secondary School	-.02998	.07133	1.000
	Agamsa Bala Secondary School	-.03782	.07845	1.000
	Mendi Secondary School	-.06263	.07345	.994
	Nejo Secondary School	.03737	.07817	1.000
Nejo Secondary School	Kiltu Kara Secondary School	-.06735	.07568	.991
	Agamsa Bala Secondary School	-.07519	.08242	.989
	Mendi Secondary School	-.10000	.07767	.896
	Wara Jiru Secondary School	-.03737	.07817	1.000

Table 10 above illustrates multiple comparison of mean difference of principals' leadership practices among secondary schools. Accordingly, comparison of principals' leadership practices among secondary schools was carried out using post hoc test. As can be seen from the above table, there is no significant mean difference of principals' leadership practices among secondary

schools in the zone as perceived by teachers and secondary schools principals' respondents. There is no significant mean difference among all sampled secondary schools in the zone. In addition P-value of comparison of all secondary schools indicate $p > 0.05$ which indicate that there is no significant mean difference of responses on principals leadership practices among secondary schools. Therefore it can be concluded that there is no significant difference in implementation of the five exemplary leadership practices in secondary schools of West Wollega Zone. Thus, it implies that the five exemplary leadership practices were implemented in similar ways in all secondary schools of West Wollega Zone.

ANOVA

The five exemplary leadership practices		Sum of Squares	df	Mean Square	F	Sig.
Modeling the way	Between Groups	.287	4	.072	.466	.761
	Within Groups	25.101	163	.154		
	Total	25.388	167			
Inspiring shred vision	Between Groups	1.591	4	.398	1.308	.269
	Within Groups	49.573	163	.304		
	Total	51.164	167			
Challenging the process	Between Groups	.232	4	.058	.237	.917
	Within Groups	39.838	163	.244		
	Total	40.070	167			
Enabling others to act	Between Groups	1.254	4	.313	.823	.512
	Within Groups	61.654	162	.381		
	Total	62.907	166			
Encouraging the heart	Between Groups	.490	4	.122	.351	.843
	Within Groups	56.838	163	.349		
	Total	57.327	167			

On the other hand, ANOVA analysis was conducted to indicate the mean differences of the five categories of secondary schools on five exemplary leadership practices. ANOVA statistics tells if there is mean difference between sampled secondary schools of the zone on the five exemplary leaderships. Accordingly ANOVA statistics indicated that there is no statistically significant difference between the five secondary schools and implied that there is no significant difference between the secondary schools of West Wollega Zone on the implementation of the five exemplary leadership practices. On each items of the five exemplary leadership practices $P > 0.05$

(sig=.761, .269, .917, .512, .843) and implied that there is no significant mean difference among the five secondary schools on the five exemplary leadership practices. It was further indicated by F-values of the five secondary schools on the five exemplary leadership practices. It also indicated that there is no statistically significant difference among these five secondary schools on the items of the five exemplary leadership practices in secondary schools of the zone.

4.3 Teachers' Satisfaction in Secondary Schools

The extent to which teachers were satisfied in their job was presented and analyzed in the following sections. To determine the extent of teachers' satisfaction the following mean ranges were used as a cut point. Mean value ≥ 4.50 indicates very high, 3.50-4.49 indicates high, 2.50-3.49 indicates moderate, 1.50-2.49 indicates low and ≤ 1.49 indicates very low implementation of the items.

4.3.1 Internal Satisfaction of Teachers in Secondary Schools

Internal satisfaction of secondary school teachers was presented and analyzed in the following table.

Table 11: Internal satisfaction of teachers in secondary school

TL	Item		Secondary Schools					Total
			Kiltu Kara	Agamsa Bala	Mendi	Wara Jiru	Nejo	
1	Teaching provides me with an opportunity to advance professionally.	N	34	34	34	33	33	168
		M	2.53	2.56	2.62	2.76	2.55	2.60
		SD	1.542	1.521	1.518	1.501	1.481	1.497
2	Teaching provides an opportunity to use a variety of skills.	N	34	34	34	33	33	168
		M	2.74	2.68	2.53	2.73	2.88	2.71
		SD	1.524	1.471	1.542	1.485	1.474	1.486
3	I never feel secure in my teaching job.	N	34	34	34	33	33	168
		M	2.79	2.79	2.59	2.67	2.55	2.68
		SD	1.533	1.591	1.520	1.493	1.481	1.510
4	Teaching does not provide me the chance to develop new methods.	N	34	34	34	33	33	168
		M	2.79	2.82	2.97	3.12	2.79	2.90
		SD	1.553	1.527	1.566	1.556	1.596	1.546
5	No one tells me that I am a good teacher.	N	34	34	34	33	33	168
		M	1.79	1.44	1.65	1.73	2.00	1.72
		SD	1.038	.504	.884	.876	1.061	.902
6	The work of a teacher	N	34	34	34	33	33	168

	consists of routine activities.	M	3.06	3.50	3.29	3.70	3.15	3.34
		SD	1.476	1.285	1.447	1.212	1.503	1.392
7	I am not getting ahead in my present teaching position.	N	34	34	34	33	33	168
		M	2.97	2.97	3.03	2.97	3.06	3.00
		SD	1.403	1.467	1.425	1.510	1.478	1.439
8	I do not have the freedom to make my own decisions	N	34	34	34	33	33	168
		M	1.53	1.41	1.50	1.61	1.42	1.49
		SD	.706	.500	.707	.899	.663	.701
9	Teaching provides for a secure future.	N	34	34	34	33	33	168
		M	2.79	2.79	2.94	2.97	2.88	2.88
		SD	1.533	1.493	1.516	1.551	1.536	1.509
10	I receive full recognition for my successful teaching.	N	34	34	34	33	33	168
		M	2.91	2.76	2.76	3.00	2.76	2.84
		SD	1.525	1.415	1.350	1.541	1.458	1.445
11	I am responsible for planning my daily lessons.	N	34	34	34	33	33	168
		M	3.50	3.41	3.59	3.52	3.82	3.57
		SD	1.462	1.395	1.258	1.372	1.211	1.334
12	I am afraid of losing my teaching job.	N	34	34	34	33	33	168
		M	1.68	1.68	1.59	1.64	1.64	1.64
		SD	.768	.806	.701	.783	.603	.728
13	Teaching is very interesting work.	N	34	34	34	33	33	168
		M	3.00	3.00	3.09	3.06	3.12	3.05
		SD	1.518	1.435	1.485	1.519	1.453	1.465
14	Teaching provides me the opportunity to help my students learn.	N	34	34	34	33	33	168
		M	3.53	3.26	3.32	3.24	3.33	3.34
		SD	1.354	1.463	1.451	1.480	1.429	1.422
15	I like the people with whom I work.	N	34	34	34	33	33	168
		M	4.00	4.18	3.97	4.09	3.91	4.03
		SD	1.279	1.114	1.193	1.071	1.355	1.196
16	Teaching provides me limited opportunities for advancement.	N	34	34	34	33	33	168
		M	3.21	3.03	3.12	3.24	3.21	3.16
		SD	1.409	1.467	1.431	1.480	1.409	1.424
17	My students respect me as a teacher.	N	34	34	34	33	33	168
		M	3.26	3.18	3.09	3.39	3.42	3.27
		SD	1.442	1.487	1.464	1.368	1.415	1.425
	Average	N	34	34	34	33	33	168
		M	2.82	2.79	2.80	2.90	2.85	2.83
		SD	.417	.432	.411	.365	.398	.403

