

**SCHOOL LEADERSHIP TOWARDS TEACHER JOB SATISFACTION: A CASE
STUDY IN PUBLIC SECONDARY SCHOOLS IN ADDIS ABABA, ETHIOPIA**

By

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DECLARATION

I declare that *School Leadership towards Teacher Job Satisfaction: A case study in public secondary schools in Addis Ababa, Ethiopia* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been previously submitted for any other degree at any other institution.



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ABSTRACT

The purpose of this study was to investigate the public secondary school leadership styles and teacher job satisfaction in Addis Ababa, Ethiopia. A qualitative case study research design was employed to elicit the perception of principals and teachers to the issue under the study. Ten principals and twenty-four teachers were purposively selected to participate in the study. Data collection was done using semi-structured interview questions. Data analysis was done using ATLAS.ti version 8. The study findings revealed that there is state political interference in the public secondary school management system, the teaching-learning process and the selection of the principals. Principals were not appointed based on their qualifications and experience but rather were assigned to the position based on their political affiliation to the ruling party. The study respondents perceived that management structures such as the one to five groups, the developmental army/change army group and command post were the tools for ruling party to indoctrinate its political ideology. School secularism was not applicable; the ruling party members had continuous meetings in school and had a role in the decision-making of the school. Principals focused on political activities with teaching and learning activities being neglected and were not perceived as employing an instructional or transformational leadership style. Teachers perceived their levels of job satisfaction as very low with state political interference, bad leadership practices of principals, low salary and benefits, low social acceptance for teaching profession, bad behaviour of students, low achievement of students, government lack of attention for education and practice of corruption in other sectors being major factors. Recommendations were made and a suggested school leadership model was presented, to enhance school management effectiveness and to improve teacher job satisfaction.

Key words: secondary school; principal; teacher; instructional leadership style; transformational leadership style; job satisfaction; one-to-five; command post; educational army development.

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ACRONYMS

AACG	Addis Ababa City Government
ABE	Alternative Basic Education
ANDM	Amhara National Democratic Movement
EFA	Education for All
EGSEC	Ethiopian General Secondary Education Certificate
EHEEE	Ethiopian Higher Education Entrance Examination
EPRDF	Ethiopian People Revolutionary Democratic Front
GDP	Gross Domestic Product
IBE	International Bureau of Education
IL	Instructional Leadership
MLQ	Multifactor Leadership Questionnaire
MoE	Ministry of Education
MSQ	Minnesota Satisfaction Questionnaire
OPDO	Oromo People Democratic Organization
PhD	Doctor of Philosophy
SNNPDF	South Nation and Nationality People Democratic Front
TJSQ	Teachers' Job Satisfaction Questionnaire
TL	Transformational Leadership
TLS	Transformational Leadership Scale
TPLF	Tigerian People Liberation Front
TVTE	Technical and Vocational Training and Education
USA	United States of America

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This chapter sets the scene for the present study investigating school leadership practice and teacher job satisfaction in public secondary schools in Addis Ababa, Ethiopia. In the domain of school management practices and possible related factors affecting job satisfaction of teachers in Addis Ababa, Ethiopian public schools were assessed. The chapter briefly describes the educational policy and system in place in Ethiopia and informs general but current context to public education management at all levels in the country. It also describes the development in preferred school management leadership styles and the controversies observed and associations related to teacher job satisfaction issues. More specifically, the chapter argues for the significance of school leadership styles with school outcomes and possible consequences on teacher job satisfaction. Added to these, the rationale/motivation for this particular study and the current discourse in Ethiopian public-school management are explained.

The research problem is described based on observed problems and related local research outputs, with arguments that illustrate that the current work differs from previous studies with respect to focus, theoretical and methodological positioning. The research and questions objectives, which evolved from a description of the problem, are presented. Then, clarity on the scope of the study is described in terms of conceptual and methodological orientations. This is followed by practical contributions of the study, limitations of the study, and possible mechanisms to manage them, being described. Finally, definitions of key terms and the organisation or structure of the thesis is also explained. As an adopted practice for all the chapters, the current chapter concludes with a chapter summary.

1.2 BACKGROUND AND RATIONALE OF THE STUDY

Education delivers a fundamental base for all further human, social and economic development. It inspires creativity and fosters innovation. Education is generally considered as the tool for economic growth and social development of a nation. In other words, economic and social development has a strong association with the quality of education offered to citizens. Aydin, Sarier and Uysal (2013:807) and Elias and Girum (2018:1) explain that education plays a pivotal role in the process of development and public transformation. One of its purposes is to produce highly trained and skilled human resources, which can sustain and accelerate economic and social development of a country (Elias & Girum 2018:1). Moreover, education develops knowledge and skills of members of society, ensuring the betterment of their environment for future generations. Schools, seen as formal educational organisations, are bounded within a community. Schools are organised by human resources (teachers, principals, and staff), consist of physical inputs (buildings, teaching materials) are funded in various ways and are guided by policies and the curriculum. However, inspired and dedicated teachers are key to ensuring quality and relevant education that positively affect educational success (Fekede, 2015:169). Thus, schools are vital organisations for the education of a country's youth, and by default, school leadership remains responsible to ensure quality of education through teacher motivation and responsibility (Tesfaw, 2014:2).

Educational or school outcomes are strongly associated with the quality and/or relevance of leadership style used by principals and its possible influence on the level of teacher job satisfaction. To attain the goals of the school, the principal needs to engage in an effective leadership style to inspire and encourage teachers (Eyal & Roth, 2011:271; Nir & Hameiri, 2014). Thus, school principal leadership style and teacher satisfaction play critical roles in the achievement of educational outcomes (Ibrahim & Wahab, 2012). In harmony with this statement, Hallinger (2007) and Leithwood and Sun (2012:420) report that, in an educational organisation, in which appropriate leadership styles are used by principals and where the staff is highly motivated, the goals of the organisation are very likely to be achieved. Likewise, school success significantly depends on the level of job satisfaction of teacher and teachers' readiness to accomplish the goals of school (Aydin *et al.*, 2013). Among the possible causes for public schools' success, are central variables such as principal leadership styles and teacher professional satisfaction.

According to Davis and Wilson (2000), Price (2012) and Tesfaw (2014), the effectiveness of schools mainly depends on the quality of the leader or the ability of the principal to organise and lead the school. Various studies have reported that principals' use of different leadership styles, for example transformational leadership and these leadership styles can be linked to teacher job satisfaction (Bass, 1999; Selamat, Nordin & Adnan, 2013). Therefore, school leaders should identify and apply leadership practices that encourage good working conditions, collaboration, a shared mission and job satisfaction among teachers.

Case research on educational leadership styles shows that educational achievements of public schools are primarily dependent on school principal leadership styles (Ali, Jan, Ali & Tariq, 2014; Tesfaw, 2014). Supporting this point, other similar studies prove that principals who practice transformational leadership can inspire teachers towards the achievement of goals and vision of schools (Amin, Shah & Tatlal 2013; Harris & Jones, 2010; Ibrahim & Wahab 2012; Leithwood & Janitizi, 2005; Pant, 2014). Aydin *et al.* (2013) posits that a school leader who implements a transformational leadership style is a leader who involves teachers in the decision-making process, establishes good and friendly relationships with them, provides help, advises and promotes personal and professional development of teachers. A transformational leader is a contemporary leadership who focuses on the mental transformation through inspiring, motivating and sharing of vision and mission. It is the one who inspires change, authorises followers and creates favourable relations between co-workers to bring positive change to the structural development (Wahab, Fuad, Ismil, & Majid, 2014).

One could say that the better the education policy and system a country crafts, the better the quality and relevance of the given nation's educational practice. However, the quality of education and the relevancy of education in Ethiopia has been under question at all levels (MoE, 2010). Although internal and external factors hinder the quality of education, in most cases, the quality of education is strongly related to the qualifications and motivation of teachers and effective school leaders (Harris & Jones, 2010). In other words, teachers are key resources in any education system that pursues the aim of delivering quality and relevant education (Mengistu, 2012). School teachers play a pivotal role in any educational transformation in a given country (Mengistu, 2012; Jyoti & Sharman, 2009). Therefore, inspired teachers deliver quality and relevant teaching, and are concerned in helping students, thus devoting their time and energy to

instructional processes. Studies prove that the performance of students is correlated with efforts of teachers, who are motivated and committed (Hui, Janatabadi, Ismail & Radzi 2013; Johnson, 2007; Turner, 2007).

Teacher motivation has a significant impact on school instructional endeavours. According to Bennel and Akyeampong (2007:5) cultivating motivation and capability of teachers are positively associated with learning outcomes in the school. By the same token, Chireshe and Shumba (2011) state that satisfaction of teachers is positively related to motivation of student learning and their school performance. In other words, dissatisfied teachers may be the cause of low motivation of students and low academic achievement in the school. Therefore, without inspired teachers, an education system would suffer from a lack of productive, competitive, inventive and problem-solving educational mind-set (Aweke, 2015:140). As further summarised in the same publication, teachers are seen as 'builders of a nation'. However, teaching as profession has been not given emphasis in Ethiopia (Mengistu, 2012; VSO, 2010). Workneh and Tassew (2013) stated that every year the Ethiopian education system suffers from teachers leaving the profession. Many public-school teachers leave the teaching profession to seek jobs and professional prestige in other sectors which offer better remuneration and working conditions.

Added to possible causes stated earlier, political dictates and academic freedom are also among the reasons for teachers wanting to leave the profession. In general, research on issues of political interference in educational leadership, in particular school leadership and teacher job satisfaction, have not been given due attention in the developing countries such as Ethiopia. The seemingly on-democratic political dictate from the top and state political interference is found in the country's schools. Investigating the impact of principal leadership behaviour in the given non-democratic context on teacher job satisfaction, may bring a different perspective to the literature. It is vital to explore the Ethiopian school experience with respect to school leadership styles and teacher job satisfaction in the context of the school management system and the macro-political discourse in Ethiopia.

This study has emerged as the result of my own interest and experience in the field of educational leadership. I have served the Ethiopian education system for the last fifteen years, as a teacher, as a school principal, as a district education department head and currently as a vice-dean for a college of Menelik II Medical and Health Science at Kotebe Metropolitan University, Addis Ababa, Ethiopia. In my experience, I have observed that teachers' own low job satisfaction, demonstrates a high turnover from school to school and a great number of teachers have left the teaching profession as a result. Regarding school leadership, schools are managed by principals appointed by political leaders. As a result, appointee school principals are regarded as mere conduits to channel policies and strategies designed by higher political decision makers often to control the outcomes of the educational system irrespective of public, teacher and student demands.

1.3 PROBLEM STATEMENT

Observations, studies and public discourse witness concerns for quality and relevance of education and training at all levels, despite attempts to access education and training. Education for All (EFA,2015) for example, reported that student achievement has not sufficiently improved in Ethiopian schools even if the government's core investments have given priority to equipped educational infrastructure and related human and physical input. The same source states that ensuring quality education is not the issue in the lag of student outcomes, as the government has been striving to ensure accessibility and equity of education for its country's learners, but equal emphasis should also be placed on quality. The economic and social development of a country is determined by the next generation's quality of education (EFA, 2015).

According to Mengistu (2012), among the actors of an education system, teachers are vital inputs. Mostly quality of education is positively related to their attitudes towards their job, skill of teaching and pedagogy and knowledge of subject mastery (EFA, 2015). Moreover, the role of school principals in enhancing teacher job satisfaction is a determinant factor in educational successes (Ibrahim & Wahab, 2012). The same source enhances the capacity of teachers to function effectively by contributing significantly to the realisation of the outcomes of school instruction. Therefore, without suitable leadership style practices being in place in the school, educational mission and visions of schools are difficult to attain. The achievement of schools is negatively

impacted by principals' appropriate leadership style use and the level of job satisfaction of teachers (Wahab *et al.*, 2014).

According to resources such as Abdo (2000), the Centre for British Teachers and VOS (2008) and Mengistu (2012), the education system in Ethiopia is currently challenged by a high teacher turnover, low number of capable teachers, low levels of motivation, low teacher morale and poor quality of the working environment. Fekede (2015), Mengistu (2012) and Tesfaw (2014) have all reported that there is low level of teacher satisfaction and high turnover among public secondary school teachers. There seems to be a dearth of research in Ethiopia, which investigates the influence of principal leadership styles (instructional and transformational leadership) on teacher job satisfaction.

In the area of educational leadership and specifically, school leadership variables such as political interference seems to be related to school leadership and teacher job satisfaction. However, these areas have not been intensely researched resulting in an empirical study gap in the area. Therefore, to fill the gap, this study has focused on an investigation of principal leadership styles and job satisfaction of teacher in public secondary schools of Addis Ababa, Ethiopia.

1.4 THE RESEARCH QUESTIONS

This research intended to understand school management, principal leadership practices, teacher job satisfaction and the association among them and the possible impact on teacher job satisfaction. As literature suggests, research questions serve to guide the focus of the given research project. Qualitative research questions are broad and act as flexible guides for the research process. In line with the described research problem, the following questions are outlined to guide (but not limit) this research work.

1.4.1 The Research Main Question

In the view of this research problem, the following main research question is stated:

- How school leadership affects teachers' job satisfaction in public secondary schools in Addis Ababa?

1.4.2 The Research Sub-Questions

1. How is the nature of school management and leadership experienced by teachers in Addis Ababa public secondary schools?
2. How do principals and teachers explain the leadership styles and observed practices in public secondary schools in Addis Ababa?
3. How are principal leadership styles experienced by teachers?
4. What is the level of teacher job satisfaction in public secondary schools in Addis Ababa?
5. What else influences teacher job satisfaction besides leadership, in public secondary schools in Addis Ababa?

1.5 OBJECTIVES OF THE STUDY

The general purpose of the study is to explore and access comprehensive data on Addis Ababa public secondary school's leadership styles used and teacher job satisfaction and the possible associations between these variables. In other words, it critically investigates the leadership styles of principals and their impact on teacher job satisfaction. More specifically, principals and teachers who work in public secondary schools in Addis Ababa (Ethiopia) are targeted to discover the unique structure of the public schools, features of the school management system, principals' preferred leadership styles, teachers' level of job satisfaction and factors related to their level of satisfaction.

Based on the research questions outlined and the general objectives explained above, the following specific objectives are listed to guide but not restrict this study.

1. Describe the nature of school management system in Addis Ababa public schools including its structure.
2. Investigate principals' leadership styles exercised by principals from their own and teachers' point of view and observed practices in public secondary schools in Addis Ababa.
3. Describe principals' leadership styles as experienced by teachers.
4. Describe the level of teacher job satisfaction (or dissatisfaction) in public secondary school in Addis Ababa.
5. List other possible factors that influence teacher job satisfaction in Addis Ababa public secondary schools.

1.6 SIGNIFICANCE OF THE STUDY

As mentioned in earlier sections, the current study investigates overall leadership styles of public secondary school principals and the level of teacher job satisfaction and the possible associations between these variables taking qualitative case study as its methodological position. The outcome of the current study has practical and conceptual significances. Presumed contributions that this study offers are discussed in the following paragraphs.

Public secondary school principals should take into consideration the possible consequences of the leadership styles used in their school management and particularly on teacher job satisfaction. They should select appropriate leadership styles, modify their practices and shape their school managerial environment to ensure that it is conducive to the instructional context and school success. The findings could help principals reflect on whether or not their current leadership style is compatible with teachers' motivational factors in general and job satisfaction in particular. It is also expected that the findings could inspire principals to develop and adopt an effective leadership style to apply in their school context. Moreover, educational leaders, supervisors, principals and teachers understand of the practice of the current principal leadership style and the attitude of teachers towards their principal leadership practice.

This research gives in-sight on how principals could create job satisfaction for their teacher. Educational managers and policy makers should focus more on improving the school management system and on training qualified school principals who exercise appropriate and productive school leadership styles. Educational policy designers could be informed by the output of this research work to produce qualified and professional school principals and school teachers who excel in Ethiopian public- school management. Added to these, the result of this research could contribute to the literature of school leadership practices and factors that influence teacher job satisfaction.

The quality of education is ensured by improving the quality of actors involved in the education system. Garza, Drysdale, Gurr, Jacobson and Merchant (2014) stated that the school system is highly affected by the knowledge, skill and understanding of educational leaders, policy makers, school principals, teachers and educational stockholders. Thus, student achievement could be improved through the guidance of effective school leaders. The outcome of the research may also benefit many

developing African countries in understanding the case and indicate possible ways of practicing effective school leadership and enhancing teacher job satisfaction.

1.7 THEORETICAL FRAMEWORK OF THE STUDY

The study explores to understand the practice of school leadership style and teachers job satisfaction in public secondary schools in Addis Ababa, Ethiopia. School leadership practice has impact on the teacher job satisfaction. According to Zorlu and Arseven (2016), Bush and Glover (2014), school leadership is the process of influencing, motivating teachers towards the better achievement of the school. Thus, principal leadership style is the main cause for teachers' job satisfaction, commitment, and performance. Among different school leadership styles this study focused on the most prominent leadership styles of instructional leadership and transformational leadership (Bayler, 2012). Regarding, job satisfaction, Herzberg's two factors theory was the base for examining the study objectives (see chapter two).

1.8 RESEARCH PARADIGM

The purpose of this research is to investigate leadership style of principals and teachers job satisfaction in public secondary schools of Addis Ababa, Ethiopia. Thus, the appropriate philosophical view is social constructivism. This research paradigm allows the researcher to understand the subjective outlook of participants. Social constructivism/interpretive paradigm suggests that reality is socially constructed, the participants' view of the case is the central issue studied (Creswell, 2013:22). This research explores and interprets the view of study participants to investigate and understand principals' leadership practices and teacher job satisfaction in public secondary schools of Addis Ababa, Ethiopia.

1.9 RESEARCH APPROACH

To understand the research issues and to investigate the feeling of the participants in the study, this research uses a qualitative research approach. A qualitative approach is used to investigate subjective assessment of opinions, behaviour and attitudes of the research participants (Merriam, 2002). To obtain more in-depth information on participants' reflections about leadership style and job satisfaction, a qualitative research approach was deemed most appropriate for this research.

1.10 RESEARCH DESIGN

A research design is the blueprint of the research. It constitutes how the research is to be conducted, giving answers to the basic questions such as what, when, how, who, and related questions in the research process (Yin, 2014).

This research employs a qualitative instrumental case study research design as it allows the researcher to understand the feelings and interpret the lived experiences of study participants (Creswell, 2013:21). According to Stake (1995), a qualitative instrumental case study research design is important to investigate a particular case in order to gain in-depth investigation into the researched issue.

1.11 RESEARCH METHODOLOGY

In this qualitative research, methodology appropriate for investigating and identifying the research problems will include the sampling procedure, the data collection instruments and data analysis techniques and is presented in the following sections.

1.11.1 Sampling

The study area is Addis Ababa, Ethiopia. Addis Ababa City Administration public secondary schools' principals and teachers are the target population of the study. There are 65 public (government-owned) secondary schools (Addis Ababa Education Bureau, 2018). School principals and teachers in these schools make up the population for this study. Thus, the participants of this research are principals and teachers of the public secondary schools in Addis Ababa. The sample of the study was selected by purposive sampling, which allows the researcher to perform a qualitative investigation under study (Creswell, 2013:155). In this research 34 participants were selected, 24 teachers and 10 principals from the 65 schools. The final sample size of the research is determined by the saturation of information extracted from study participants.

1.11.2 Data Collection

In qualitative research there are different ways of collecting data. Hence, in this research, semi-structured individual in-depth interviews are used to collect data from participants. The in-depth interview is a common tool used for data gathering in

qualitative research (Darlington & Scott, 2002), allowing the researcher to understand and investigate the research issue. Before commencement of data collection, piloting of the interview will be conducted with three participants to revise and refine the interview tool to develop and minimise the unclear items in the interview questions. The research participants will be interviewed using the semi-structure interview instrument prepared for this study, conducted in *Amharic* language.

1.11.3 Data Analysis

Data analysis will be done concurrently with the data collection process. As the interviews will be conducted in *Amharic* language, the interviews will be translated to English language after the audio recorded data transcription. In this research ATLAS.ti 8 qualitative data analysis software will be used to facilitate the organisation of collected data. The data coding process and categorising of similar data codes will be used for developing themes to determine the research findings.

1.12 QUALITY MEASURES OF RIGOUR DATA

In qualitative research to ensure the trustworthy and reliability of data is the vital issue. According to Rubin and Rubin (2012), establishing a good relationship with participants and ensuring the safety of participants are especially important. The researcher has the responsibility for ensuring ethical conduct and standards in the research process. To maintain the quality of the research, trustworthiness techniques will be employed in the research process. Marshall and Rossman (2016) state that the trustworthiness of the research is ensured by applying methods such as: transferability, dependability, credibility and conformability techniques.

- Transferability is about the applicability of research findings in another context. The nature of qualitative research findings does not allow for generalisation to another context. In this research, to improve the transferability of the findings, research techniques such as purposive sampling, the size of participants determined by the saturation of information obtained during data collection, thick description, establishing trust and conducting the interviews in the official language, Amharic.

- Dependability is a term used in qualitative research to mean reliability in quantitative research. For research to be dependable means that the findings are stable and will repeatedly emerge in similar contexts. Therefore, in this research to maintain the research dependability care will be taken for the research methodology, sampling selection, and data collection process and data audit trial. During the data collection audio recorder will be used.
- Credibility is the validity or truth value of the research. To conform to the credibility of this research, efforts will be made during the process of sample selection, data collection and establishing a positive relationship with participants. In addition to these, data triangulation, prolonged engagement with participants, participants check and verify the interview transcripts, and audit trial will be applied to maintain the validity of findings.
- Conformability is the measurement of neutrality of the researcher. In this research to minimise the bias, the researcher will follow the techniques such as conducting the interview in the mother tongue of the participants. In addition, the participants will have a right to select interview time and site, enough time will be allocated to the interview and the interview items and leading questions will be avoided.

1.13 ETHICAL CONSIDERATIONS

The study followed scientific research ethical procedures. Therefore, before data were collected, ethical permission obtained from the University Of South Africa College Of Education Ethics Review Committee (see Appendix C). In addition, as the research conducted in Addis Ababa city public secondary schools, permission to collect data from public secondary school the Addis Ababa City Government Education Bureau obtained (see Appendix D).

According to Marshall and Rossman (2016:226), qualitative research is highly sensitive for ethical issues. Therefore, the research should protect the participants as human subjects. To protect participants, the researcher will follow ethical procedures such as:

- Informed consent: the research participants were informed about the research purpose and objectives of the research. Then they were asked their willingness of participating in the interview. The researcher was prepared the informed consent document which had necessary information about the research and researcher personal information including physical address and email. Moreover, this form describes the purpose, procedure, risk and benefits of the study. It also elaborated the right to withdraw from the study at any time. After the participant has asked participants of their willingness to participate in the research, they were then asked to sign on the consent sheet.
- Anonymity and confidentiality: in this research, the name of the school and the name of participants were not specified. To minimise the risk and ensure the confidentiality, the interview time and site selected by the participants. The interviews were audio recorded and any document related to this research kept in a safe place and only the researcher and the supervisor of this research have access.
- The right to withdrawal from the research at any time: before data collection, selected participants had the right to refuse to participate or they might withdraw from this research at any time.

Thus, in this research, all effort was taken to secure the ethical issues.

1.14 SCOPE OF THE STUDY

The current study is delimited to investigating Addis Ababa public school principals' use of leadership styles and teacher job satisfaction and of course, the association between them. More specifically, the study assesses the nature of the school management system, preferred and observed leadership styles used and teachers' experience of it, level of teacher job satisfaction, and related factors that influence the teacher job satisfaction level.

1.15 LIMITATIONS OF THE STUDY

The study anticipates practical and contextual limitations. It may be difficult to reach respondents because of the political unrest in various schools as a result of socio-

political situation in the country. However, my employment history at public schools in the city and my acquaintance with them has helped to establish rapport with the study institutions to access data. This study is limited in that the participants were purposively selected rather than randomly. With purposive selection of participants, there is always the opportunity for the participants to provide rich in-depth data for the study. Moreover, the study interviews were conducted by Amharic language (official language). Therefore, translation of data to English language was done; this process could have been creating slight deference on the contextual and cultural meaning of original interview.

1.16 DEFINITIONS OF KEY TERMS

For concrete understanding of key concepts as used in this study, the following words and phrases are defined for the purpose of clarity as depicted in the adopted theory and the reviewed literature.

- Leadership is defined as “the process whereby an individual influence a group of individuals to achieve a common goal” (Northouse, 2016:6). The term is conceptualised as a process that involves influence and is a matter of achieving a common goal.
- School management consists of the leading activities that improve achievement of students by successfully implementing the managerial functions and creating a clear link between the school aim, strategy and optional management of the school (Bush, 2007:15). This concept also refers to the leader’s ability to successfully implement the school vision, plan, instructional activities, budgeting, physical plant management, school safety and student discipline (Richard & Catano, 2008).
- School Principal is defined as the one who is a head or director of a public school; he/she has the opportunity to exercise leadership and managerial functions such as planning, organising, staffing and instructional activities in a school (Drysdale & Mulford, 2006).
- Transformational leadership is defined as a style of leadership that strives in inspiring, supporting, identifying individual interests and encouraging followers to be creative and inventive to achieve beyond the expected goals (Burns,1978).

- Transactional leadership is conceptualised as synonymous with managerial leadership (Bass, 1985). It is a leadership type that uses an ‘exchange model’ to achieve the set goals. Leader and followers agree on the duties and responsibilities that need to be undertaken within a given time period for the benefit of the institution.
- Instructional leadership is an educational leadership style that focuses on the core responsibilities such as teaching and learning, defining the school vision, mission and goals, managing the instructional programme and promoting the school climate (Abdullah & Kassim 2011:3307; Stewong & Prasertcharoensuk 2013:2865; Zorlu & Arseven 2016:276).
- Job satisfaction is associated with a positive attitude that teachers have of their job within their work environment (Sailaja & Naik, 2016). According to Armstrong (2009:343), job satisfaction refers “to the attitude and feelings people have about their work. Positive and favourable attitudes towards the job lead to engagement and therefore job satisfaction. Negative and unfavourable attitudes toward the job indicate job dissatisfaction”.
- Performance is the record of an individual’s accomplishment (Dugguh& Dennis, 2014:11).
- Secondary school: In Ethiopian context, the secondary school structure involves schools which includes Grades 9 to 12. It is a term that describes school structure in which the ending stage of general schooling takes place (Addis Ababa Education Bureau, 2019).
- Teacher is a classroom practitioner who translates educational instruction and curriculum policy and objectives into knowledge, skills and attitude. During formal instruction, teachers facilitate learning in students in the classroom (Ofoegdu, 2004:82).
- One-to-five group is a governmental structure, a model or a network, where one member (leaders of the group) is responsible for monitoring the activities of five more members.

1.17 ORGANISATION OF THE THESIS

This thesis consists of five chapters.

Chapter 1 consists of an overall introduction, background, statement of the problem, objectives and research questions of the study. The significance, scope, limitations, definitions of key terms and organisation of the thesis are also provided in this chapter.

Chapter 2 reviews relevant literature and provides a theoretical rationale for the study and conceptual framework on which the present study draws. It includes theoretical and conceptual aspects of school leadership and teacher job satisfaction.

Chapter 3 presents the research paradigm, the research approach and design as well as the methodology. Site selection and participant sampling is discussed. Instruments used for data collection, the procedure followed and procedures of data collection and analyses employed in this study are discussed.

Chapter 4 contains data analysis, results and discussions. The qualitative data are presented, analysed and findings are also discussed according to emerging themes.

The last chapter of the thesis, Chapter 5, provides the summary, conclusions, recommendations and implications for further studies.

Each chapter has its own introduction and chapter summary. At the end of this thesis is a list of cited sources, appendices and relevant verbatim qualitative reports.

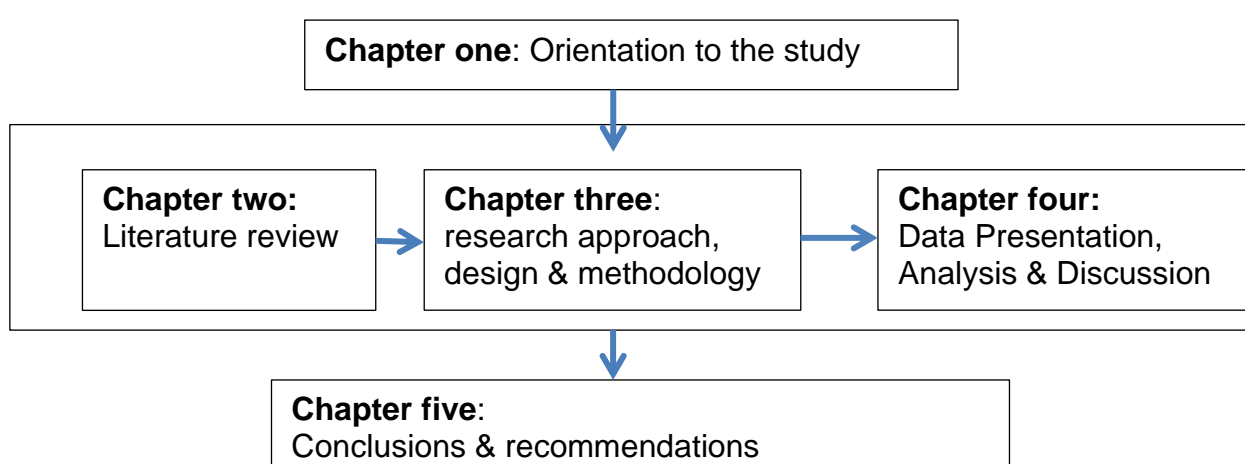


Figure 1.1: Organisation of the thesis

1.18 CONCLUSION

This chapter presented the research. The study problem, justification basic and specific research questions, contribution of the study, key term definitions and research organisation were discussed. In Ethiopia, little effort has been made to recognise the effect of public secondary school principal leadership practice on teacher job satisfaction. According to previous studies (Mengistu, 2012; Tesfaw, 2014), public school teachers have a low level of job satisfaction. On this assumption, the main purpose of this research is to investigate and develop in-sight into public secondary school principal leadership practice, level of teacher job satisfaction and teachers' perception of their principals' leadership behaviour. The school leadership practices such as transformational leadership and instructional leadership style have a positive association with teacher job satisfaction (Tefaw 2014:9). Thus, motivated teachers can make a difference in school effectiveness and student achievement. In contrast, ineffective school leaders create dissatisfied teachers which impacts on the quality of education system.

To understand the researched issue, the practice of school leadership in public secondary schools and the perception of teachers regarding their principal leadership style and their job satisfaction, a qualitative instrumental case study research design is used. The research sample is purposefully selected to collect data from principal and teachers. Eventually, the size of participants is determined by the saturation of information obtained. ATLAS.ti 8 software is used to organise and code the interview data, which means that coding, categorising and building themes to extract research findings are the steps undertaken during data analysis in this research. To ensure the quality and trustworthiness of the research scientific qualitative research procedures and strategies are employed throughout the research process.

The next chapter reviews the literature related to the topics under the study and discusses the theoretical and conceptual components of the study.

CHAPTER TWO

A REVIEW OF THE LITERATURE

2.1 INTRODUCTION

The previous chapter provided an introduction and background to this research. It gave an overview of the study rationale, the problem statement, the aims and the objectives of the study, as well as definitions of key terms. It also outlined the overall organisation of the study. This chapter addresses the central issues of the study area through a review of the literature on the research topic.

The purpose of the research was to understand school management, principal leadership practices, and their possible impact on teacher job satisfaction in public secondary schools in Addis Ababa. To address the research purpose, this chapter is organised as follows: an overview of the education system in Ethiopia (2.2), the Ethiopian secondary school's management structure (2.3), a review of literature on school leadership (2.4.1) and job satisfaction (2.4.2).

The subsequent sections focus on developing a theoretical framework (2.5) looking firstly at a review of the literature on school leadership (2.5.1) and then school leadership theories (2.5.2). Thereafter, a review of literature on job satisfaction (2.5.3) and job satisfaction theories, which includes Herzberg's two-factors theory (2.5.4), is conducted.

2.2 AN OVERVIEW OF THE EDUCATION SYSTEM IN ETHIOPIA

Ethiopia has a federal system of government, which comprises nine regional states and two city administrations. The constitution of Ethiopia assigns considerable authority and responsibilities to the regional states, which is implemented and honoured through councils at the regional Woreda and Kebele levels. Education is the shared responsibility of these administrative tiers (EFA, 2015: 2).

Delivering quality education is key for the development for a country's people and thus to the success in the competitive global economy (Tesfaw, 2014: 905). The Ethiopian education policy has visions such as access to quality primary education for all, citizens that possess human and national responsibility and production of a lower, middle,

and higher-level skilled workforce (MoE, 1994). The Ethiopian Government's Education Policy reflects the various federal government arrangements (IBE, 2001:3), which focus on access to basic primary education, expansion of the education system with particular emphasis on the attainment of basic education for all, the right to learn using one's mother tongue and civic education. The primary goal of the Ethiopian education policy is to develop citizens who respect human rights, equality, justice and peace which is endowed in a democratic culture and discipline.