In table 11 above internal satisfaction of the secondary teachers were presented. Accordingly, data indicated that teachers are moderate satisfied that teaching provides them an opportunity to advance professionally, because mean score of respondents' response on is 2.6 and

the standard deviation is 1.49. On the other hand, on item 2 of the questionnaire the respondents' responses mean score is 2.71 and the standard deviation is 1.48. This indicates that teachers are moderately satisfied that teaching provides an opportunity to use a variety of skills. In addition, on item 3 of the questionnaire the responses mean score is 2.68 and the standard deviation is 1.51, and indicates that teachers feel secure in their teaching job to moderate level. Furthermore, respondents' responses mean score on item 4 of the questionnaire is 2.90 and the standard deviation is 1.54 and indicates that teachers internally satisfied moderately that teaching provide them chance to develop new methods. However, the respondents' responses mean score on item 5 indicate 1.72 and the standard deviation indicates 0.9, and indicated that people low tell them that they are not a good teacher.

On the other hand, on item 6 of the questionnaire, the respondents' responses mean score is 3.34 and the standard deviation is 1.39, and indicates that they moderately believe that work of a teacher consists of routine activities and moderately satisfied in their work. On item 7 of the questionnaire the respondents' responses mean score is 3.0 and the standard deviation is 1.43. This indicates that teachers are moderately satisfied to get ahead in present teaching position. In addition, on item 8 of the questionnaire the responses mean score is 1.49 and the standard deviation is 0.7, and indicates that teachers feel moderately that they do not have the freedom to make by their own decisions. Furthermore, respondents' responses mean score on item 9 of the questionnaire is 2.88 and the standard deviation is 1.5 and indicates that teachers moderately satisfied that teaching provides for a secure future.

The respondents' responses mean score on item 10 indicate 2.84 and the standard deviation indicates 1.44, and teachers moderately satisfied in receiving recognition for successful teaching. In addition, on item 11 of the questionnaire the responses mean score is 3.57 and the standard deviation is 1.33, and indicates that teachers are highly satisfied that they are responsible for planning their own daily lessons. However, the respondents' responses mean score on item 12 of the questionnaire is 1.64 and the standard deviation is 0.72. This indicates that are not afraid of losing their teaching job. On the other hand, on item 13 of the questionnaire the responses mean score is 3.05 and the standard deviation is 1.46. This indicates that teachers are moderately satisfied that teaching is interesting work to them.

On item 14 of the questionnaire, the respondents' responses mean score is 3.34 and the standard deviation is 1.42. This indicates that teachers are satisfied moderately that teaching provides them the opportunity to help their students learn. In addition, on item 15 of the questionnaire the respondents' responses mean score is 4.03 and the standard deviation is 1.19. It indicates that teachers are highly satisfied in working with people. On the other hand, on item 16 of the questionnaire the responses mean score is 3.16 and the standard deviation is 1.42, and indicated that teachers are moderately satisfied that teaching provides opportunities for advancement. Furthermore, respondents' responses mean score on item 17 of the questionnaire is 3.27 and the standard deviation is 1.42. This indicates that teachers moderately satisfied that in students respect them as a teacher.

In general the total responses on items of internal job satisfaction of secondary school teachers Kiltu Kara Secondary School $M= 2.82$, $SD= 0.41$, in Agamsa Bala Secondary School $M=2.79$, $SD= 0.43$, in Mendi Secondary School $M=2.80$, $SD= 0.41$, in Worejiru Secondary School $M= 2.90$, $SD=0.36$ and in Nejo Secondary School $M= 2.85$, $SD=0.39$, and the total secondary schools responses $M= 2.85$, $SD=0.40$. This implies that in secondary schools of West Wollega Zone teachers are similarly having similar numbers internal job satisfaction. However, teachers in Worejiru secondary school have better internal satisfaction compared to teachers in other secondary schools.

4.3.2 External Satisfaction of Teachers in Secondary Schools

External satisfaction of secondary school teachers was presented and analyzed in the following table.