Thus, education is seen as the means of economic and social advancement (EFA, 2015:2; MoE, 1994). According to Education System of Ethiopia (2015:5), Ethiopia is committed to achieving consistent economic growth and has set a long-term vision to become a middle-income country by 2025. To attain this financial goal, the average Global Domestic Product (GDP) growth rates should be over ten percent for consecutive years. Educational reform thus plays a critical role in achieving this aim (MoE, 2010).

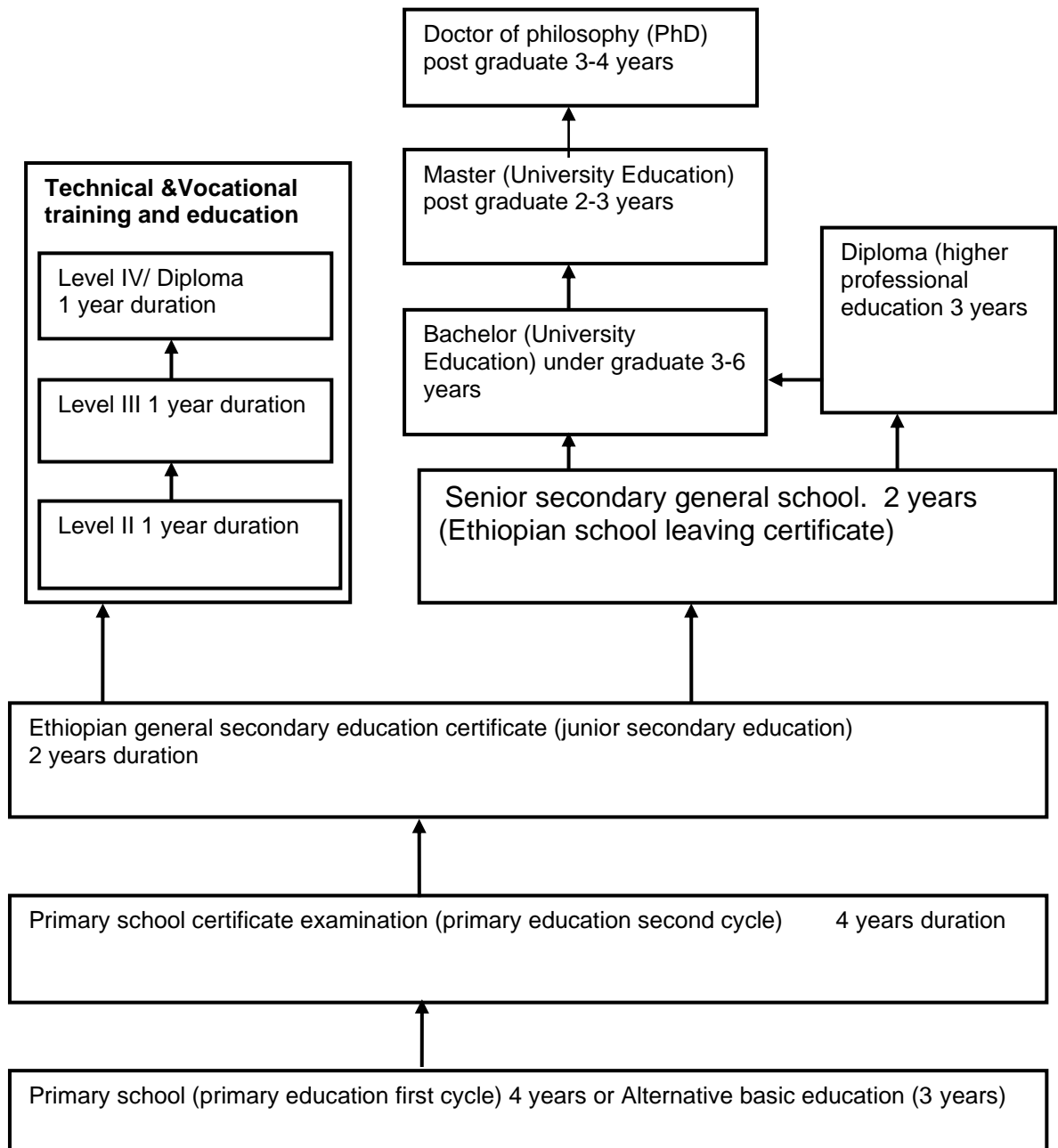
There are two parts to the structure of the Ethiopian education system: a formal education sector and a non-formal education sector. However, non-formal education is not included in the formal sector of education but consists of open-ended types of training programmes and a flexible way of delivering education. Citizens who have no access to formal education (primary-aged children as well as adults who have either dropped out or are beginners) can attend non-formal education (Education System of Ethiopia, 2015:6-10).

In Ethiopia, formal education has a similar structure to that of general education, which consist of kindergarten, primary and secondary schools, technical and vocational training and education, and tertiary education (undergraduate and postgraduate) programmes. Following the new Ethiopian education and training policy, the structure of the education system was changed to the 8-4 system (MoE, 1994: MoE, 2018). This education structure provides eight years of primary schooling and four years of secondary education. Primary education consists of two cycles: a first primary cycle starts at grade 1 and ends with grade 4 (ages 7-10), then a second primary cycle ranges from grade 5 to grade 8 (ages 11-14). Alternative Basic Education (ABE) facilities deliver three years of education that substitute the first cycle of the primary curriculum for those who have not had access to formal education structures for various reasons. Secondary education consists of two cycles: general secondary school from

grade 9 to grade 10 (ages 15-16), and grade eleven to grade twelve (ages 17-18), which is delivered in preparatory schools. Technical and Vocational Training and Education (TVTE) is offered at technical and vocational schools and colleges (Akemi, 2015:221; Education System Ethiopia, 2015:6-10).

Students take a national examination, the Ethiopian General Secondary Education Certificate (EGSEC), at the end of the general secondary school cycle. Those who pass this examination have two options: students who scored higher grades can join the secondary preparatory school to prepare for higher education, while others are given the opportunity to continue their education in technical and vocational training and education schools. Students who have not completed their education (school dropout), have the option to enrol in short-term skills training schemes in technical and vocational training and education schools. At the end of the second cycle of secondary education, students take the Ethiopian Higher Education Entrance Examination (EHEEE), which grants them access to the university (Akemi 2015:221; Education System Ethiopia 2015:8).

The higher education system consists of two sections: university education and non-university education. University education consists of undergraduate (3-6years) and postgraduate education (master's two years and doctorate 3-4 years). Non-university education is offered in colleges in the form of three-year diplomas for pre-primary, primary and basic school teachers (Akemi, 2015:221; Education System Ethiopia, 2015:10). The following diagram illustrates the overall Ethiopian education system. However, currently the government of Ethiopia is involved in the amendment of the structure of education. The new education policy (the education roadmap) began implementation in 2019 (MoE, 2018). Based on this new education roadmap, the primary education has two cycles, the first being grades 1-6 and the second cycle, grades 7-8. Secondary education will consist of four years (grades 9 to 12), and the undergraduate minimum duration will comprise four years.



(Adapted from: Education System Ethiopia, 2015:8).

Figure 2.1 The Ethiopian education systems

2.3 ETHIOPIAN SECONDARY SCHOOLMANAGEMENT STRUCTURE

To achieve the goals of the growth and transformational development plan and good governance in Ethiopian sectors, effective implementation of civil service reform is obligatory. The main purpose of civil service reform is to develop civil servants who have the capability, knowledge, skills and common understanding of, and appropriate attitude toward governmental policies and strategies (Defere, 2016:79). In order to achieve the developmental goals, civil servants should develop the same attitude towards the policies and strategies. In the same regard,

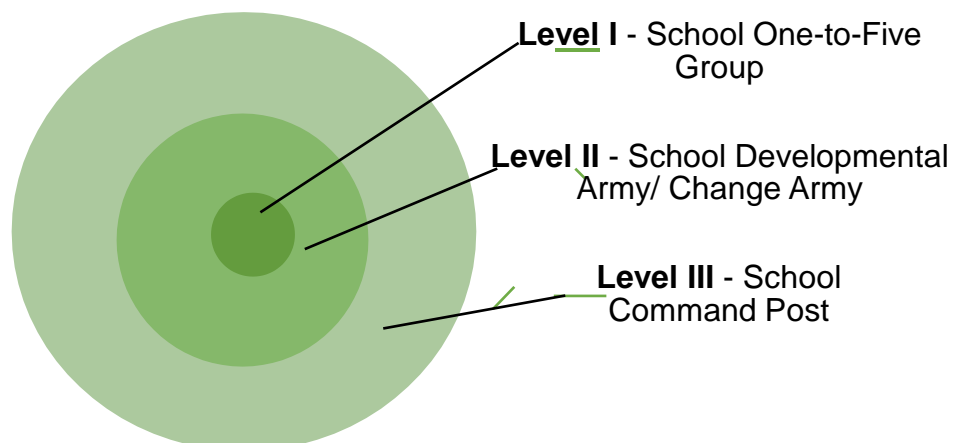
public schools are one of the institutions that implement civil service reform. To ensure effective implementation of policies and strategies effectively three wings, the ruling party wing, the government wing, and the community wing, work under the jurisdiction of the developmental army (የልማት ስራዊት-*yelmat serawit*), (Addis Ababa City Government Human Resource Capacity Building Bureau, 2014).

The development army or the change army employs tactical arrangements to ensure that policies are implemented successfully. These include aspects such as the teacher one-to-five structure, the change army or development group, and the command post, all of which are discussed in the next sections.

The teacher's one-to-five structure is a governmental structure, a model or a network, where one member (leader of the group) is responsible for monitoring the activities of five more members. The group is organised by 4-7 teacher members within a department. The group leader of the one-to-five group is the one who has a good attitude towards and understanding of the government policies and strategies. The one-to-five group leaders have the responsibility of organising the group meeting each week, setting the discussion agendas, preparing a plan for the group, reporting the weekly discussion and representing the one-to-five group at the change army group meetings. The leaders of one-to-five have the responsibility of shaping the attitude and developing the skills of the members in line with the government policies and strategies (Addis Ababa City Government Human Resource Capacity Building Bureau, 2014:4; Canada: Immigration and Refugee Board of Canada: Ethiopia, 2016).

The change army/ development group is formed from two or above two one-to-five group leaders, thus a collection of one-to-five leaders. In secondary schools, the change army is organised according to related departments such as Social Science (History, Geography, Civics Education), Language Departments (English, Amharic), and Natural Sciences (Chemistry, Physics, Mathematics, Biology, Physical Education). The main responsibilities of the change army are to ensure good practice in each of the departments and solve problems that are raised in the one-to-five group meetings. The command post in the school is the higher body that discusses every educational, political, community participation agenda and presents collective decision. The command comprises a school principal (as the chairperson), three vice-principals, change army leaders, and two teachers from the ruling party members.

Figure 2.2: Representation of key participants in school management



The Ethiopian government implemented the above structures in schools in 2008. However, limited research has been conducted on the school management and educational army development in school. Siyum and Gebremedhin (2015:223-235) conducted a study on the influence of politics on teacher's academic freedom and on the independence of academic institutions. The study, using a mixed research approach, found that there is a significant relationship between position and ruling politics party membership in the school. The study found that the school principal, department heads and unit leaders are affiliated to the ruling party whereas teachers who were not in key positions as a result of not being involved in the party membership. Teachers need to become affiliated to the ruling party in order to be appointed to a position in the school or they are assigned to other sectors. Partiality is seen in schools where non-member teachers are not involved equally in professional development activities like training and upgrading of their education level. This means that in order to receive benefits, teachers are prompted to become members of the ruling party, which results in teacher's loss of their academic freedom which could influence the quality of education.

Finally, the study revealed that performance evaluation of teachers was highly dependent on political activities and lacked the focus of the teaching and learning process. Thus, teacher members of ruling party achieved greater evaluation points than the non-members. According to this study, political interference is the main reason for

the professional dissatisfaction of teachers and the failure of schools to achieve their main objectives (Siyum & Gebremedhin, 2015).

2.4 A REVIEW OF THE LITERATURE

The literature review focused on publications from 2010-2018, drawing from peer-reviewed journal articles, theses, scholarly books and academic websites. This section reviews literature on school leadership (2.4.1) and job satisfaction (2.4.2).

2.4.1 School Leadership

The quality of education is positively correlated to quality educational leadership. As a result, in educational organisations, leadership behaviour plays a significant role in success in schools. Several studies have identified the link between school leadership style (practice and/or behaviour) and job satisfaction of the teacher, commitment, school performance and student achievement (Bush 2007:391; Niqab, Sharma, Wei, & Maulod 2014:74; Ross & Cozzens 2016:172; Zorlu & Arseven 2016:275). Hence, this research focuses on instructional and transformational school leadership styles.

Instructional school leadership has been a dominant approach seen in education systems since the 1980s. Studies have revealed a higher rate of school outcome achievement when the school principal gives emphasis to the teaching-learning process (Manaseh, 2016:32; Ross & Cozzens, 2016:171). Zorlu and Arseven (2016:276) conducted a study on instructional leadership behaviours of school administration on the implication of secondary school curricula in Turkey. In the study, 309 teachers and 68 school administrators, working in 25 secondary schools, were selected. This study investigated determining and sharing the school's aims, management of the educational programme and instruction process, assessment of the education process and students, supporting teachers and their development and creating an organised learning-teaching environment and atmosphere. According to the result of the study, there is a significant difference between teacher's perception of instructional leadership behaviours and school administrators, with teachers viewing instructional leadership behaviour as performing at a lower level. Regarding instructional leadership behaviour sub domains, teachers who participated in the study, perceived that revising scarcely and updating the school aim were not true indicators of leadership behaviour by the school administrators. Whereas the school administrators perceived this instructional leadership behaviour as the most practised

behaviour. The study revealed that teachers perceived school administrators focus more on reporting the educational process than guiding and monitoring it, such as visiting classes to ensure the effectiveness of classroom instruction and use of effective instructional time. Administrators are good at reporting the school success and student assessment to teachers, encouraging teachers to exhibit a high level of performance. According to administrator perception, commonly exhibited behaviour complements teachers motivating for achieved success, while instructional leadership like sharing knowledge and preparing in-service training is less likely exhibited behaviour. Administrators tended to exhibit leadership behaviour of supporting teachers to do their jobs better in contrast to encouraging team spirit among school community.

In all sub-dimensions of instructional leadership behaviour, teachers and administrators had no common perception. An antagonistic perception between the teachers and administrators will lead to conflict. Thus, the school administrators should be more open to criticism and be easily accessible to teachers (Zorlu & Arseven 2016:288).

Supporting the above findings that principals' focus has changed, Gillet (2010:10) in a study conducted in Australia, stated that most of the surveyed principals focused on regulatory actions such as financial administration, rather than instructional activities which tended to distance them from their staff. In the same vein, in Tanzania, a developing country, the practice of instructional leadership has received little attention from secondary school principals. As a result, secondary school teachers and students in Tanzania were not aware of the concept of instructional leadership, department heads were not involved in curriculum development and school principals were neither following nor observing classroom activities (Manaseh, 2016:32). Moreover, Manaseh (2016:44) concluded that heads of community schools did not have a enough understanding of instructional leadership and this resulted in less support being provided to teachers in specific instructional activities. Due to their limited knowledge of instructional leadership, heads of the school were lacking skill in managing instruction.

A study conducted by Ross and Cozzens (2016:171) in the United States of America (USA), on teachers' perceptions of the effects of principals' leadership on student achievement and school climate, took into account Green's (2010) thirteen core competencies of assessment namely, collaboration, curriculum and instruction, diversity, inquiry, instructional leadership, learning community organisational

management, professional development, professionalism, reflection, unity of purpose and visionary leadership. The study found that teachers' perceptions of the core competencies related to instructional leadership skills were that they had the potential to shape school atmosphere and climate and to enhance teacher performance as well as their job satisfaction. "Effective school leaders must support their teams to do their best, restructure the organization to improve effectiveness, and share responsibility as data driven-leaders. Perceptions in the workplace are often underestimated but can be key factors to success by encouraging others and preventing barriers" (Ross & Cozzens, 2016:172).

Among different school leadership styles, transformational leadership is a style that has been observed to better contribute to teacher job satisfaction (Hariri, Monypenny & Prideaux 2016:59), commitment to work (Amin *et al.*, 2013:105; Aydin *et al.*, 2013:807; Selamat *et al.*, 2013:570) and achievement of teachers (Leithwood & Sun, 2012:420). Thus, principal leadership styles can strongly influence the performance in any schools (Ibrahim & Wahab 2012; Aydin *et al.*, 2013: 807).