Table 12: External satisfaction of teachers in secondary school

TL	Item		Secondary Schools					Total
			Kiltu Kara	Agamsa Bala	Mendi	Wara Jiru	Nejo	
1	My immediate supervisor offers suggestions to improve my teaching	N	34	34	34	33	33	168
		M	3.18	3.18	3.15	3.24	3.18	3.18
		SD	1.445	1.445	1.480	1.458	1.446	1.438
2	I get along well with my colleagues	N	34	34	34	33	33	168
		M	3.79	4.00	4.29	4.09	4.00	4.04
		SD	1.274	1.015	.760	1.100	1.031	1.049
3	The administration in my school does not clearly define its policies.	N	34	34	34	33	33	168
		M	2.38	2.26	2.41	2.55	2.39	2.40
		SD	1.280	1.310	1.305	1.460	1.435	1.345
4	My immediate supervisor gives me assistance when I need help.	N	34	34	34	33	33	168
		M	2.59	2.59	2.59	2.48	2.52	2.55
		SD	1.395	1.540	1.520	1.417	1.395	1.438
5	Working conditions in my school are comfortable.	N	34	34	34	33	33	168
		M	2.26	2.24	2.59	2.67	2.48	2.45
		SD	1.286	1.257	1.459	1.429	1.278	1.339
6	Working conditions in my school could not be worse.	N	34	34	34	33	33	168
		M	3.32	3.41	3.29	3.24	3.33	3.32
		SD	1.532	1.395	1.467	1.501	1.493	1.461
7	My immediate supervisor does not back me up.	N	34	34	34	33	33	168
		M	2.94	2.74	2.53	2.70	2.82	2.74
		SD	1.434	1.442	1.376	1.468	1.550	1.444
8	Teaching discourages originality.	N	34	34	34	33	33	168
		M	1.71	1.79	1.76	1.73	1.76	1.75
		SD	.906	.770	.890	.911	.936	.874
9	The administration in my school communicates its policies well	N	34	34	34	33	33	168
		M	2.74	2.74	2.56	2.55	2.58	2.63
		SD	1.543	1.504	1.375	1.523	1.437	1.462
10	My immediate supervisor treats everyone equitably.	N	34	34	34	33	33	168
		M	2.47	2.53	2.53	2.36	2.30	2.44
		SD	1.331	1.354	1.376	1.342	1.262	1.321
11	My colleagues stimulate me to do better work.	N	34	34	34	33	33	168
		M	3.29	3.24	3.18	3.39	3.36	3.29
		SD	1.360	1.499	1.487	1.413	1.410	1.420
12	Teaching provides an opportunity for promotion.	N	34	34	34	33	33	168
		M	3.56	3.29	3.56	3.48	3.52	3.48
		SD	1.375	1.360	1.330	1.395	1.439	1.367
13	Teacher income is adequate for normal expenses.	N	34	34	34	33	33	168
		M	1.50	1.56	1.53	1.58	1.42	1.52

		SD	.508	.504	.507	.502	.502	.501
14	Insufficient income keeps me from living the way I want to live	N	34	34	34	33	33	168
		M	3.26	3.18	3.32	3.33	3.39	3.30
		SD	1.399	1.445	1.430	1.407	1.435	1.408
15	My immediate supervisor turns one teacher against another.	N	34	34	34	33	33	168
		M	2.82	2.68	2.53	2.48	2.67	2.64
		SD	1.424	1.408	1.354	1.278	1.429	1.369
16	Working conditions in my school can be improved.	N	34	34	34	33	33	168
		M	2.12	2.21	2.29	2.97	2.39	2.39
		SD	1.122	1.149	1.292	1.334	1.298	1.262
17	I receive recognition from my immediate supervisor.	N	34	34	34	33	33	168
		M	2.74	2.71	2.74	2.55	2.82	2.71
		SD	1.504	1.548	1.563	1.460	1.467	1.494
	Average	N	34	34	34	33	33	168
		M	2.74	2.72	2.75	2.78	2.76	2.75
		SD	.337	.327	.321	.343	.354	.333

Table 12 above presents external satisfaction of the secondary teachers. Accordingly, the respondents' responses mean score on item of the questionnaire is 3.18 and the standard deviation is 1.43. This indicates that teachers are moderately satisfied that supervisor offers immediate suggestions to improve their teaching. On the other hand, on item 2 of the questionnaire the respondents' responses mean score is 4.04 and the standard deviation is 1.04. This indicates that teachers are highly satisfied in getting along with colleagues. However, on item 3 of the questionnaire the responses mean score is 2.40 and the standard deviation is 1.34, and indicates that teachers moderately satisfied in the school administration to clearly define its policies.

Respondents' responses mean score on item 4 of the questionnaire is 2.55 and the standard deviation is 1.43 and indicates that teachers are moderately satisfied in supervisors' immediate assistance when needing help. In similar way, respondents' responses mean score on item 5 indicates 2.45 and the standard deviation indicates 1.33. This implies that teachers are moderately satisfied in working conditions in their school because they are comfortable. In addition, on item 6 of the questionnaire, the respondents' responses mean score is 3.32 and the standard deviation is 1.46, and indicates that teachers moderately believe that working conditions in their school could not be worse.

On item 7 of the questionnaire the respondents' responses mean score is 2.74 and the standard deviation is 1.44. This indicates that teachers are moderately believed that their immediate

supervisors do not back them up. In addition, on item 8 of the questionnaire the responses mean score is 1.75 and the standard deviation is 0.87. This indicates that teachers low believe that teaching discourages originality. On the other hand, respondents' responses mean score on item 9 of the questionnaire is 2.63 and the standard deviation is 1.46 and indicates that teachers are moderately satisfied that the school administration communicates its policies.

The respondents' responses mean score on item 10 indicate 2.44 and the standard deviation indicates 1.32. It indicates, that teachers are moderately satisfied in their immediate supervisors treat everyone equally. In addition, on item 11 of the questionnaire the responses mean score is 3.29 and the standard deviation is 1.42, and indicates that teachers moderately believe that colleagues stimulate them to do better work. On the other hand, the respondents' responses mean score on item 12 of the questionnaire is 3.48 and the standard deviation is 1.36. This indicates that teachers are moderately satisfied that teaching provides an opportunity for promotion.

On item 13 of the questionnaire the responses mean score is 1.52 and the standard deviation is 0.5. It indicates that teachers have low satisfaction because their income is not adequate for normal expenses. On the other hand, the respondents' responses mean score is 3.30 and the standard deviation is 1.40 on item 14 of the questionnaire. This indicates that teachers moderately believe that insufficient income keeps them from living the way they want to live.

The data indicated that teachers moderately believe that their immediate supervisors turn one teacher against another, because on item 15 of the questionnaire the respondents' responses mean score is 2.64 and the standard deviation is 1.36. In addition, on item 16 of the questionnaire the responses mean score is 2.39 and the standard deviation is 1.26, and indicated that teachers are moderately believe that working conditions in the schools could be improved. On the other hand, responses mean score on item 17 of the questionnaire is 2.71 and the standard deviation is 1.49, and indicates that teachers are moderately satisfied in receiving recognition from immediate supervisors.