Voon, Lo, Ngui and Ayob (2011) conducted research in Malaysia which revealed that teacher job satisfaction has a positive relationship with transformational and transactional leadership styles. Another study was conducted by Hariri *et al.* (2016:59) *in the Province of Lampung, in Indonesia*. Data were collected from 475 teachers with a response rate of 92 percent. Most school principals in the study area were likely to practise transformational leadership and were less likely to practise a transactional leadership style. Almost none of them were reported to be practising laissez-faire leadership styles. The study concluded that teachers who worked in the Province of Lampung were satisfied and that the job satisfaction of teachers was significantly improved where principals exhibited a transformational leadership style as well as rational decision-making style. In contrast, principals who were practicing *laissez-faire* leadership styles, intuitive decision-making styles and avoidant decision-making style profoundly contributed to a decrease of teacher job satisfaction.

Resonating with this argument, Eyal and Roth's (2011:271) findings of a study conducted in Israel with a sample of 122 elementary school teachers, found that school principal leadership styles play a significant role in teacher motivation and well-being. The study's central hypothesis was that transformational leadership would be highly related to autonomous motivation, whereas transactional leadership would predict

controlled motivation among teachers. The results of this study supported this hypothesis.

Another study conducted by Hui *et al.*, (2013:175-184) in the Chinese Province of Xinjiang surveyed 180 elementary school and 172 secondary school teachers. The quantitative component of the study revealed that principal leadership styles and decision-making techniques have a positive relationship with teacher job satisfaction and principal's leadership styles are positively associated with each other. Moreover, the principal leadership style and teacher job satisfaction also have a positive relationship, and principal decision-making styles mediate the school leadership style and level of teacher job satisfaction.

Research was also conducted in the Province of Kermanshah in Iran by Sayadi (2016:57-65) with a population consisting of teachers of all three levels of schooling (elementary, intermediate and high school). The sample consisted of 387 randomly selected teachers among 42 schools. The return rate of data was about 89.8 percent. The study revealed that charismatic leadership was a reliable factor of job satisfaction and value commitment and that a *laissez-faire* leadership was a dynamic and negative relationship. The study suggests that leaders with a transformational leadership style support their followers toward better performance, inspiring workers by increasing their job satisfaction, improving their performance beyond expectation, and cultivating creativity and innovation in the organisation. In contrast, a *laissez-faire* leadership style only becomes efficient in a situation when the followers are highly motivated, capable and willing to do things on their own., Nguni, Slegers and Denessen (2006:170) found likewise in their research in Tanzania that principals who practice transactional and transformational leadership behaviour could accordingly promote job satisfaction of teachers, organisational engagement, and organisational citizenship.

Balyer's (2012:581-591) study applied a qualitative research design with in-depth interviews with semi-structure questions being used for data collection. In the study, 30 teachers were purposively selected from six schools. The study revealed that, based on teachers' perceptions, the principals were practising transformational leadership styles had a strong direct and indirect influence on teacher commitment to change and performance. The study also indicated that teachers have positive opinions regarding the practice of transformational leadership behaviour in schools.

In contrast to the findings of the above study, Long, Yusof, Kowang and Heng (2014:117-124), who conducted a study in Malaysia, revealed that there was an insignificant

relationship between components determining transformational leadership (idealised influence, inspirational motivation, intellectual stimulation and individualised consideration) and employee job satisfaction. However, an active and significant relationship was found between individualised consideration and employee job satisfaction. Long and his associates used a quantitative descriptive survey method through which 378 respondents were randomly sampled with a questionnaire return rate of 67.46 percent. The Multifactor Leadership Questionnaire (MLQ) and The Minnesota Satisfaction Questionnaire (MSQ) were used to measure transformational leadership styles and job satisfaction, respectively.

Many study findings indicate that principal leadership practices have an impact on job satisfaction and motivation levels of teachers (Hudson, 2013:88). Judge and Kammeyer-Mueller (2011) affirmed that personal self-esteem and emotional stability are highly related to job satisfaction and job performance of teachers. Teacher positive job satisfaction, perceived leader effectiveness and teacher job satisfaction (Menon, 2014:523) and principal transformational leadership and the relationship with teacher job satisfaction and teacher commitment (Wahabet *al.*, 2014:46) have been the subject of similar studies. Furthermore, research by Bogler and Nir (2012:298) and Shen, Leslie, Spybrook and Ma (2012) demonstrated that school management encompassing close supervision, support and coaching with positive intention can ensure high levels of teacher job satisfaction and smooth staff relationships.

Some studies have been conducted on the effect of transformational leadership on teacher job satisfaction in Ethiopia. Among these studies, results indicated that principal leadership styles were an important determinant of teacher job satisfaction. Mengistu's (2012:135) findings on teacher job satisfaction in secondary schools of Addis Ababa, Ethiopia, indicated that teachers, who perceived their respective principals' leadership practice to be transactional and *laissez-faire* and did not become involved in any school decision-making processes, tended to be dissatisfied with their job. As result of this poor leadership style, teacher job satisfaction was low.

Another study was conducted by Tesfaw (2014: 903-918) on the relationship between transformational leadership and job satisfaction in government secondary schools of Addis Ababa. The target population of the study was teachers who were working in the government secondary schools of Addis Ababa. The total population amounted to 4297 teachers in 54 government secondary schools. Out of these, 20 (37%) schools were selected randomly for the study. Among teachers who taught in these

selected schools, 320 teachers were randomly selected. The research instruments used had a hundred percent response rate and it employed instruments like the Transformational Leadership Scale (TLS). The instrument is a subscale of the modified Multifactor Leadership Questionnaire (MLQ) designed by Bass and Avolio (2004) to measure followers' perceptions of the transformational leadership behaviour of their superiors.

The TLS has five leadership components namely idealised influence attributed, idealised influence behaviour, inspirational motivation, intellectual stimulation and individualised consideration, each represented by four items. This means that 20 items were employed to study transformational leadership. The Teachers' Job Satisfaction Questionnaire (TJSQ) is used to measure teacher's job satisfaction. Among the 23 items used, 11 items were for intrinsic job satisfaction and 12 items for extrinsic job satisfaction. Based on the teachers' perception, the results of the study showed that school principals in Addis Ababa, Ethiopia have moderate to high levels of transformational leadership behaviour. The findings also revealed that government secondary school teachers demonstrate low to moderate levels of job satisfaction. According to the findings, the most critical factors causing teacher dissatisfaction were extrinsic factors such as working conditions (low salary, unfair treatment from school principals), and principals' inability to foster good communication among teachers.

To conclude, a review of the literature has demonstrated that school leadership has a significant impact on student achievement, teacher job satisfaction, school climate and the promotion of education quality (Niqab *et al.*, 2014:74; Ross & Cozzens, 2016:172). Thus, school principals should demonstrate quality leadership behaviours which foster school community, student, parent, policymaker and stakeholder involvement in school life. Moreover, an effective school leader thinks about his/her followers' perception of their leadership style. Though sometimes perception does not necessarily reflect reality, it is significantly associated with teacher job satisfaction (Ross & Cozzens, 2016:172).

2.4.2 Teacher Job Satisfaction

The issue of teacher job satisfaction has been a major educational issue in Ethiopia (Mengistu 2012:135). Scholars such as Akililu (1967); Aweke (2015); Ayalew (1991);

Fekede (2015); Fenot (2005); Getachew (1999); Manna and Tesfaye (2000); Mengistu (2012) and Teferi, Bekalu and Abebe (2016:381) have all conducted studies on teacher job satisfaction.

In the earlier studies conducted by Aklilu (1967) and Ayalew (1994), it was indicated that the low level of Ethiopian teacher job satisfaction was the result of inadequate remuneration and inadequate access to professional growth and advancement opportunities. Similarly, findings by Getachew (1999) and Manna and Tesfaye (2000) confirmed that education in Ethiopia was suffering from low job satisfaction and low organisational commitment of teachers. Correspondingly, Fenot's (2005:78) study showed that out of 278 randomly selected primary school teachers in Addis Ababa, 64.7 percent had a tentative plan or intention to leave the profession. Only 23.3 percent of respondents intended to remain in the profession until their retirement. The study concluded that teacher job satisfaction was positively related to intrinsic factors such as the opportunity for professional growth and development.

Moreover, as part of his PhD. thesis, Mengistu investigated factors that affect teacher job satisfaction (Mengistu, 2012:102-151). The study used a mixed-methods and sequential explanatory design approach. Stratified random sampling and purposive sampling techniques were employed to select 300 respondents for the quantitative and 10 participants for the qualitative part, respectively. The study suggested that teachers who teach in secondary schools in Addis Ababa, Ethiopia were significantly dissatisfied. Salary and benefits emerged as the key causes of dissatisfaction. In addition, factors such as reduced fringe benefits and opportunities for promotion, leadership style of principals, lack of participatory decision-making, as well as the lack of possibilities to develop personally and the poor relationship teachers have with principals and parents, were the main areas of dissatisfaction. The study also revealed that there was a difference in teacher job satisfaction based on their demographic aspects. Amongst the respondents of the study, teachers aged 50 years and above were significantly more satisfied with their work than those younger. Similarly, teachers who had 21 years' experience and more were also considerably more satisfied with their work than less experienced teachers.

More recently, Aweke (2015:140) conducted a phenomenological qualitative case study on the issues of teacher motivation and professionalism in public primary schools in Addis Ababa, Ethiopia. About 15 teachers and two principals participated in the study,

which revealed that salary and benefits, school administrative support, student misbehaviour and social perception of the profession were key factors in determining low teacher job satisfaction. Primary school teachers stated that their salary is low and as a result, it does not cover basic needs. Teachers indicated that they were subjected to lack of management support in their schools, particularly manifested in limited access to training and workshops, as well as professional development opportunities. In addition, teachers mentioned the lack of transparency at schools. Student misbehaviour was identified as a secondary factor affecting teacher job dissatisfaction. This study showed that the society in Ethiopia does not give recognition to teaching as a profession in comparison to other fields of work. Accordingly, 93.7 percent of respondents reported that they joined the profession regardless of their interest or choice.

Supporting the previous study, Fekede (2015:169-186) researched teacher motivation for teaching and professional development. The study used a qualitative research design with 32 participating teachers. Data were collected through interviews and focus group discussions. The study showed that factors such as low salary and lack of reward for high performing teachers were the main cause of dissatisfaction. In addition to these factors, the decline in value given to the teaching profession in the community was also indicated as one of the key causes of low teacher motivation.

Most of the studies conducted on the issue of teacher job satisfaction in the developing country like Ethiopia, revealed that teachers have low job satisfaction levels. These factors, low job satisfaction levels and high attritions rate, were positively related to low salary, poor working conditions, lack of administrative support, leadership style and lack of opportunities for professional growth and development (Ayalew,2009:1105).

In the African context, according to the study of Ocham and Okoth (2015:814) conducted in Kenya, head-teacher motivational practices in public secondary schools such as recognition of teachers, professional growth, participative leadership and good working conditions, enhance motivation and performance of teachers. The findings of qualitative research conducted in Tanzania by Nyamubi (2017) on teacher job satisfaction showed that teachers were satisfied by both monetary and non-monetary factors such as fair remuneration, an opportunity for career development, a well-defined individual appraisal system, timely promotion and work place conditions. In addition to these factors, social respect and a positive relationship with co-workers and students were mentioned as enhancing factors to teacher job satisfaction. Satisfied teachers had

a sense of ownership and responsibility to support the student for better achievement. The study also found that teacher job dissatisfaction could lead to their search for other positions to ensure better remuneration.

Similarly, a study conducted by Johnson, Kraft and Papay (2012) in Massachusetts, USA, found that there is a causal link between working conditions, teacher job satisfaction and student achievement. Typical working conditions, such as safe facilities, adequate resources, and time for lesson preparation, were found to be important factors relating to job satisfaction and matter to teachers and students alike. However, the three most important elements of teacher job satisfaction, interpersonal relationships with administrators and colleagues, administrative support of teachers and ability to create a school environment were seen as conducive to learning as well as a school culture characterised by mutual trust, respect, openness, and commitment to student achievement (Johnson et al.,2012).

Job satisfaction, the extent to which employees are content with their job, has been a repeatedly researched topic in the field of management and organisational well as education studies as a result of its effect on employer behaviour and productivity. Ilgan, Parylo and Sungu's (2015:73) study, conducted in Turkey, found a significant difference between teacher job satisfaction and their assessment of principals' instructional supervision behaviours with principals' instructional supervision behaviours being a predictor of teacher job satisfaction. Shah and Jumani (2015) conducted a study in Pakistan on the relationship of job satisfaction with a turnover intention of private secondary school teachers. The study revealed a strong relationship between job satisfaction and its indicator (pay) and turnover intention in the study area. However, job satisfaction factors such as promotion, work itself, and supervision showed an average relation with the turnover intention. Another study conducted by Saiti and Papadopoulos (2015:73-97) in Greek schools on the topic of teacher job satisfaction and personal characteristics, used the job satisfaction survey developed by Spector (1985). The questionnaire was administered to 360 primary school teachers in the metropolitan area of Athens. The study revealed that teachers were generally satisfied with their profession. However, the Greek school teachers were more satisfied with factors such as administration, colleagues, and the nature of work and less satisfied with salary, benefits and potential reward.

2.5 THEORETICAL FRAMEWORK OF THE STUDY

Developing a conceptual framework for this study draws on the reviewed literature discussion and comprises understanding school leadership (2.5.1) with its relevant theories (2.5.2) and understanding job satisfaction (2.5.3) with Herzberg's Two Factors Theory (2.5.4) relating to job satisfaction being discussed.

2.5.1 Understanding School Leadership

Scholars have conceptualised leadership in many ways (Achua & Lussier, 2010; Glynn & DeJordy, 2010; Hackman, 2010). There is no single agreed definition among scholars for the concept of leadership (Bennis, 2007; Bennett, Crawford & Cartwright, 2003:33; Thomas & Thomas, 2011) but most disclose that leadership involves processes whereby the planned influences of leaders over their followers, direct, structure and facilitate activities and relationships in an organisation or a group (Bush, 2008:2; Yukl, 2013:21).

Thill and Bovee (2015) stated that a leader is a person who can inspire and influence his/her followers. A leader is also responsible for creating a credible and trustworthy environment and achieving the organisation's goals. Northouse (2016:6) defines leadership as "a process whereby an individual has influence on a group of individuals to achieve a common goal". The familiar concept that prevails in the above definitions is that leadership is a process, it involves influence, occurs in a group and involves a common goal.

Educational management and leadership are fields of study and practice related to the operation of schools and other educational sectors (Bush, 2008:1). According to Bush and Glover (2014:554), as with other organisational leadership, school leadership also strives to achieve the goals of the school by influencing, inspiring and sharing the vision to teachers and staff in the schools. Teacher effectiveness, school effectiveness and student achievement have been the result of successful school leadership practices (Bush, 2007:391). School leadership goes beyond the implementation of managerial functions. It is the process of influencing teachers and staff toward the better achievement of goals (Bush & Glover, 2014:554; Stronge, Richard & Catano, 2008). According to Edwards and Aboagye (2015) and Leithwood (2006), school leadership is a leadership activity that involves actively influencing teachers, staff, student, and

parent towards the effective achievement of school goals. In general, the definition of educational leadership is like the concept of leadership in another organisation (Tesfaw, 2014:2).

Successful school leadership is identified by its leaders' practice and leadership style (Huber, 2004:2). A role is a position that is defined by a set of tasks and responsibilities attributed to it. School leaders have several responsibilities which they perform within and outside of the school. According to Raihani (2008), motivating teachers and students, creating an attractive instructional environment, promoting positive intra-communication between school communities and engaging educational stockholders are the core responsibilities of the school leaders. In addition, school leaders should also contribute to crafting and developing a vision for their school and voicing the school vision for teachers, staff and other education activists (Bush & Glover, 2014:554). According to Huber (2004:4), the primary roles of school leaders are to develop the school, establish smooth communication channels among the internal and active external school environments. Moreover, they play a significant role in administration and organisational activities such as staffing, financing, organising, leading and motivating. Therefore, successful schools are the outcome of educational leaders, especially effective school principals. School leaders have an irreplaceable role in establishing effective school systems (Hansson & Anderson, 2007).

The quality of school leadership has been seen as a factor in ensuring positive school and student outcomes. School leadership, with a focus on leadership for learning, is considered to be second only to classroom teaching in its potential to impact student achievement and generate school improvement (Bush & Glover, 2014:554; Leithwood, Harris & Hopkins, 2008:27). Thus, school leaders have core responsibilities in developing the school vision, organising and managing human and material resources and learning programmes (Leithwood, Day, Sammons, Harris & Hopkins, 2006). Moreover, Day *et al.* (2010) list eight key dimensions of successful leadership practices. Each of these key dimensions is discussed below:

Crafting and developing the vision, values and directions is one of the significant roles of principals. Principals set solid and brave ideas and values that influence and inspire teachers, staff and stakeholders (Leithwood *et al.*, 2008:29). This dimension of leadership practices entails activities such as motivating and inspiring, clarifying roles and planning and organising (Yukl, 2013:30).

Improving conditions for teaching and learning ensures that the school environment is safe and is conducive to the teaching learning process. In addition to this, essential equipment necessary to the teaching-learning process should be provided.

Restructuring, organisation, redesigning roles and responsibilities ensures that educational activities and the curriculum are not stagnant; rather that they are dynamic. Therefore, school leaders have the responsibility to continuously restructure, reorganise, and redesign roles as well as distribute leadership as strategies to enhance staff engagement and ownership (Leithwood *et al.*,2008:30).

Introducing effective curriculum involves the preparation of an effective curriculum and its implementation which is the central element of the instructional process. School leaders have the role of facilitating the development, implementation and timely revision of the curriculum. Principals must support and supervise teachers during the implementation and the revision of curriculum should be involve the participation of teachers, staff and stakeholders (Leithwood *et al.*, 2008:31).

Work on teachers' growth and development is crucial and school leaders should have inspirational strategies in place for their teachers. This can include long-term education as well as continuous professional development. According to Yukl (2013:30), this domain of leadership entails leadership practices such as individual support and consideration, intellectual stimulation and modelling of appropriate values and behaviours.

Engaging community in the school activities ensures that all schools serve the entire community. In reverse, the community has the important role of strengthening the school capacities. The robust relationship among educational activists in their respective communities tends to be of benefit to schools.

Creating an attractive school environment is vital with principals developing trust among teachers, students and parents as well as truthfulness among school staff. The principal's roles to ensure that good working relationships are also extended to the relationships amongst staff at the lowest levels.

Supporting instruction by answering the question "why is the school there?" To achieve the goals of the school, school leaders have an irreplaceable role. Effective school instructions become real through effective mobilising of human, material and technological resources. The school leaders should create an attractive and non- violent

setting for teachers trying an innovative teaching approach to deliver quality education to all students (Day *et al.*, 2010).

School leadership models are underpinned by school leadership theories, which are discussed in the following section.

2.5.2 School Leadership Theories

According to Bush (2008:9), no single educational management theory works for all education systems. Educational management theories are derived from several leadership theories, such as early leadership theory (trait and behavioural theory), contingency leadership theory, and contemporary leadership theory (transactional and transformational theory).

Research has shown that an effective school leadership style has a positive impact on the school's academic success (Aydin *et al.*, 2013:808; Ibrahim & Wahab, 2012; Wahab *et al.*, 2014:46). Several studies have confirmed that effective principals create an attractive and conducive instructional environment and contribute to developing a school culture that promotes school community active participation in instruction and raising student success (Alonderiene & Majauskaitem, 2016:157; Day, Gu & Sammons 2016:252; Griffith, 2004:350; Paletta, Alivernini & Manganelli, 2017:110). This means that the instructional activities of the school depend on the leadership of the school principal (Donkor & Asante, 2016:67), and thus the an effective school is mainly the result of good leadership style that the principals practise (Hood, Poulson & Masonet, 2009; Ross & Cozzens, 2016:171). Therefore, teacher motivation is raised where a good principal leadership style is in place and the reverse is true. Teachers who are satisfied in their jobs, dedicate their time and energy to the successful achievement of school goals (Nguni *et al.*,2006:173).

In contemporary school leadership theory, there are two influential leadership styles. These are instructional leadership and transformational leadership styles (Bayler, 2012; Daly, Moolenar & Slegars, 2010). Both theories have been found to encompass leadership practices that enhance teacher job satisfaction and student achievement. The focus of this research is mainly to investigate the school leadership styles (instructional and transformational) and teacher job satisfaction through a qualitative case study research approach. Thus, this research focuses on instructional and transformational school leadership styles, which are discussed below.

2.5.2.1 Instructional school leadership

Educational leadership has been an emerging concept over the past three decades. In the educational leadership arena, instructional leadership and transformational leadership in particular are leadership models that are being more empirically studied (Dutta & Sahney 2016:947; Heck & Hallinger, 1999 cited in Hallinger 2003:329).

The concept of Instructional leadership as models emerged in the early 1980s from early research on successful and unsuccessful urban elementary schools serving poor communities in North America (Dutta & Sahney 2016:942; Hallinger, 2003:329; Pan, Nyeu & Chen 2015:493). The concept of instructional leadership originated from research by Edmonds in 1979, entitled, *Effective Schools for the Urban Poor* (Edmonds, 1979:15-24). This study identified a strong and directive principal leadership style focused on curriculum and instruction as a factor of success and effectiveness for elementary schools in poor urban communities. Moreover, the study revealed that the instructional role of principals in successful schools had the following characteristics: principals spent more of their time coordinating, controlling, supervising, and developing curriculum and instruction in the school (Hallinger, 2003:331). The instructional principals or leaders were also more goal-oriented, and focused on the improvement of student academic outcomes and were also viewed as cultural builders (Hallinger 2003:333; Sarikaya & Erdogan 2016:73). They sought to create an academic process that fostered high expectations and standards for students as well as for teachers. Thus, school leadership (that is, instructional leadership) was found to be an important factor for a successful education, teacher performance and student achievement (Edmonds, 1979:21; Hallinger, 2003:333; Pan *et al.*, 2015:493).

Instructional leadership is an educational leadership style that focuses on the following core responsibilities: school instruction, defining the school vision, mission and goals, managing the implementation of curriculum and creating a safe school (Abdullah & Kassim 2011:3307; Stewong & Prasertcharoensuk 2013:2865; Zorlu & Arseven 2016:276). A study by King (2002:62) asserted that the role of an instructional leader differed from that of a traditional school administrator by focusing on effective instruction and student achievement. Conventional heads of school tend to spend most of their time dealing with administrative duties, whereas school principals that are instructional leaders are charged with redefining their role to strive for excellence in education and become a primary leader in a community. Instructional leaders go beyond the traditional way of administrating the school; they spend more time focusing on developing

knowledge and implementing the curriculum, as well as instructing and assessing (Jita, 2010:853).

Instructional leadership concentrates on the direction of influence, rather than its nature and source. Teaching and learning are the core activities of educational institutions. Southworth (2002:79) defines the concept of instructional leadership as “strongly concerned with teaching and learning, including the professional learning of teachers as well as student’s growth”. Moreover, Bush and Glover (2013:10) and Nguyen, Ng and Yap (2017:161) define the term of instructional leadership as focusing on teachers in working with students. Leaders’ influence is targeted at student learning. The emphasis is placed on the direction and impacts the process itself. Modelling, monitoring, professional dialogue and discussing are other strategies of effective instructional leadership which support the teaching and learning process (Southworth, 2002:79).

In contrast, Blasé and Blasé (1998 as cited in Bush, 2008:18) reveal that principals in American elementary, middle and high schools suggest that effective instructional leadership behaviour comprises the following three aspects: “talking with teachers, promoting teachers’ professional growth and fostering teachers’ reflection”. Sarikaya and Erdogan (2016:275-290) in their *study Instructional leadership behaviours of the school administrators on the implementation of secondary school curricula* identified five instructional leadership dimensions. These were setting and sharing school goals, managing the school programme and instructional process, evaluating the instructional process and students, supporting and developing teachers, and constructing a well-organised teaching and learning environment and climate.

Similarly, in a recent study conducted in Vietnam by Hallinger, Walker, Nguyen, Truong and Nguyen (2017:227) on perspectives of principal’s instructional leadership, a preliminary conceptual model of instructional leadership was generated through a review of previous studies on instructional leadership. They modified the instructional leadership model to five categories and eleven sub categories. These categories were setting target (framing school objective and communicating school targets), managing the instructional programme (developing instruction, monitoring the curriculum, monitoring student progress), building solidarity (fostering harmony in the school, modelling and building credibility), developing the school’s learning climate (promoting teacher development, motivating teachers), and managing external relationships (develops parental support, maintaining system support).

Nguyen et al., (2017:153), conducted a study in Singapore on instructional leadership structure, and identified four basic areas of responsibilities that the school instructional leaders should display. These are vision development and implementation, physical and organizational structure, professional development and leading and managing instruction.

The most used conceptualisation of instructional school leadership was developed by Hallinger (2003:332). Recently, Harris, Jones, Cheah, Devadason and Adams (2017:213) used this instructional leadership model to study school principal practices in Malaysia. This model proposed three instructional leadership dimensions, such as: “defining the school mission, managing the instructional programmes and promoting a positive school learning climate”. Because of its comprehensiveness, this study is based on Hallinger’s (2000) instructional leadership model.

Defining the school mission is divided into two functions: framing the school’s goals and communicating the school’s goals. Framing the school goals are concerned with the principal’s ability in working with staff to ensure that the school has clear and measurable goals that focus on the academic progress of its students. The principal has a role in determining the areas in which school staff should pay attention and allocate resources during a given school year. Successful instructional school principals set goals to enhance student achievement. School goals should take into consideration previous achievements of students, current school resources, teacher commitment and parental involvement. School targets are based on directives from higher authorities. The goal should also state measurably (Hallinger & Murphy, 1985:222; Hallinger et al., 2017:227).

Communicating school goals is part of principals’ core responsibilities. It ensures that the goals are widely known and supported throughout the school community (students, teachers, staff and parents). The way of communicating can be formal (goal statement, staff bulletins, articles in the principals or site-council’s newsletter, curricular and staff meetings, parents and teacher conference, and assemblies) and informal interaction with the school community (Hallinger & Murphy, 1985:222; Hallinger et al., 2017:227).

In general, in this assumption, the principal has the responsibility of organising and preparing the initial school mission. Thereafter, school practitioners, such as teachers, staff, student, parents, educators and stakeholders, discuss the proposed mission, and after continuous discussions and agreement, the school mission is shared with the

whole community. *Managing the instructional programmes* focuses on the coordination and control of instruction and curriculum. This dimension incorporates three leadership functions: supervising and evaluating instruction, coordinating the curriculum and monitoring student progress. Supervising and evaluating instruction are central tasks for the principals to ensure that the goals of the school are implemented in the classroom (Hallinger & Murphy, 1985:222). Principals get intimately involved in instructional supervision in the classroom and give support to the teacher. Continuous monitoring and feedback to the teacher are key activities to improve student performance. A school which focuses on curriculum, can be instructionally effective. To monitor student progress, the school should implement standardised criteria and referenced evaluation systems such as, assessments such as tests and examinations. Based on student test results, principals should discuss how to improve results with students and teachers (Hallinger & Murphy, 1985:223; Hallinger *et al.*, 2017:229).

Managing instructional progress requires principals to engage more in the activities of the schools' instructional development programme. It is important to monitor and support their teachers (Pont, Nusche & Moorman, 2008:26) but, in order for school principals to manage the curriculum and classroom activities, they must have knowledge and skill on both the content and the pedagogy. Managing instructional progress is a dimension of school leadership that assumes that principals have more responsibility in instructional development (Hallinger, 2003:333; Harris *et al.*, 2017:213).

Promoting a positive school learning climate, according to Hallinger (2003:333), is an important and fundamental activity to achieving the vision of the school. Instructional leaders who want to improve their student learning achievement are leaders who focus more time on the activities of managing teaching-learning time, supporting teachers in their professional development, motivating and rewarding teachers and students who achieve well, and promoting positive school learning conditions.

Staff development is linked with student achievement, and the principal has the responsibility of offering further education and continuous professional development opportunities to teachers. Principals should also maintain high visibility in the school. The visibility of the principal can promote more interaction between students and teachers and teachers and the principal. This condition is essential in creating a common understanding of school goals (Hallinger & Murphy, 1985:222). An important role played by principals in creating a positive learning climate in the school is rewarding,

recognising and promoting both teachers and students for their efforts. Thus, maintaining the quality of education and providing an incentive for learning are crucial. For example, a student, especially in poor communities, needs reliable and continuous reward for work well done. The principal is the one who links the classroom and student rewarding systems in the school (Hallinger & Murphy, 1985:224; Hallinger, 2000; Hallinger *et al.*, 2017:232).

The following figure, Figure 2.3, illustrates the three instructional leadership dimensions and specific activities that each dimension entails.

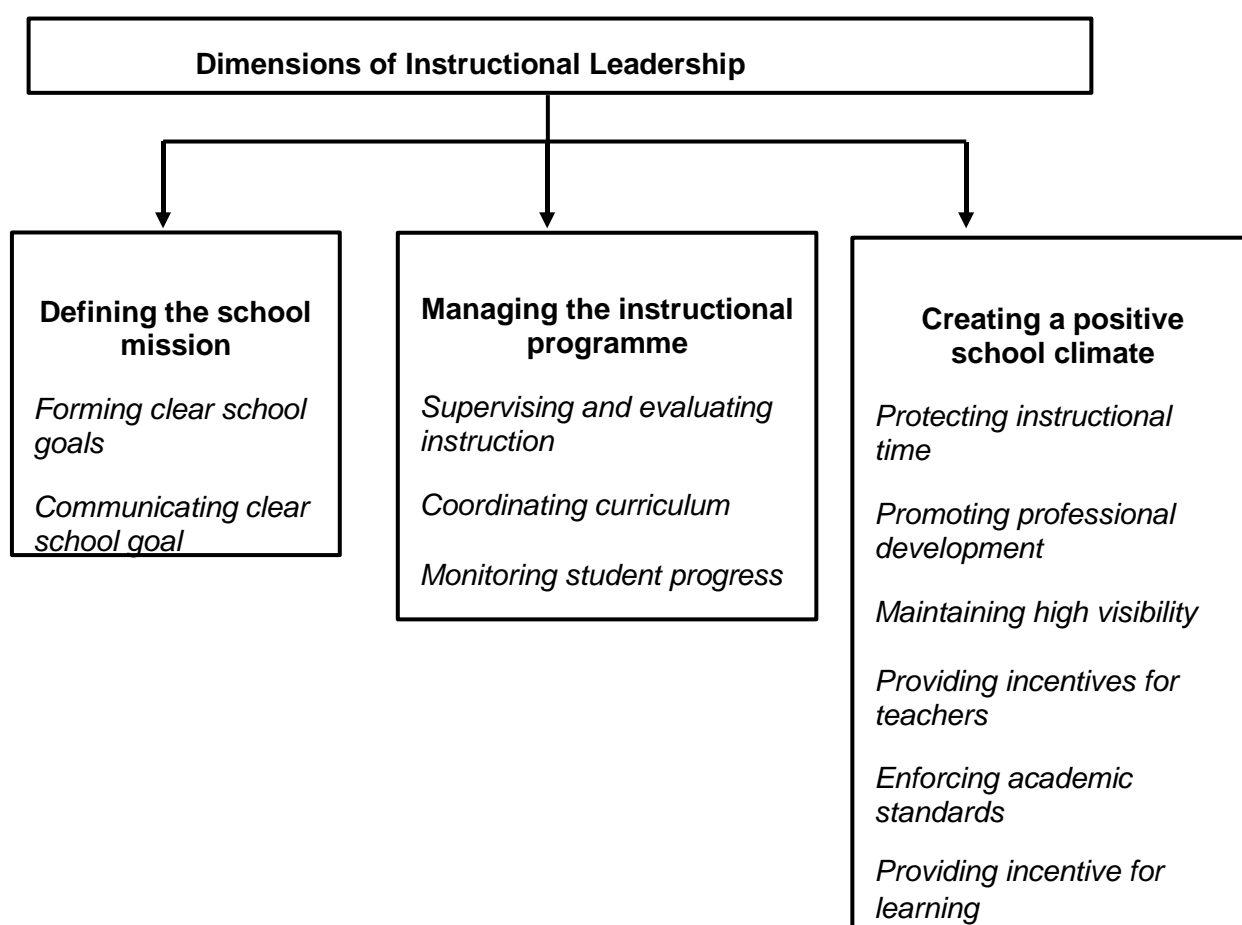


Figure 2.3: Dimensions of instructional management
(Hallinger & Murphy, 1985:221)

Generally, extensive literature on the subject, synthesised by Hallinger (2005:233), explained that the role of instructional leaders focuses on activities such as (1) developing a shared vision and goals that target instruction, (2) participating with stockholders for school improvement, (3) creating an attractive and conducive school climate that motivates both teachers and students, (4) organising an effective implementation of the curriculum and monitoring student achievement, (5) setting reward and motivational strategies as the improvement of school goals and (6) supervising and monitoring according to the plan of the school to ensure continuous development

According to Bush and Glover (2014:564), instructional leadership has two limitations. Firstly, the model places more emphasis on teaching rather than learning. Secondly, in the school leadership process this model tends to place more emphasis on the principal, which minimises the participation of teachers and the school community in the leadership activities (Hallinger, 2003:330). The emergence of leadership models such as shared, teacher, distributed and transformational indicate a broader dissatisfaction with the instructional leadership model, which tends to focus too much on the principal as the centre of expertise, power and authority (Bush & Glover, 2014:564). Thus, transformational leadership has experienced a growing acceptance in educational sectors. Transformational leadership focuses on developing the organisation's capacity to innovate. It seeks to build the organisational capacity to select its purpose and to support the development of change in teaching and learning practices, rather than focusing specifically on directed, coordinated and controlled supervision of curriculum and instruction. Transformational leadership may be viewed as distributed in that it focuses on developing a shared vision commitment to school change (Hallinger, 2003:330). The following section discusses the transformational leadership model.