In general the total responses on items of external job satisfaction of secondary school teachers Kiltu Kara Secondary School $M= 2.74$, $SD= 0.33$, in Agamsa Bala Secondary School $M=2.72$, $SD= 0.32$, in Mendi Secondary School $M=2.75$, $SD= 0.32$, in Worejiru Secondary School $M= 2.78$, $SD=0.34$ and in Nejo Secondary School $M= 2.76$, $SD=0.35$, and the total secondary

schools responses $M= 2.75$, $SD=0.33$. This implies that in secondary schools of West Wollega Zone teachers are similarly in number external job satisfaction.

4.3.3 Summary of Overall Teachers Job Satisfaction in Secondary Schools

Summary of the level of teachers' job satisfaction is presented and analyzed in the following table.

Table 13: Summary of overall teachers' job satisfaction in secondary schools

TL	Item		Secondary Schools					Total
			Kiltu Kara	Agamsa Bala	Mendi	Wara Jiru	Nejo	
1	Internal satisfaction	N	34	34	34	33	33	168
		M	2.82	2.79	2.80	2.90	2.85	2.83
		SD	.417	.432	.411	.365	.398	.403
2	External Satisfaction	N	34	34	34	33	33	168
		M	2.74	2.72	2.75	2.78	2.76	2.75
		SD	.337	.327	.321	.343	.354	.333
3	Average	N	34	34	34	33	33	168
		M	2.78	2.75	2.77	2.84	2.80	2.79
		SD	.243	.272	.234	.249	.236	.246

Table 13 above presents summary of the level of teachers' job satisfaction. Accordingly, grand mean score of the respondents' responses on items of internal satisfaction of the teachers indicates 2.83. It indicates average internal satisfaction of the secondary school teachers in the study area. Thus, it can be concluded that teachers have average internal satisfaction on their job in secondary school teachers of West Wollega Zone.

On the other hand, the total mean score of the respondents' responses on items of external satisfaction of the teachers indicates 2.75. This shows average external satisfaction of the secondary school teachers and implies that teachers in secondary schools of West Wollega Zone have moderate external satisfaction on their job.

In general the total responses on items of job satisfaction of secondary school teachers Kiltu Kara Secondary School $M= 2.78$, $SD= 0.24$, in Agamsa Bala Secondary School $M=2.75$, $SD= 0.27$, in Mendi Secondary School $M=2.77$, $SD= 0.23$, in Worejiru Secondary School $M= 2.84$, $SD=0.24$ and in Nejo Secondary School $M= 2.80$, $SD=0.23$, and the total secondary schools responses $M= 2.79$, $SD=0.24$. This implies that teachers in secondary schools of West Wollega

Zone moderate job satisfaction. However teachers in Worejiru secondary school have greater job satisfaction compared to the rest secondary schools in the zone.

4.3.3.4 Comparison of teachers job satisfactionamong secondary schools

Post hoc test was carried out to compare mean difference of teachers' job satisfaction among secondary schools and described in the following table.

Table 14:Post hoc test of teachers' job satisfaction

Multiple Comparisons

Dependent Variable: Teachers Job Satisfaction

Tamhane

(I) schools	(J) schools	Mean Difference (I-J)	Std. Error	Sig.
Kiltu Kara Secondary School	Agamsa Bala Secondary School	.02855	.06263	1.000
	Mendi Secondary School	.00779	.05798	1.000
	Wara Jiru Secondary School	-.06040	.06018	.979
	Nejo Secondary School	-.01940	.05854	1.000
Agamsa Bala Secondary School	Kiltu Kara Secondary School	-.02855	.06263	1.000
	Mendi Secondary School	-.02076	.06171	1.000
	Wara Jiru Secondary School	-.08894	.06378	.841
	Nejo Secondary School	-.04794	.06224	.997
Mendi Secondary School	Kiltu Kara Secondary School	-.00779	.05798	1.000
	Agamsa Bala Secondary School	.02076	.06171	1.000
	Wara Jiru Secondary School	-.06818	.05922	.947
	Nejo Secondary School	-.02718	.05756	1.000
Wara Jiru Secondary School	Kiltu Kara Secondary School	.06040	.06018	.979
	Agamsa Bala Secondary School	.08894	.06378	.841
	Mendi Secondary School	.06818	.05922	.947
	Nejo Secondary School	.04100	.05977	.999
Nejo Secondary School	Kiltu Kara Secondary School	.01940	.05854	1.000
	Agamsa Bala Secondary School	.04794	.06224	.997
	Mendi Secondary School	.02718	.05756	1.000
	Wara Jiru Secondary School	-.04100	.05977	.999

Table 14 above illustrates multiple comparison of mean difference of teachers' job satisfaction among secondary schools. Accordingly, comparison of teachers' job satisfaction among

secondary schools was carried out using post hoc test. It can be seen from the above table that there is no significant mean difference of teachers' job satisfaction among secondary schools in the zone as perceived by teachers and secondary schools principals' respondents. There is no significant mean difference among all sampled secondary schools in the zone. In addition P-value of comparison of all secondary schools indicates $p > 0.05$ which indicate that there is no significant mean difference of responses on teachers' job satisfaction among secondary schools. Thus it can be concluded that there is no significant difference in teachers' internal satisfaction and external satisfaction in secondary schools of West Wollega Zone.

ANOVA

The five exemplary leadership practices		Sum of Squares	df	Mean Square	F	Sig.
Internal satisfaction	Between Groups	.280	4	.070	.426	.790
	Within Groups	26.842	163	.165		
	Total	27.122	167			
External satisfaction	Between Groups	.071	4	.018	.156	.960
	Within Groups	18.522	163	.114		
	Total	18.593	167			

ANOVA analysis was conducted to test the mean differences of the five categories of secondary schools on internal and external job satisfaction of secondary schools. ANOVA statistics tells if there is mean difference among five secondary schools of the zone on items of internal and external job satisfaction of secondary schools. Accordingly ANOVA statistics indicated that there is no statistically significant difference among the five secondary schools on internal and external job satisfaction of the teachers. $P > 0.05$ (sig=.790,.960) and implied that there is no statistically significant mean difference among the five secondary schools on teachers job satisfaction. It was further indicated by F-values of the five secondary schools on the secondary schools internal and external satisfaction. It also indicated that there is no statistically significant difference among these five secondary schools on internal and external job satisfaction of the teachers in the zone.