2.5.2.2 Transformational school leadership

Burns (1979:20) postulated that transformational leadership developed from the concept of political leadership. Burns underlined that there was an interactional relationship between a leader and followers. It is a way of leading by engaging, motivating, ensuring integrity and the morality of one another in the pursuit of a common achievement goal (Burns, 1979:20). Based on the Burns' theory, Bass expanded the theory of leadership style by including transactional and transformational leadership styles and then further modified it to include the full range of leadership models (Bass, 1999:9-32). According to Bass (1985), the full-

range leadership model should be categorised as transactional, transformational and *laissez-faire* leadership styles. Currently *laissez-fair* leadership is considered as a lack of leadership (Yahaya & Ebrahim, 2016:195).

The transformational school principal is the school leader who strives to inspire, motivate and coach followers toward the success and development of the school (Bass & Riggio, 2006:4; Northouse, 2016:166; Wahab *et al.*, 2014:40). This means that it is a motivational leadership practice which requires a leader who sets a clear organisational vision and inspires employees to perform at the higher level to achieve a common goal by creating a strong team spirit and trust (Bass & Riggio, 2006:4; Loon, Lim, Lee & Tam, 2012:194; Nasra & Heilbrunn, 2016).

According to Balyer (2012:528), Bass (1985:20), Castanheira and Costa (2011:2012) and George and Jones (2008), transformational leaders have three common functions to transform followers' mind toward the best performance. Firstly, transformational leaders serve the needs of their followers by empowering and inspiring them. Secondly, they continuously promote and make their followers aware of the importance of carrying out their tasks well. Finally, transformational leaders lead charismatically, with trust and vision. Moreover, based on empirical evidence of Leithwood and Jantzi (2005), a transformational school leadership practice sets direction, develops people and redesigns the organisation. Leithwood (1994 as cited in Bush, 2008:13) indicates that transformational school leadership has eight dimensions: "setting school vision, establishing school goals, providing intellectual stimulation, offering individualised support, modelling best practices and important organisational values, and demonstrating high performance expectations, creating a productive school culture, and developing structures to foster participation in school decisions". Thus, the transformational leadership approach has the potential to align stakeholders with the school leader and teachers to achieve educational objectives (Bush, 2007:397). According to Popper, Mayseless and Castelnovo (2000:267-289), school leadership practices are categorised into transformational leadership components. The transformational leadership model originally had three components comprising "idealised influence, intellectual stimulation, and individualised consideration" (Bass, 1985:40). In later years, another component was added to the model and was called "inspirational motivation" (Avolio, 2011; Bass & Avolio, 2004:94).

Nowadays transformational leadership comprises four components: "idealised influence, inspirational motivation, intellectual stimulation and individualised consideration" (Balyer,

2012:528; Bass & Avolio, 2004:94; Bass & Riggio, 2006:4; Northouse, 2016:166). This research is founded on the following components of transformational leadership:

Idealised influence (charismatic), as it is related to a charismatic, ethical condition and personal behaviour of leadership. Leaders who display the behaviour of a role model for followers and who truly lead the way, are related to idealised influence (Bass & Riggio, 2006:5). Idealised influence leaders consider their followers' needs over the leaders' own needs (Bass, 1985:40; Northouse, 2016:167). The charismatic leader is an ethical role model and is valued and respected by their followers (Avolio & Bass, 2002:2; Northouse, 2016:167). Thus, the school principal has an idealised influence characterised by respectable communication skills, honesty, loyalty and self-confidence (Gort, 2015), which enables leaders to obtain full commitment and performance from followers (Gill, 2006).

Inspirational motivation by leaders inspires behaviour and motivates followers through providing meaning (Avolio & Bass, 2002:2; Bass & Riggio, 2006:4; Menon, 2014:511). Transformational leaders establish commitment and team spirit by inspiring, encouraging and setting a vision for followers (Northouse, 2016:167; Yahaya & Ebrahim, 2016:197). It is believed that a leader displaying inspirational motivation has high expectations for followers. Such leaders inspire and motivate the followers by communicating a clear vision, aligning organisational goals as well as personal goals, and treating problems as opportunities from which to learn (Gill, 2006). Inspirational leaders are positive, motivated, energetic and passionate (Gort, 2015).

Intellectual stimulation stimulates transformational leaders' followers "to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways" (Avolio & Bass, 2002:2). Intellectual stimulation needs the leader's ability and intellectual creativity to address challenging questions and situations ensuring that followers are innovative and creative in problem-solving and become actively involved in organisational decision making (Hoyt, Geothals & Riggio, 2006; Limsila & Ogunana, 2008). Followers are not publicly criticised, but are openly encouraged to create and innovate. Bass, Avolio, Jung and Benson (2003) and Northouse (2016:169) state that the leader who incorporates an intellectual stimulation quality ensure that followers participate in decision-making activities, which means that the leadership style is participatory. This style of leadership therefore encourages followers or subordinates to innovate and to create solutions for problems. Such leaders act as creative, open-minded and intelligent leaders (Gort, 2015).

Individualised consideration refers to the ability of leaders to understand and identify employee needs and manage these at individual level (Menon, 2014:511). Addressing individual needs, perspectives and personal developments are core leadership behaviours of leaders displaying individual consideration skill (Hoyt *et al.*, 2006; Limsila & Ogunana, 2008). Such leaders facilitate the learning condition and develop the followers' capacity to demonstrate their higher potential. Empowerment activities such as coaching, mentoring, showing empathy and understanding followers and motivating them to become future leaders (Bass *et al.*, 2003; Bass & Riggio, 2006:7; Gort,2015) are some behaviour practices.

Table 2.1: Transformational leadership components and their behaviours (Balyer, 2012: 528; Stone, Russell & Patterson, 2004).

Transformational Leadership	
Components	Activities
Idealised Influence/ Charisma	Open minded, visionary, interactive, truthfulness, confident, modelling, risk-sharing, respect, considering other, dot miss use power, ethical, crafting goals.
Inspirational motivation	Optimistic, driven, energetic, passionate, enthusiasm, involving the followers in the decision-making, communicating high expectations, high commitment.
Intellectual stimulation	Logical, innovative, open-minded, intellectual, problem-solving
Individualised Consideration	Coach, guide, empathetic, considerate, listening,

In general, the transformational school leadership model is the most common leadership style and indicates that school leadership is not a practice determined by the principal alone; the leadership may well be shared, and come from teachers as well as from the principal (Leithwood & Jantzii, 2000a:417). Moreover, the model begins with individual support, intellectual stimulation and individual consideration, which suggests that the model is based on consideration of the needs of individuals rather than coordinating and controlling them and ensuring that the organisation works towards the desired ends. However, Yukl (1999 as cited in James & Ogbonna, 2013:356) states that the transformational leadership style has the following weaknesses:

- Understanding its influences and processes can be difficult. The theory does not answer the question - What is the precise interaction between transformational leadership and positive work outcomes?

- Transformational leadership theory focuses more on the direct influence of the leader on his/her followers. Less emphasis is placed on the influence process of a group or organisational processes. Group-level processes include activities like the organisation of work towards effective utility of human and material resources, the effective interaction and coordination of groups in the organisation, the number of workers who have a clear understanding of objectives and priorities of the organisation, workers' mutual trust and coordination, the capacity of group members to attain the objectives, and the effectiveness of relationship amongst external parts of the organisation. How leaders influence these group processes is not clearly explained by transformational theories. Likewise, transformational leadership theory does not explain the organisational process sufficiently (Yukl, 1999 cited in James & Ogbonna, 2013:356).
- There are overlapping concepts among transformational behaviours, which means that a proper explanation of transformational behaviours is lacking, particularly as a high inter-correlation is found among the behaviours.
- The theory oversees important transformational behaviours which empirical evidence has shown to be relevant, including inspiring (infusing work with meaning), developing (enhancing followers' skill and self-confidence), and empowering (providing sufficient voice and description to followers).
- The theory is conceded as applicable for the universal situation. Supporting this idea, Bass (1998) suggested that regardless of any specific situation, transformational leadership is appropriate for the effectiveness of followers and organisations. Transformational leadership theory does not clearly identify where such leadership style is the determinant. As followers can be transformed to a high level of emotional involvement in the work over time, they became stressed and burnt out. Without the employee's consent, there can be exploitation by leaders, which means that transformational leadership is biased in favour of top management, owners and managers.
- Like most leadership theories, transformational leadership theory also assumes positive outcomes achieved by followers, groups and organisations. These are due to the effectiveness of leaders. Influence is unidirectional, from leader to followers, or group or organisation. There is little interest to identify reciprocal influence processes (Yukl, 1999 cited in James & Ogbonna, 2013:356).

Despite its several limitations, transformational leadership has been a popular model of school leadership in recent times.

2.5.2.3 Instructional leadership and transformational leadership integration

Instructional leadership is not the only role of the school principal as they also play managerial functions as in planning, organising, staffing and leading, engage in external communication with for example, political leaders, with student parents, local administrator and stakeholders, leading and supervising instructional activities, and symbolic leadership roles within their respective schools (Donkor & Asante, 2016; Nguyen et al., 2017). Critics assert that efforts to limit or even focus narrowly on one of these roles to improve student performance will not assist the principal. Moreover, instructional leadership must adjust principal performance of this function to address the needs, opportunities and constraints related to the school context. For example, a principal in a small primary school can more easily spend substantial amounts of time in classrooms working on curriculum and instruction.

According to Hallinger (2003:337), the conceptual difference between instructional school leadership and transformational school leadership depends heavily on the definition of the terms. Hallinger (2003:337) identified three primary distinguishing characteristics based on the approach to school improvement. These are top-down vs. bottom-up, or transactional vs. transformational relationship to staff or finally, first-order vs. second-order target for managerial change (Hallinger, 2003:337).

Instructional leadership differs from other leadership styles in that it focuses on the direction rather than on the process of leadership. It has been characterised as a directive and top-down approach to school leadership, and it emphasises the principal's coordination and control of instruction (Hallinger, 2003:337). Instructional leadership answers the 'what' rather than the 'how' of educational leadership (Bush & Glover, 2014:564). In contrast, transformational school leadership follows the bottom-up participation approach and the result is considered a type of shared or distributed leadership. Moreover, Dutta and Sahney, (2016:942) stated that the transformational leadership approach where all organisational bodies participate in every leadership process, individual interest and control are not entertained in this model; rather it is accountable for multiple sources of leadership.

Hallinger (2003:338) identified additional dissimilarity based on the conceptual dichotomy of leadership style of transactional vs. transformational leadership. The main aim of instructional leaders is to achieve the planned goals of the school. These leaders believe that the central activities of schools are effective implementation of curriculum and the teaching-learning process and, if thus, instructional leaders' practice would be characterised as transactional. Both influence their followers towards predetermined set of goals. Currently, this debate has mostly been resolved as effective leadership requires both transactional and transformational elements (Hallinger, 2003:338).

The third conceptual difference contrasts the means through which leadership achieves its goals through first-order vs. second-order changes in the school. Instructional leadership is conceptual as targeting first order variables in the change process. This means that instructional leaders seek to influence conditions that directly impact the quality of curriculum and instruction delivered to students in classrooms (Hallinger, 2003:337). The first order practices of principal are setting school goals, directly supervising teaching and coordination of the curriculum. In contrast, transformational leadership seeks to generate second-order effects by increasing the capacity of others in the school to produce learning. Transformational leaders strongly believe that individual personal goals and school-set goals should be allied (Leithwood

& Jantzi, 2000b). Therefore, transformational leaders make linkage between and individual's mission and the organisation's mission, ensuring that the work commitment and job satisfaction of a worker is high. These changes are conceived as second-order effects in the sense that the principal creates the conditions under which others are committed and self-motivated towards the improvement of the school without specific direction from the above (Leithwood & Jantzi, 2000b).

Differences and similarities of instructional and transformational leadership are stated briefly in the following table, adapted from Hallinger and Murphy (1985:223) and Leithwood, Jantzi and Steinbach (1998 as cited in Hallinger, 2003:344).

Table 2.2: Differences/similarities of instructional and transformational leadership

Instructional	Transformational
---------------	------------------

Leadership (IL)	Leadership (TL)	Comparisons
Articulate and communicate clear school goal	Clear vision, shared school goals	<ul style="list-style-type: none"> • Instructional leadership (IL) stresses clarity and organisational nature of goals, • Transformational leadership (TL) strive to link individual goals & school goals.
Coordinate curriculum supervise and evaluate institution monitor student progress protect instructional time.		<ul style="list-style-type: none"> • Coordination and control functions in the TL model are the key.
	Individual support	<ul style="list-style-type: none"> • IL believes that this will come about through supervision and curriculum coordination. • TL model views depart from individual needs as a foundation for organizational development.
High expectations, provide incentives for learners, and teachers, providing	High expectations Rewards	<ul style="list-style-type: none"> • Rewards are associated with the mission of the school.
Professional development for Teachers	Intellectual stimulation	<ul style="list-style-type: none"> • Personal development and growth are important for TL model. Need not be tightly linked to school goals.
High visibility	Modelling	<ul style="list-style-type: none"> • Virtually the same purpose. • Principal keeps high visibility in order to model values and priorities.
	Culture building	<ul style="list-style-type: none"> • IL model also emphasizes on cultivating culture, but is merged within the school climate dimension.

(Hallinger & Murphy 1985:223; Leithwood, Jantzi & Steinbach 1998 as cited in Hallinger, 2003:344)

In summary, the integrated view of leadership is an acceptable way of school leadership. The effective leadership style promotes the success of the institution by managing the overall resources effectively and is sustainable for the leaders themselves. None of the single school leadership styles seems to provide a complete model (Bush & Glover, 2014:564). The study reveals that the situational implementation of both leadership styles, transformational and instructional in the flexible manner assists in eliciting improvement of school achievement. When the principal expects high levels of commitment and professionalism from teachers and works interactively with them in a shared instructional leadership capacity, schools as organisation, have the benefit of integrated leadership with learning and performing at high levels as the outcome (Hallinger, 2003:345).

2.5.3 Understanding Job Satisfaction

Locke (1969:309-336) defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job and job experience”. Job satisfaction, as a general concept, refers to positive features and feelings that employees have about their job (Armstrong, 2009:325; Luthan, 1998; Sailaja & Naik, 2016). According to Mehta (2012:54) “Job satisfaction is the combination of physiological and emotional experience at work”. Similarly, Luthan (1998) described three key perspectives of job satisfaction, such as job satisfaction from an employee’s achievement point of view, job satisfaction as an affiliation response to work conditions and view towards work itself, pay, promotion opportunity, supervision and co-worker communication.

From another point of view, Eyal and Roth (2011:258) and Bogler (2001:665) also try to explain the concept of job satisfaction or motivation as intrinsic and extrinsic factors. According to these scholars, factors related to conducting the job itself are intrinsic and factors related to working environment are extrinsic. Intrinsic factors of job satisfaction are highly affiliated with the workers’ personal value and it cannot be affected by external factors. Intrinsic factors are achievement at work, feelings of independence, professional respect and personal growth, while factors relating to work conditions, salary or benefits, discipline, punishment and promotion are extrinsic factors (Bogler, 2001:665; Eyal & Roth, 2011:258).

According to Armstrong (2009:343), job satisfaction indicates “a positive attitude towards the job, whereas negative and unfavourable attitudes toward the job indicate job dissatisfaction”. Aziri (2011:78) states that job satisfaction indicates

“engaging in the job that someone desire to work and work condition can be the source of joy”. Job satisfaction further suggests passion and happiness with one’s work with the definition being highly attached to a positive feeling that individuals develop for their job (Khalifa& Truong, 2010). Teachers are considered as the heart of the school, and as employees have psychological and physiological needs, they should be treated and considered as the primary body of an organisation. Sustaining job satisfaction of teachers should be considered as the primary task of school leaders/principals.

Job satisfaction is a key problem for all organisations, regardless of their location (Teferi *et al.*, 2016:381). Teachers also have different attitudes about various aspects of their jobs such as the kind of work they do, their co-workers, supervisors, subordinates and their salary (George & Jones, 2008). The level of job satisfaction varies depending on how well outcomes are fulfilled or expectations exceeded. Thus, job satisfaction has a positive relationship with employee behaviour, commitment, absenteeism, turnover, motivation and productivity (Piccolo, Greenbaum, Den Hartog & Folger, 2010; Saari & Judge, 2004; Teferi *et al.*, 2016:382).