4.4 Relationship between principals leadership practices and teachers job satisfaction

Relationship between principals' leadership practices and teachers' job satisfaction is presented and analyzed in the following table.

Table 15: Relationship between principals leadership practices and teachers job satisfaction

Correlation

Exemplary leadership		Int. satisfaction	Ext. satisfaction	Aggregate
Modeling the way	Pearson Correlation	.194*	.148	.158*
	Sig. (2-tailed)	.010	.045	.038
	N	168	168	168
Inspiring Shared Vision	Pearson Correlation	.163*	.151*	.175*
	Sig. (2-tailed)	.032	.039	.012
	N	168	168	168
Challenging the Process	Pearson Correlation	.103	.321**	.163*
	Sig. (2-tailed)	.042	.000	.032
	N	168	168	168
Enabling Others to Act	Pearson Correlation	.152*	.129	.138
	Sig. (2-tailed)	.040	.047	.039
	N	168	168	168
Encouraging the Heart	Pearson Correlation	.151*	.160*	.146
	Sig. (2-tailed)	.039	.038	.040
	N	168	168	168
Aggregate	Pearson Correlation	.139	.199**	.161*
	Sig. (2-tailed)	.035	.020	.037
	N	168	168	168

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

*. Correlation is significant at the 0.05 level (2-tailed).

Table 15 above presents relationship between principals leadership practices and teachers job satisfaction. Accordingly, Pearson correlation test was computed to determine the type of relationship between the five exemplary leadership practices and teachers job satisfaction.

Pearson's correlation is a measure of the degree of linear association between two variables. It indicates strengths, directions and significance of the relations of the variables. According to Gay Min (2009) 1.0 (-1.0) = Perfect Correlation, 0.60 to 0.99 (-0.60 to -0.99) = Strong, 0.30 to 0.59 (-

0.30 to -0.59) = Moderate, 0.01 to 0.29 (-0.01 to -0.29) = Weak and 0 = No Correlation. The correlation, denoted by r , can take on any value from -1 to 1 (Sileshi, 2018).

Pearson correlation coefficients between modeling the way and internal job satisfaction of teachers indicates; $r=.194^*$, $p=.010$, $n=168$. This indicates there is weak, significant and positive relationship between modeling the way and internal job satisfaction of the secondary school teachers. In addition, Pearson correlation coefficients between modeling the way and external job satisfaction of teachers indicates; $r=.148$, $p=.045$, $n=168$. This indicates there is weak, significant and positive relationship between modeling the way and external satisfaction. In general, Pearson correlation coefficient between modeling the way and job satisfaction of teachers indicates; $r=.158$, $p=.035$, $n=168$. This indicates there is weak, significant and positive relationship between modeling the way and teachers' job satisfaction in secondary schools of West Wollega Zone.

On the other hand, Pearson correlation coefficients between inspiring shared vision and internal job satisfaction of teachers indicates; $r=.163$, $p=.032$, $n=168$. This indicates there is weak, significant and positive relationship between inspiring shared vision and internal job satisfaction of the teachers in secondary schools. Pearson correlation coefficients between inspiring shared vision and external job satisfaction of the teachers indicates; $r=.151$, $p=.039$, $n=168$. This indicates there is weak, significant and positive relationship between inspiring shared vision and external job satisfaction of secondary school teachers in the zone. In general, Pearson correlation coefficient between inspiring shared vision and job satisfaction of teachers indicates; $r=.175$, $p=.012$, $n=168$. This indicates there is weak, significant and positive relationship between inspiring shared vision and teachers' job satisfaction in secondary schools of the study area.

In addition, Pearson correlation coefficients between challenging the process and internal job satisfaction of teachers indicates; $r=.103$, $p=.042$, $n=168$. This indicates there is weak, significant and positive relationship between challenging the process and internal job satisfaction of secondary school teachers. Pearson correlation coefficients between challenging the process and external job satisfaction of teachers indicates; $r=.321^{**}$, $p=.000$, $n=168$. This indicates there is moderate, weak, significant and positive relationship between challenging the process and external job satisfaction of the teachers. In general, Pearson correlation coefficient between challenging the process and job satisfaction of teachers indicates; $r=.163$, $p=.032$, $n=168$; which

indicate significant and positive relationship between challenging the process and teachers' job satisfaction in secondary schools of West Wollega Zone.

Moreover, Pearson correlation coefficients between enabling others to act and internal job satisfaction of the teachers indicates; $r = .152^*$, $p = .040$, $n = 168$. This indicates there is weak, significant and positive relationship between enabling others to act and internal job satisfaction of the teachers. Pearson correlation coefficients between enabling others to act and external job satisfaction of teachers indicates; $r = .129$, $p = .047$, $n = 168$. This indicates there is weak, significant and positive relationship between enabling others to act and external job satisfaction of the teachers. In general, Pearson correlation coefficient between enabling others to act and job satisfaction of teachers indicate; $r = .138$, $p = .039$, $n = 168$; which indicate weak, significant and positive relationship between enabling others to act and teachers' job satisfaction in secondary schools of the study area.

Furthermore, Pearson correlation coefficients between encouraging the heart and internal job satisfaction of teachers indicates; $r = .151$, $p = .039$, $n = 168$; which shows weak, significant and positive relationship between encouraging the heart and internal job satisfaction of the teachers. Pearson correlation coefficients between encouraging the heart and external job satisfaction of the teachers indicates; $r = .160^*$, $p = .038$, $n = 168$. It indicates weak, significant and positive relationship between encouraging the heart and external job satisfaction of the teachers. In general, Pearson correlation coefficient between encouraging the heart and job satisfaction of teachers indicates; $r = .146$, $p = .040$, $n = 168$. This shows weak, significant and positive relationship between encouraging the heart and teachers' job satisfaction in secondary schools of West Wollega Zone.

In general, Pearson correlation coefficient between the five exemplary leadership practices and teachers' job satisfaction indicates $r = .161$, $p = .037$, $n = 168$, which implies that there is weak, significant and positive relationship between the five exemplary leadership practices and teachers job satisfaction. Since the application of the five exemplary leadership practices positively correlated to teachers' satisfaction, it can be concluded that effective application of the five exemplary leadership practices causes teachers' job satisfaction.

4.5 Interview Result

Table 16: Characteristics of interview respondents in terms of Sex, Age, Experience and Education level

No	Secondary School Name	Sex	Age	Education level	Experience
1	Kiltu Kara	M	42	First degree	14
		M	39	2 nd degree	28
2	Agamsa Bala	M	32	First degree	7
		M	33	First degree	6
3	Mendi	M	48	First degree	33
		M	34	First degree	13
4	Wara Jiru	M	35	First degree	12
		M	31	First degree	13
5	Najo	M	35	2 nd degree	16
		M	33	2 nd degree	14
	Total	10			

Table 16 above presents background of interview respondents in terms of sex, age, and experience and education level. Accordingly, all interview respondents are male, which implies that female teachers are not encouraged to participate in the school leadership. In addition majority of the school principals are in the 30th years of age. This indicates that the secondary school are led by young age leaders which good for the school performance. On the other, majority of the school principals are first degree holders. This implies that the school principals have to learn through on job training to qualify the standard of secondary school leadership.

Interview held with 10 school principals regarding job satisfaction indicated that majority of the principals are satisfied in their work as they observe their immediate result on the learners. They indicated that leadership practices influence teachers' satisfaction by involving them on decision making. On the other hand, they indicated that teachers have satisfaction on their job to some extent. They say that teachers in their school have satisfaction on their job.

School principals say that they support teachers on their job by asking what to be fulfilled in their work. On the other hand, they indicate that they involve teachers in the planning process to make them satisfy in the jobs done. In doing so, teachers become satisfied in their jobs. They also showed that they appreciate teachers for job well done and celebrate with them, and

sometimes reward as situations allow. This may make them satisfied. They added being exemplary for the teachers through time management, and the like, they try to make teachers to become satisfied.

These interview results complement the data gathered using questionnaire. The results of the questionnaire confirmed that leadership practices enhance the teachers' job satisfaction. School principals also reported that they try to enhance the teachers' job satisfaction by applying good leadership practices that involves teachers in planning and decision making.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of major findings, the conclusion drawn from the findings and recommendations that the researcher suggests and assumes operational in improving the principals' leadership practices and teachers' job satisfaction.

5.1 Summary

The aim of the study was to investigate the relationship between principal's leadership practices and teacher's job satisfaction in West Wollega secondary schools. Accordingly, an attempt has been made to assess the extent to which secondary schools principals apply the leadership practices, the level of teacher job satisfaction and the relationship between principals leadership practices and teachers job satisfaction. Finally, the study made an effort to come up with suggestions and recommendations. In order to achieve the objective of the study, the following basic questions were stated and answered.

1. To what extent do principals apply the five exemplary leadership practices in the study area?
2. To what extent secondary school teachers are satisfied with their job in the study area?
3. What relations exist between principals leadership practices and teachers job satisfaction in the study area?
4. Is principals' leadership practices and teachers job satisfaction similar among secondary schools of West Wollega Zone?

A survey study with quantitative research approach was employed in this study. The related literature was reviewed and documented. To get answers for the above basic questions, the study was carried out in 5 government secondary schools of the zone selected as the sample of the study through simple random sampling technique. 175 respondents of questionnaire were selected through simple random sampling from selected secondary schools teachers of West Wollega Zone and 10 respondents of interview were selected purposively from sampled secondary schools. Finally, the data were carefully collected, coded, and presented for analysis and different data analysis tools such as mean; standard deviation and Pearson correlation were used. From these data analysis the following major findings reached.

5.2 Major Findings

The study revealed that majority of the teachers in secondary schools of West Wollega Zone was males. Among respondents 83.3% of the teachers were males and 16.7% of them were female teachers in secondary schools. It indicated that female teachers' participants in secondary schools of the zone were less than that of male teachers. Regarding age, majority of the teachers were between the ages of 26-35 years. 26.2% of the teachers were between the age group of 26-30 and 25% of them were in age group of 31-35. It indicates that secondary school teachers in West Wollega zone were not either in younger age or not in older age.

In terms of working experience, majority of the teachers have a working experience of 6-15 years, 35.7% of them have working experience of 6-10 years and 38.7% of them have working experience of 11-15 years.

Regarding educational background, majority of teachers in West Wollega secondary schools were first degree holders. Accordingly, 90.5% of them were first degree holders, 7.7% of them were second degree holders and 1.8% of the teachers were in diploma level. It reveals that majority of the teachers were below standard for secondary school. Even though Educational Road Map (MoE, 2011) has stated that the academic qualification required for the secondary school teachers is MA degree, majority of the teachers respondents were first degree holders.

Regarding the five exemplary leadership practices, the study found out that the secondary school principals moderately apply the leadership practices in terms of modeling the way. The respondents mean score on items of modeling the way was 2.64 and standard deviation 0.38. It indicates that modeling the way was moderately implemented in secondary schools of West Wollega Zone. In addition, the study identified that the principal slowest a personal example of what they expect of others with mean score of 2.45 and standard deviation 1.31. On the other hand, the study revealed that principals low build consensus around a common set of values for running the school plans, because the responses mean score in this regard was 2.47 and the standard deviation 1.39.

The study also revealed that principals moderately apply the leadership practices in terms of inspiring shared vision. The responses mean score on items of inspiring shared vision indicate 2.69 and the standard deviation 0.55. In addition the study indicated that principals low appeal to

others to share an exciting dream of the future, since responses mean score on this regard indicate 2.43 and the standard deviation indicate 1.4.

In addition, the study indicated that the school principals moderately contribute their roles and responsibility as principal's leadership in terms challenging the process. Respondents' responses mean score on this regard indicate 2.84 and the standard deviation was 0.48, and implied that principals in secondary schools of West Wollega Zone moderately apply challenging the way.

The study also revealed that principals moderately apply the leadership practices in terms of enabling others to act. In this regard respondents' responses mean score on question items was 2.90 and the standard deviation was 0.61, which imply moderate implementation of enabling other to act.

The study revealed that the school principals moderately contribute the leadership practices in terms of encouraging the heart. In this regard responses mean score on question items of encouraging the heart was 2.91 and standard deviation was 0.58 and implied that the secondary schools in West Wollega Zone moderately encourage the heart in leading the schools.