In this study, the concept of job satisfaction is used interchangeably with the concept of motivation. The two words have a similar meaning. Thus, a positive relationship is established between the two, which means that the more teachers are motivated, the more satisfied they become with their jobs (Davis & Wilson, 2000:352). It can be assumed that when teacher needs are met, they are motivated to be effective in their performance, thereby achieving school goals. Thus, Fekede, (2015:171) confirmed that only satisfied and motivated teaches have the ability to produce innovative and problem-solving mind in educational organisations.

To find out why individuals are motivated, several theories have been forwarded. Scholars on job satisfaction are based on several theoretical perspectives. According to Baron, Henley, McGibbon and McCarthy (2002) motivational or job satisfaction theories are broadly classified into three categories, namely needs-based theories of motivation, process-based theories of motivation and drive and reinforcement theories of motivation. For this study, Herzberg’s Two-Factors Theory, a two-factor theory, is considered most appropriate.

2.5.4 Job Satisfaction Theory: Herzberg's Two Factors Theory

Studies in teacher job satisfaction are deeply rooted in the work of Herzberg, Mausener and Snyderman (1959:113-119) who discussed the issue of motivation through “satisfying and dissatisfying” factors (Toker, 2011:157). Herzberg's Motivator- Hygiene Theory, also known as the “Two-Factor Theory”, states that the nature of the job itself is a source of motivation, and does not emerge from the external reward of job conditions (Spector, 2003:192).

Akyeampong and Bennell (2007:4) and Bogler (2001:665) stated that motivator or intrinsic factors (high-order needs) related with the work itself, comprise “achievement, appreciation, accountability and improvement”. Whereas dissatisfiers or “hygiene” factors (low-order needs) are extrinsic factors that are associated with “co-worker relationships, wage, working environments, organisational policy, job security and status” (Amos, Pearson, Ristaw & Ristaw, 2008:178; Bogler, 2001:665).

The two-factor theory confirms that real satisfaction is obtained from motivator factors; however, when they are in short supply, they create dissatisfaction. Job dissatisfaction is associated with the absence of hygiene factors; however, the presence of hygiene factors alone does not result in satisfaction (Drafke & Kossen, 1998; Spector, 2003:192). Thus, optimal teacher job satisfaction is achieved through implementation of both intrinsic and extrinsic motivators or hygiene factors. According to Ololube (2006:6), social, psychological and physiological conditions of the employee are positively associated with their motivation level and with satisfied needs. Thus, teachers who are motivated would be able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relations), and intrapersonal knowledge (ethics and reflective practice). Herzberg identified five factors involving achievement, recognition, responsibility, challenge, advancement and growth and work itself that tend to affect job satisfaction positively. The absence of these factors does not necessarily result in dissatisfaction whereas, if not present, the other remaining factors cause the dissatisfaction, and conversely, the absence of these factors will not result in satisfaction. Hertzberg defined categories of ‘motivator’ and ‘hygiene’ factors. Factors related to satisfaction are causally related to the work itself; however, factors of dissatisfaction are directly linked with working conditions (Herzberg *et al.*, 1959:113- 119). Categories of factors are listed in the following tables:

Table 2.3: Herzberg's two-factor theory

Dissatisfiers (Hygienic/extrinsic factors)	Satisfiers (Motivation/intrinsic factors)
Worker relationships	Work that needs effort
Salary	Appreciation of accomplishments
Working conditions	Sense of success
Organisational policy	Responsibility
Job security	Opportunity for growth and advancement
Status	Meaningful work

(Drafte & Kossen, 1998 cited in Steyn, 2002:92)

Despite criticisms such as the question of reliability of Herzberg's methodology (the theory did not consider demographic variables), Herzberg's two-factor theory continues to influence the theory of motivation (Armstrong, 2009:262; Robbins, 2009:148). Moreover, it is more likely to be related to real-life application, and is easily understood (Armstrong, 2009:262). Herzberg's theory is widely known and is one of the most interesting theories of job satisfaction. Thus, this study makes an analysis of teacher job satisfaction based on the two-factor theory as a theoretical framework. The conceptual framework of this study is depicted in the following figure:

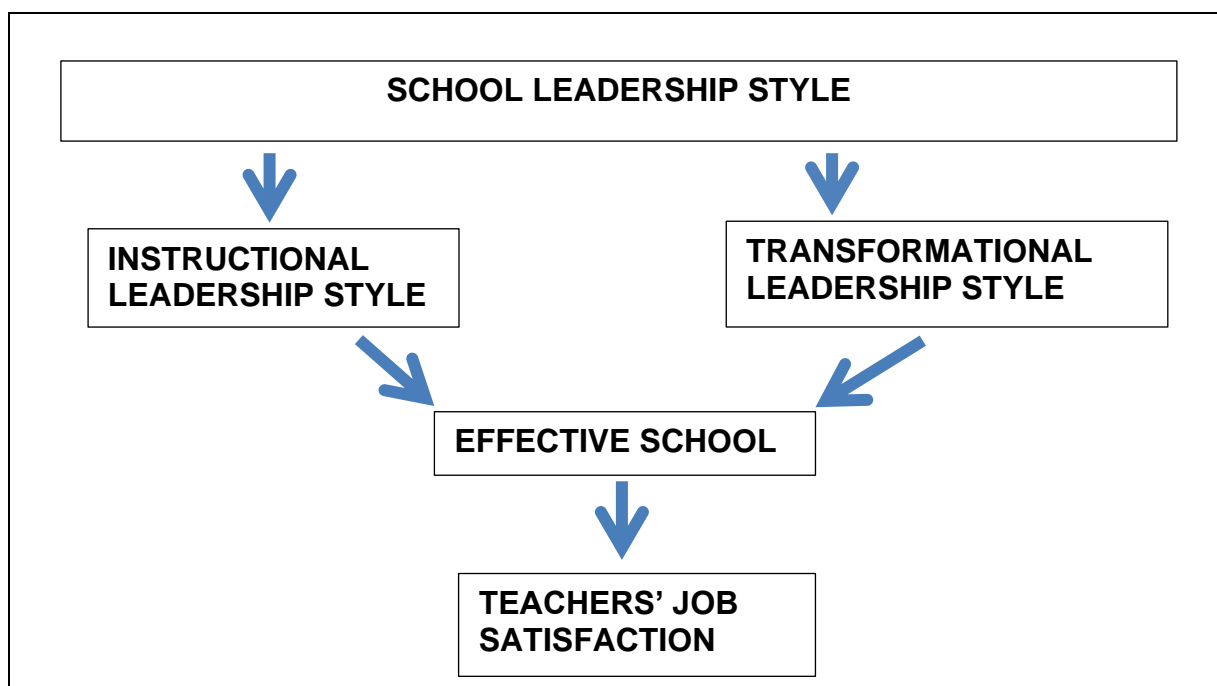


Figure 2.4: Conceptual framework

2.6 CHAPTER SUMMARY

In this chapter, concepts and theories of school leadership (instructional and transformational leadership) and job satisfaction were elaborated on. Leadership has several definitions of which influencing followers is probably the most prominent. Overall, leadership is the process of influencing followers to achieve given goals and unite followers around key values (Bush, 2008: 9).

Instructional and transformational school leadership styles were the main topic of this chapter. Instructional leadership consists of an educational leadership that focuses on the core responsibility of school activities such as implementation of curriculum, crafting and developing the school vision, mission and goals, managing the instructional programme and promoting the school climate (Abdullah & Kassim, 2011:3307; Stewong & Prasertcharoensuk, 2013:2865; Zorlu & Arseven, 2016:276). In a broad sense, transformational leadership is related to the process of motivating, empowering and inspiring followers toward the success and development of an organisation. Commonly, scholars define transformational school leadership as the process of influencing, motivating, empowering and inspiring of followers, that is, teachers, staff and school stakeholders towards the achievement of common goals set by the school (Bass & Riggio, 2006:4; Northouse, 2016:166; Wahab *et al.*, 2014:40). Thus, a transformational leader inspires and motivates his/her followers. According to the literature, there are four components of a transformational leadership style, namely idealised influence, inspirational motivation, intellectual stimulation and individualised considerations (Bass & Avolio, 2004:94). Likewise, an instructional leadership style has three main components such as defining the school's mission, managing instructional programmes and promoting a positive school learning climate (Hallinger, 2003: 333)

Teacher job satisfaction is the key factor for teacher retention and turnover reduction, performance and student achievement. Moreover, improvement of quality education is mainly the result of satisfied teachers. In general, job satisfaction is related to employee (teachers) feeling and emotions towards to their work (Armstrong, 2009:343). This study utilises Herzberg's two-factor theory as a theoretical lens for teacher job satisfaction. The next chapter discusses the research design and methodology employed for conducting the research.

CHAPTER THREE

RESEARCH APPROACH, DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter presented and discussed theoretical and conceptual issues pertinent to school leadership and teacher job satisfaction and the association amongst these constructs in line with popular literature in the area. The current chapter presents the research philosophical perspectives, the approach and the research design and the adopted research methodology for this study. More specifically, issues such as the research paradigm, the research approach, the research design and methodology are also discussed in detail. The majority of the chapter concerns a description of the study, which involves introducing the research design, the research participants and setting, describing the research process and data collection methods, and, finally, outlining analytical procedures for each data collection method as well as specifying the stage at which data were collected, analysed and reported, including lessons learned from the pilot study and concerns considered for quality of measures and ethical considerations.

As indicated in the first chapter, the current study aims to investigate the school leadership style and teacher job satisfaction in public secondary schools of Addis Ababa. The following research questions were outlined to sharpen the focus of research project.

The study the main research question was:

- How school leadership affects teachers' job satisfaction in public secondary schools in Addis Ababa?

Specifically, this study addressed the following sub-research questions:

1. How is the nature of school management and leadership experienced by teachers in Addis Ababa public secondary schools?
2. How do principals and teachers explain the leadership styles and observed practices in public secondary schools in Addis Ababa?
3. How are principal leadership styles experienced by teachers?
4. What is the level of teacher job satisfaction in public secondary schools in Addis Ababa?
5. What else influences teacher job satisfaction besides leadership, in public secondary schools in Addis Ababa?

The subsequent sections discuss the research paradigm (3.2), the approach (3.3) and design (3.4) adopted to craft the methodological positions (3.5) and practical procedures (3.6) that were followed to access and generate data.

3.2 THE THEORETICAL FRAMEWORK OF THE STUDY

The theoretical framework of this study founded on the school leadership theories of instructional leadership and transformational leadership. These leadership styles are more important to understand the practice of principal leadership activities in the school. Mainly, instructional leadership is focused on the teaching-learning practice of the school, where as transformational leadership emphasised on sharing vision and inspiring followers (Day et al., 2016).

The purpose of this study is to understand the school leadership practice and teachers' job satisfaction. Effective school leadership has positive influence on teachers' job satisfaction. Thus, to meet the objectives of the study theoretical framework of the study were founded on the instructional leadership style, transformational leadership style and Herzberg's two-factor theory (see chapter two).

3.3 RESEARCH PARADIGM: SOCIAL CONSTRUCTIVISM

In any research, the researcher present and justify the explicit philosophical assumptions and methodological orientations that the research work follows. According to Creswell (2013:22), qualitative researchers have over the years been applying different research philosophical perspectives. The most commonly applied research paradigms are post-positivism, social constructivism, transformative/postmodern, pragmatism, and critical theory.

The social constructivism research philosophical view is applied to investigate principal leadership styles and teacher job satisfaction in public secondary schools. Stake (2005) states that the social constructivism theory believes that knowledge is constructed through social interaction and individuals acquire their knowledge or perspectives through time rather than within a determined period. Based on this paradigm, knowledge is made up of social interpretations.

In line with this theory, qualitative researchers believe that knowledge is subjective, with an individual developing his/her subjective meaning towards a specific situation (Baxter & Jack 2008:545). Creswell (2013:23) explains that the quality of data emerging from a qualitative research approach is highly dependent on the relationship with the participants. Therefore, the social constructivism research approach gives the advantage of building a close relationship with the participants to generate rich data. In other words, such a paradigm makes the participants feel free to talk about their lived experiences. According to Hancock and Algozzin (2011), the qualitative researcher recommends following a social constructivism paradigm to investigate in a better way the case under study. In harmony with this, Creswell (2013:23) and Creswell and Poth (2018:173) explain that within a social constructivist view, individuals construct knowledge through their exposure and experience, but they perceive particular issues differently. Thus, this research paradigm allows the researcher to understand the perception of individuals on the issues under study (Creswell, 2013:23).

Crotty (1998:42 cited in Golafshani, 2003:604) defined social constructivism as “the view that all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted with in an essentially social context”. Social constructivism assumptions are adopted to guide this research work. Meanings are the result of a subjective view of individuals and constructed by individuals involved in a context in which they are engaged. In qualitative research, the researcher should understand the setting or context of participants in which they function. Therefore, this study, based on social constructivism assumptions, tried to investigate the experience, feelings and emotions of public secondary schools’ teachers towards their principal’s leadership behaviour, their job satisfaction and the possible association between both.

3.4 THE RESEARCH APPROACH

As previously stated, the purpose of this research was to explore principal leadership styles and teacher job satisfaction in public secondary schools in Addis Ababa, Ethiopia. In this research, a qualitative research approach was used. Issues related to educational leadership and job satisfaction mostly reflect the human lived experience. The qualitative approach was selected due to the subjective nature of the topic under study. Thus, it

required a qualitative research approach that relates well to the complex nature of humans (Freeman, Gergen & Josselson, 2015; Nguyen *et al.*, 2017).

A qualitative research approach is the research approach that gives the capacity to investigate and report the research findings as the points of view which are often observed or neglected in quantitative research at the expense of objectivity (Hammersley, 2000; Marshall & Rossman, 2016; Yin, 2014). It also allows the researcher an emic perspective with the researcher being able to interact with participants through interviews to elicit opinions, views, understanding and experiences of principal leadership styles and their job satisfaction

Creswell (2013:21) and Merriam (2002) explain that a qualitative research approach allows investigation of human interaction within the environment based on the participants' of the natural setting. This is important for the researcher to understand the insight of participants on the issues under study. Even though qualitative research has different forms, they all have common features such as "context and meaning dependant, focus on naturally occurring settings, use of human as a primary instrument, descriptive data, emergent design and inductive analysis" (Ary, Jacobs & Sorensen, 2010:424). Bogdan and Biklen (2003) also describe a qualitative research approach as an emergent, evolving, naturalistic and interpretive research approach.

Usually, qualitative data are collected in a natural setting which is continually emerging and evolving because of the constant interpretation (Lodico, Spaulding & Voegtle, 2010). Eventually, the overall goal of qualitative research is to identify with human social interaction and perception, while being aware of the processes by which individual build meaning, and then finally relating what those meanings entail (Bogdan & Biklen, 2003). According to Fraenkel and Wallen (2008), qualitative research offers flexibility to look at existing situations. It is sensitive to contextual factors and it also allows for the exploration of leadership phenomena (Parry, Mumford, Bower & Watts, 2014:133).

A qualitative research approach allows for finding more in-depth information on participants' insight of their principals' leadership styles and their job satisfaction. The qualitative research approach used in this study sees informants, their interpretations and perceptions, meanings and understandings of these target variables as the primary

data sources (Mason, 2018:109). Consistent with the recommendation by Blaikie and Priest (2019), this study did not view participants as mere data sources but instead sought their perceptions rather than imposing the researcher's view on the information they provide. As a result, rich and quality data were accessed through frequent contact with informants and attachment to the research area. Adequate and appropriate quality empirical data were generated from principals and teachers in public secondary schools in Addis Ababa (Ethiopia) to explain the significant variables of the study.

3.5 THE RESEARCH DESIGN

Babbie (2010) elaborated that any scientific research should be planned, organised and systematically arranged using a research design. A research design is a strategy or a plan to conduct research systematically. It is used as a blueprint for applying scientific investigation in research (Neuman, 2007). It is often framed within a clear philosophical and methodological orientation. A research design explains the design in which research is systematically organised and planned, the steps of data collection and data analysis technique used to arrive at valuable research findings and conclusions.

Creswell (2013:69) explains that there are diverse types or designs of qualitative research. These research designs include a “narrative, phenomenological, ethnography, case study and grounded theory approach”. Denzin and Lincoln (2005) also classified qualitative research approaches as a “case study, ethnography, critical ethnography, performance ethnography, grounded theory, testimonio, life history, narrative inquiry, participatory action research, clinical research, interpretative study, arts-based inquiry, auto-ethnography, and phenomenology”.