In sum the five exemplary leadership practice was applied to the average level in secondary schools of West Wollega Zone. The summarized responses mean score was 2.79 and the standard deviation was 0.30, and implied the average implementation of the five exemplary leadership practices in secondary schools of the Zone. In addition the study pointed out that it was similarly applied to the average level in all secondary schools, though Nejo secondary school was less compared to other secondary schools with responses mean score 2.74 and standard deviation 0.33.

In terms of the secondary schools teachers' job satisfaction, the study revealed that the secondary schools teachers have moderate internal satisfaction. The total responses mean score indicate 2.83 and the standard deviation indicate 0.40. In addition, the study indicated that teachers in Worejiru secondary schools have more internal job satisfaction than teachers in the other secondary schools, because the total responses mean score in Worejiru secondary school was 2.9 and the standard deviation was 0.36.

On the other hand, the study pointed out that teachers in the secondary schools of West Wollega were dissatisfied because they think that no one tells that they are good teachers. The responses

mean score and standard deviation on this regard was 1.72 and 0.9 respectively. In addition the study also revealed that the secondary teachers have not internal satisfaction because they have no freedom to make their own decisions. The respondents' responses mean score was 1.49 and standard deviation was 0.7 in this regard.

In addition, regarding the secondary schools teachers' external job satisfaction, the study revealed that the secondary schools teachers have moderate external satisfaction. The total responses mean score indicate 2.75 and the standard deviation indicate 0.033 and implied that teachers have moderate external satisfaction. However, the study revealed that teachers were dissatisfied because the school administration does not clearly define policies. The responses mean score and standard deviation on this regard was 2.40 and 2.4 respectively. In addition, secondary school teachers were dissatisfied in uncomfortable working conditions of the school. The responses mean score indicate 2.45 and the standard deviation indicate 1.33 in this regard.

Furthermore, the study pointed out that the secondary schools were dissatisfied because their immediate supervisors do not treat everyone equitably, since the responses mean score indicate 2.44 and the standard deviation indicate 1.32. The study also revealed that teachers were having no satisfaction because they have no adequate income for normal expenses. Responses mean score and standard deviation regarding this indicate 1.52 and 0.50 respectively. In addition, secondary school teachers have no satisfaction, because they think working conditions of the school cannot be improved. Responses mean score and standard deviation regarding this was 2.39 and 1.26 respectively.

In terms of the relation between principals leadership practices and teachers job satisfaction, the study revealed that there is weak, significant and positive relationship between principals leadership practices and teachers satisfaction. Pearson correlation test of principals' leadership practices and teachers' job satisfaction indicated $r=1.61$, $p=0.37$. This indicated that there is significant and positive relationship between principals' leadership practices and teachers' job satisfaction in secondary schools of the zone. Principals' leadership practices application is positively correlated to teachers' job satisfaction, and implies that application of principals' leadership practices resulted in the teachers' job satisfaction.

5.3. Conclusions

Based on the findings of this study, the following conclusions were drawn. The five exemplary leadership practices were applied to moderate in secondary schools of West Wollega Zone. In addition the five exemplary leadership practices were similarly applied to the moderate level in all secondary schools; however its application was low in some secondary school compared to other secondary schools.

Secondary school teachers in West Wollega Zone have moderate internal satisfaction. Among sampled secondary school teachers, teachers in some secondary school have more internal job satisfaction than teachers in the other secondary schools. However, some teachers were dissatisfied because they think that no one tells that they are good teachers. They also have not internal satisfaction because they have no freedom in making their own decisions. The secondary school teachers of the zone have moderate external satisfaction. However, inability of the school administration to clearly define policies and uncomfortable working conditions of the school makes the teachers to be dissatisfied.

There is weak, significant and positive relationship between principals leadership practices and teachers satisfaction in the study area. Positive correlation between principals' leadership practices and teachers' job satisfaction implies that application of principals' leadership practices resulted in the teachers' job satisfaction.

5.4. Recommendation

On the basis of the findings and conclusions arrived at, the following recommendations were forwarded.

1. For the successful application of principals' leadership practices and teachers job satisfaction secondary school principals are advised to do their best in modeling the way. They are advised to set personal example of what they expect of others.
2. Teachers need to share the school vision to be satisfied or motivated in the work they are doing. However, the result of the study indicated that principals don't appeal to others to share an exciting dream of the future in some schools. Therefore the secondary school leaders are advised to inspire shared school vision to teachers and stakeholders.
3. Principals leadership practices and teachers job satisfaction are positively correlated, that in turn important to achieve the school goal. Therefore Woreda education offices, secondary

school supervisors and the secondary school principals are advised to help teachers are able to work their work without dissatisfaction. To do so, they are advised to make achievable and concrete plans.

4. The secondary school principals and supervisors have to make teachers have freedom in decision making to enhance their job satisfaction. In addition they are advised to clearly define school policies that are known to all teachers to make them satisfy in the work they are doing. They are also advised to improve the working conditions and treat everyone equitably in order to make teachers satisfy in their jobs.
5. The five exemplary leadership practices implementation was less in some secondary schools of West Wollega Zone, therefore Zone Education Office and Woreda Education Offices have to work in collaboration to make similar and improved implementation of the five exemplary leadership practices in secondary schools of the zone.
6. Zone education office and woreda education offices are recommended to arrange training for secondary school principals and supervisors on school leadership practices to update their knowledge of school leadership.
7. Although this research may have its own contribution in understanding the principal's leadership and teachers' job satisfaction in West Wollega Zone secondary schools. Therefore, the researcher recommends further research by concerned bodies

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APPENDICES

Appendix A: QUESTIONNAIRE FOR TEACHERS AND PRINCIPALS

WOLLEGA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT EDUCATIONAL LEADERSHIP

APPENDICES /APPENDIX I: LETTER OF INTRODUCTION

Dear Madam/Sir,

RESEARCH: REQUEST FOR DATA COLLECTION PERMISSION

I am a post graduate student pursuing a Master of Education Degree (M.E.D) at Wollega University. I am researching a project on

PRINCIPAL'S LEADERSHIP PRACTICES AND TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS OF WEST WOLLEGA ZONE

To achieve this, you have been selected to participate in the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Your name and that of your school will not be mentioned in the report. Your assistance and cooperation will be highly appreciated.

Thank you in advance

APPENDIX A: QUESTIONNAIRE FOR TEACHERS AND PRINCIPALS

The information you give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items to the best of your knowledge and as truthful as possible.

SECTION I: BACKGROUND INFORMATION

1. Name of the school _____

2. Kindly indicate your gender, 1. Male [☐]

2. Female [☐]

2. What is your age 1. 26-35 Years [☐] 2. 36-45 Years [☐] 3. 46-55 Years [☐]

4. Above 55 Years []

3. What is your highest academic qualification? 1. Diploma [] 2. Bachelor's Degree []

3. Master's Degree []

5. How long have you been in the teaching profession?

1. Less than two years [] 2. 2-5 yrs [] 3. 6-10 yrs [] 4. 11-15 yrs [] 5. Over 15 years []

SECTION II: Principal's five exemplary leadership practices

6. In this section, please indicate to what extent you agree or disagree. Regarding to principal's leadership practices discharge then responsibilities. Indicate your answer by indicating an (√) for the response of your choice on the number in the box on the right. The numbers have the following meaning:

1=strongly disagree 2= disagree 3 = undecided 4 = agree 5 = strongly agree

No	To what extent do principals apply the leadership practices in the study area	Level of agreement				
		1	2	3	4	5
1	Model the Way					
1	Principal sets a personal example of what he/she expect of others					
2	Principal asks for feedback on how his/her actions affect other people's performance					
3	Principal spends time and energy making certain that the people he/she works with adhere to the principals and standards we have agreed on					
4	Principal follows through on the promises and commitments that he/she makes					
5	Principal makes clear about his/her philosophy of leadership					
6	Principal builds consensus around a common set of values for running our organization					
2	Inspire Shared Vision					
1	Principal describes a compelling image of what our future could be like					
2	Principal talks about future trends that will influence how our					

	work gets done					
3	Principal shows others how their long-term interests can be realized by enlisting in a common vision					
4	Principal speaks with a genuine conviction about the higher meaning and purpose of our work					
5	Principal paints the “big picture” of what we aspire to accomplish					
6	Principal appeals to others to share an exciting dream of the future.					
3	Challenge the Process					
1	Principal searches outside the formal boundaries of his/her organization for innovative ways to improve					
2	Principal seeks out challenging opportunities that test his/her own skills and abilities					
3	Principal makes certain that we set achievable goals, make concrete plans, and establish.					
4	Principal experiments and take risks, even when there is a chance of failure.					
5	Principal challenges people to try out new innovative ways to do their work.					
6	Principal asks “what can we learn?” when things don’t go as expected.					
4	Enable Others to Act					
1	Principal develop cooperative relationships among the people he/she work with.					
2	Supports the decisions that people make on their own					
3	Principal actively listens to diverse points of view.					
4	Principal ensures that people grow in their jobs by learning new skills and developing themselves					
5	Principal treats others with dignity and respect					
6	Principal gives people a great deal of freedom and choice in deciding how to do their work					
5	Encourage the Heart					
1	Principal finds ways to celebrate accomplishments.					

2	Principal makes sure that people are creatively rewarded for their contributions to the success of our projects					
3	Principal publicly recognize people who exemplify commitment to shared values.					
4	Principal praises people for a job well done					
5	Principal makes it a point to let people know about his/her confidence in their abilities					
6	Principal gives the members of the team lots of appreciation and support for their contribution					

Section II: Teacher's Satisfaction

In this section, please indicate to what extent you agree or disagree. Regarding to teacher's satisfaction discharges the responsibilities. Indicate your answer by indicating an (√) for the response of your choice on the number in the box on the right. The numbers have the following meaning:

1=strongly disagree 2= disagree 3 = undecided 4 = agree 5 = strongly agree

2. The areas in which teachers' job satisfaction in school activities in secondary schools

To what extent secondary school teachers are satisfied with their job in the study area		Level of agreement				
		1	2	3	4	5
1	INTERNAL SATISFACTION					
1	Teaching provides me with an opportunity to advance professionally.					
2	Teaching provides an opportunity to use a variety of skills.					
3	I never feel secure in my teaching job.					
4	Teaching does not provide me the chance to develop new methods.					
5	No one tells me that I am a good teacher.					
6	The work of a teacher consists of routine activities.					
7	I am not getting ahead in my present teaching position.					
8	I do not have the freedom to make my own decisions					
9	Teaching provides for a secure future.					
10	I receive full recognition for my successful teaching.					
11	I am responsible for planning my daily lessons.					

12	I am afraid of losing my teaching job.					
13	Teaching is very interesting work.					
14	Teaching provides me the opportunity to help my students learn.					
15	I like the people with whom I work.					
16	Teaching provides me limited opportunities for advancement.					
17	My students respect me as a teacher.					
2	EXTERNAL SATISFACTION	1	2	3	4	5
1	My immediate supervisor offers suggestions to improve my teaching.					
2	I get along well with my colleagues.					
3	The administration in my school does not clearly define its policies.					
4	My immediate supervisor gives me assistance when I need help.					
5	Working conditions in my school are comfortable.					
6	Working conditions in my school could not be worse.					
7	My immediate supervisor does not back me up.					
8	Teaching discourages originality.					
9	The administration in my school communicates its policies well					
10	My immediate supervisor treats everyone equitably.					
11	My colleagues stimulate me to do better work.					
12	Teaching provides an opportunity for promotion.					
13	Teacher income is adequate for normal expenses.					
14	Insufficient income keeps me from living the way I want to live					
15	My immediate supervisor turns one teacher against another.					
16	Working conditions in my school can be improved.					
17	I receive recognition from my immediate supervisor.					

Appendix B: Interview guidance questions for school principals

WOLLEGA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLAGE EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT EDUCATIONAL LEADERSHIP

SECTION D: About principal's leadership practices and teacher's satisfaction.

Interviews guided questions for school principals

1. For how long have you served School principals?

2. Are you satisfied with your work as school principals?

Yes [☐] No [☐] briefly explain your answer?

3. How evaluate teacher's satisfaction on your school leadership practices? _____

4. To what extent your leadership practices influence on teacher's satisfaction?

5. How to support the teacher's on the job?

6. In what ways you celebrate the teacher's?

7. In what ways principal's exemplary for the teacher's?