Creswell and Poth (2018:332) and Fraenkel and Wallen (2008) stated that qualitative research design has different ways of conducting a study. Among these qualitative research designs, a case study could include a single or multiple case using in-depth data collection tools. A case study is a type of ethnographic research that tries to develop in-depth understanding of the reality of a single unit, such as individuals, groups, organisations or programmes. A qualitative case study approach was applied to conduct this research. Its aim was to investigate and understand the reality of the entire case (Ary *et al.*, 2010). Creswell (2014) and Rule and John (2011) also stated that case studies help a researcher to generate knowledge by exploring a programme, event,

activity, process, or individual in-depth. In qualitative research, the “how” and “what” question forms are mainly used, which allows for investigating the case in-depth (Creswell 2014; Patton, 2014; Yin 2014). Bogdan and Biklen (2003) drew a similarity of a case study to a “funnel”. At the onset, there is a wide range of opportunities and features involved in this type of study, but as it develops, the emphasis needs to become more focused, based on the data being collected and interpreted. Therefore, the analysis of the case study narrows and becomes focused on specific topics.

In the field of social science and educational research, qualitative case study approaches have a dominant position in research (Marshall & Rossman 2016; Yin 2014). However, there are concerns about case studies which create challenges in order to reach consensus in accepting a case study as a research methodology. Flyvbjerg (2006:3-4) identified specific concerns involving case study research. Firstly, less emphasis is given to practical knowledge than theoretical knowledge. Secondly, in a single case study, generalisation is impossible and as a result, the single case study has no value for scientific development. Thirdly, a case study is only useful for generating hypotheses, whereas other methods are more suitable for hypotheses testing and theory building. Lastly, bias is common in the case study; therefore, verification is difficult, and it is often difficult to summarise specific case studies.

According to Yin (2014), a qualitative case study is categorised as “explanatory, exploratory and descriptive”. More publications, namely Ary, Jacobs and Sorensen (2010), Lodico *et al.*, (2010), Stake (1995) and Rule and John (2011) view case studies as “intrinsic, instrumental, and collective/multiple” case studies. To these authors, an intrinsic case study’s emphasis is on investigating a specific case. It suggests that researchers who have a genuine interest in cases should use this approach when the intent is to understand the cases better. However, the purpose is not to create an understanding of some abstract construct of generic phenomenon (Creswell, 2013:99).

According to Stake (1995) and Johnson and Christensen (2012:397), among qualitative case study research design types, an “instrumental” case study looks at a particular case in a system in order to understand an issue of the study. The issue (phenomenon) is the main focus, whereas the case is of secondary interest. The case is often looked at in-

depth, its contexts examined, its ordinary activities detailed, and because it helps the researcher pursue the outside interest, the case may or may not be seen as typical of other cases (Creswell 2013; Stake, 1995). The other type of case study, a collective/multiple case study, focuses on a group of individual studies that help to understand a complete picture of the cases (Stake 2005). It is also known as a comparative case study. Its goal is basically to identify the commonality and differences between or among cases (Lodico *et al.*, 2010).

To choose a case and determine the case type, a researcher should focus on the research purpose. Baxter and Jack (2008:545) identified methods that are useful in deciding the research case type. These are the researcher needs to identify the aim of the research in order to analyse the programme, an individual, a process or the difference between organisations. Based on these guidelines, the current study aimed to explore and understand the Addis Ababa public secondary principal leadership styles and teacher job satisfaction, adopting an instrumental case study. In other words, among the above three types of qualitative case studies, this research preferred an instrumental case study. Therefore, based on the above facts, the research design that was selected for this study is a qualitative case study design, in particular an instrumental case study.

3.6 RESEARCH METHODOLOGY

This section on research methodology describes the research site and population selected for the study (3.5.1) as well as participants and sampling (3.5.2).

3.6.1 Research Site and Population

According to Patton (2014), the research population is a group of individuals who share the same characteristics, which are of interest in the research. This research investigated the principal leadership styles and teacher job satisfaction in public secondary schools of the City Government of Addis Ababa (CGAA), so the study population were principals and teachers serving in public secondary schools of Addis Ababa, Ethiopia. Because of its multi-faceted nature of urban socio-economical features and its convenience to the researcher, an attempt was made to systematically collect qualitative data. The researcher selected manageable cases of public secondary schools making use of diverse strategies.

The researcher has rich experience of public schools. He served in government schools as a teacher, a school principal and an education department head for more than ten years. He used that experience to build rapport with the schools. Moreover, government educational policies and strategies were fully implemented in public schools rather than in non-government schools. Currently, there are about 65 public secondary and preparatory schools in Addis Ababa City Administration, and over 5200 teachers work in these schools (City Government of Addis Ababa Education Bureau, 2018). Public secondary schools (Grades 9 to 12) were targeted to access data.

3.6.2 Participants and Sampling

The study participants for the research were selected through a purposive sampling method. Purposive sampling allows the researcher to perform a qualitative investigation (Creswell, 2013:155; Lodico *et al.*, 2010; Patton 2014; Yin, 2014). Generally, the purposive sampling method was used to select principals and teachers who met the selection criteria. The researcher needed to investigate the insight of teachers and principals towards their school leadership practices and their job satisfaction. All principals and teachers who were eligible to meet the selection criteria were included. Similarly, principals with experience of a year and above in the current secondary school were eligible for selection for the research. Teachers, with teaching experience of a year and above in the current school, were considered for this research.

Random purposive sampling is employed when the potential sample size is too large, and the population has relatively equal information and experience about the researched topic (Creswell, 2013:158). To use a purposeful sampling technique for this study, two significant strategies/criteria were set. Firstly, principal participants were purposively selected based on their duties and experience of school leadership; for example, one and above years' experience as a school principal. Principal school leadership experience was categorised as (1) one to five years of leading experience, (2) six to ten years of leading experience and (3) above ten years' leading experience. Secondly, teacher participants were purposively selected based on their teaching experience and their educational level. The teaching experience was categorised as (1) one to five years, (2) six to ten years, (3) 11-15 years and (4) above 15 years of teaching experience. Teacher qualifications were grouped into bachelor's and master's degrees.

There is no consensus among researchers on acceptable optimal sample size in most qualitative studies. Beitin (2014:244) explains that an acceptable sample size for phenomenological research is about six to twelve participants. However, Creswell (2013:157) recommended between five to twenty-five participants for the same. In other literature, Yin (2014) recommended that ten participants are enough for the same cause. In qualitative research, twelve to twenty participants are the most common sample size (Breckenridge, Jones, Elliott & Nicol, 2012). In contrast, Evans (2013) indicated that the optimum size of the sample in a qualitative study is eight to twenty-four.

Despite the diverse recommendations, for the current study, thirty-four participants were selected for individual face-to-face in-depth interviews (24 teachers and 10 principals). Based on the guidelines of Ary et al., (2010) and Lodico et al., (2010), data saturation was taken into consideration as the cut-off point of sample size. The data saturation level was decided by the researcher until invitation of further participants did not provide any new information for the study topic.

As indicated (section 3.11) in this study, appropriate ethical procedures and consent of the participants were obtained. Then frequent visits to the study schools, the following procedures were used to recruit the research participants. The researcher contacted school principals and teachers to invite them to participate in the study. He conversed with twenty-two school principals to get permission to collect data from the schools. Unfortunately, nine of them declined but thirteen school principals were willing to participate. During the period of data collection, there was political unrest in the country as well as in the city and a state of emergency was declared by the federal government of Ethiopia. As a result, there was fear of giving interviews, especially if the issues were related to government policies, school management and politics in general. This was the possible reason why nine school principals were unwilling to take part in this study.

After study schools were screened, an information sheet (see Table 3.1 below) was prepared to record demographic data on the schools and possible research participants. The data sheet summarises names of schools, name of contact persons including their telephone numbers, interview schedule and status. This information sheet gave the researcher a chance to plan and schedule interviews.

Table 3.1: Information sheet template

No.	School Name/site	Contact person name and cell numbe	Interviewee name and cell number	Position	Interview Schedule	Status
1.	School X	Cp X	P1	Principal	May Monday 5:30pm	Done
2.	School Y	Cp Y	P2	Teacher	April 2018 Thursday 10- 11:30 am	Done

Before travelling to each interview site, the researcher confirmed the appointment made with participants and that they were ready to be interviewed. By following such a procedure, the researcher was able to adjust interview schedules with the participants and ensure that the schedule was being followed. As a result, thirty-four successful interviews were held until data saturation was secured.

3.7 DATA COLLECTION METHODS

The primary focus of qualitative research is not generalised findings; instead, its concern is generating new insight through understanding the perceptions of research participants (Carminati, 2018). In the case of a qualitative research approach, the researcher uses various ways of data collection. Among these conventional techniques of data collection are asking questions or interviewing (in- depth semi-structured interviews and focus group discussions), observation of events and reviewing documents (Creswell, 2013; Denzin & Lincoln, 2005; Marshall & Rossman, 2016). The following sections describe data collection using a semi-structured interview instrument (3.6.1) and section 3.6.1 describes the interview protocol and data collection procedures.

3.7.1 Data Collection: Semi-structured Interviews

For this study, an in-depth semi-structured interview was used with each participant as a data collecting instrument. According to Darlington and Scott (2002) an in-depth interview is a common tool employed for data gathering in qualitative research. To reach the appropriate description of data, the researcher, using a semi-structured format, used probing questions while interviewing participants. The main emphasis of the

interview was to elicit insights, understanding and perspectives of participants about leadership styles and job satisfaction to answer the research questions.

In-depth interviewing is a dominant technique of data collection in any qualitative research (Darlington & Scott, 2002; Marshall & Rossman, 2016). Interviewing allows the researcher a chance to see the world from the participants' viewpoint (Patton, 2014). A semi-structured interview permits the researcher to outline the topic and focus on the questions to be covered during the conversation, and it also provides freedom for interviewees to respond. This interview technique has the features of structured and unstructured interview items, and it allows the use of closed and open questions (Corbetta, 2003). In general, such an interview is useful to focus on a small group with major interest, as it is flexible to modify questions and use probing questions to ensure that extensive in-depth data is provided. Semi-structured interview items basically incorporate the following six types of questions: background or demographics, knowledge, experience or behaviour, opinion or values, feeling and sensory questions (Fraenkel & Wallen, 2008).

Creswell (2013:163) suggests that to conduct an effective and efficient interview session, the following ten steps should be followed:

1. Identify the research questions that could be answered by interviewees,
2. Based on purposeful sampling, identify interviewees who have ample information to answer research questions,
3. Select what type of interview is appropriate for the research question,
4. Use modern recording technology,
5. Be sure that the recording material has enough space,
6. Create an interview guide or interview protocol,
7. Recheck whether the interview procedure has quality by using pilot testing,
8. Determine the place where the interview is conducted,
9. Have interviewee consent forms signed, and finally,
10. During the interview, follow proper intervening procedures and questioning styles.

An interview can be done using the telephone, online and face-to-face. In this study, a face-to-face interview was preferred. A face-to-face interview is the type of interview in which the interviewer and interviewee converse face-to-face (Krathwohl, 2009), which

has the advantages of giving the researcher the chance of modifying and re-modifying the line of enquiry based on the response of the interviewee and thus be able to “dig deeper” to ensure that he/she has fully explored the data the participant is able to provide. It also provides non-verbal responses such as body language and facial expressions which are very important for interpretation. Spending time with the interviewee results in trust being built up between the interviewer and interviewee (Cozby, 2009; Silverman, 2010).

Before the start of data collection, the researcher applied for and was granted ethical research clearance by the University of South Africa (Appendix A) to collect data to the study. In addition, permission was granted by the Addis Ababa City Government Education Bureau (Appendix B) to conduct the research in the selected schools. Once permission was granted, the researcher invited principals and teachers to participate in the research. The interview guideline was distributed to the participants before the interviews were conducted as this procedure helps the participants to prepare themselves ahead of the interview session. Before the data collection process began, consent to be interviewed was confirmed in writing, as well as allowing the interview to be audio recorded (Appendix C).

Open-ended semi-structure interview questions were used to collect in-depth information from the participants in this research. According to Slavin (2007), open-ended questions permit the researcher to obtain unrestricted information on the topic under study. In a qualitative inquiry, open-ended questions give participants the opportunity to discuss their existed practice relating to the context and the researcher the chance to listen. The interview protocol was followed by probes which allowed for eliciting additional information.

The interviews, following steps recommended by Creswell (2013:163), were conducted in a quiet and safe spot scheduled at a convenient time for the participants. During the interview, an audio recording device was used and from which the data were transcribed verbatim or word-for-word. Notes were also taken to allow data checking, refining, and facilitating analysis.

3.7.2 Interview Protocol and Data Collection Process

The researcher used an interview protocol during data collection. Developing an interview protocol is important during data gathering as it gives direction on how the interview is to be conducted from beginning to end and it thus guides the interview ensuring that the session is organised and proceeds smoothly. Moreover, it makes the interview well structured. In the current work, the researcher prepared a written interview protocol for the data collection (see Appendix D). This written interview protocol contained fundamental issues about the interview session procedures as well as a set of questions. Every interview session had a beginning, a middle and closing section. At the closure, the researcher thanked the participants for successful completion of the interview.

Regarding the contents of the interview, the interview guideline had three parts: Part I entailed demographic information such as age, gender, educational level, work experience with the current position and total work experience as a teacher/principal. Part II elicited information on school leadership, while Part III explored items on teacher job satisfaction (see Appendix D).

To reiterate, this study followed a transparent data collection process or steps, as recommended by Creswell (2013:146). The following figure summaries the steps followed.

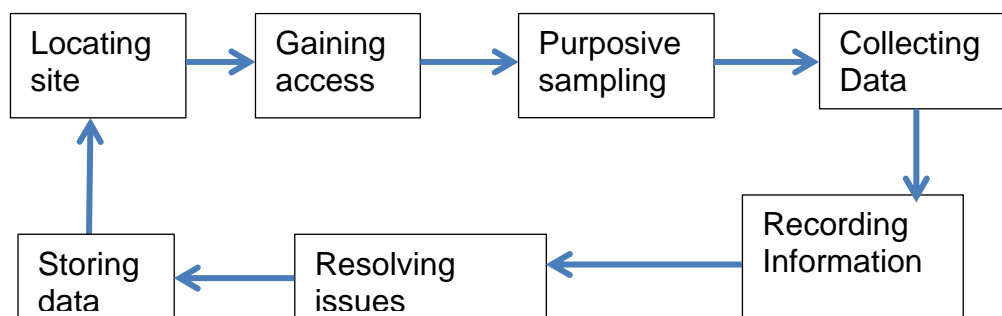


Figure 3.1: Qualitative research data collecting activities

(Creswell, 2013:146)

Locating site/individuals: the research site, as described in 3.5.1, is the area in which the study is conducted. In this research, Addis Ababa public secondary schools were the research sites. The public secondary school principals and teachers were participants of the study. Ten principals and twenty-four teachers were interviewed for the research. Findings on perceptions towards school leadership practice and teacher job satisfaction were generated from these sites and individuals.

Gaining access: In the process of this qualitative research, it was critical to get access to data collection. In this research, the researcher gained access to the participants once permission was granted by the Addis Ababa City Government Education Bureau (see Appendix B).

Purposive sampling: Qualitative research techniques allow selecting samples purposively (see 3.5.2). The research participants were sampled purposively from the public secondary school principals and teachers who work in these schools.

Data collecting: After the samples were selected, the researcher started to conduct data. All participants were interviewed by the researcher. The researcher had full involvement in the data collection process. This full engagement allowed having a detailed investigation of the research topic. Thus, the researcher had a close attachment to the participants, and had a chance to gain in-depth insight into their experiences and feelings.

Recording information: While the interview took place, all the sessions were audio-recorded. In addition, the researcher took brief notes during the interviews.

Resolving field issues: The researcher's close engagement in data collection made it easier for the data collection process. To solve problems during data collection which entailed participants changing their minds about being interviewed, the researcher set in place appropriate measures by approaching and convincing alternate principals and teachers to participate in interviews. A further issue arose during data collection when the government of Ethiopia announced a state of emergency to manage the political turmoil within the country at that time. This resulted in the data collection process being interrupted for few weeks.

Storing data: each interview was recorded with a digital audio recording device. For the purpose of security as well as convenient of using the interview data, audio files were saved on the researcher's personal computer. Thus, interviews should be taped (Darlington & Scott, 2002).

Once each set of data was transcribed, the researcher began with data analysis although the process is an iterative one, where collection and analysis work hand-in-hand.

3.8 DATA ANALYSIS

Marshall and Rossman (2016:213) state that a qualitative study approach follows different ways of data analysis compared to other research approaches. In qualitative research, the analysis can begin during data collection as collection and analysis can go together. Therefore, the researcher has more flexibility to collect data again and again until he/she satisfied with the information obtained (Lodico *et al.*, 2010). In qualitative research, data collection and data analysis processes must be simultaneous (iterative) activities (Ary *et al.*, 2010; Marshall & Rossman, 2016). In fact, Miles and Huberman (1994) specified that there are three fundamental parallel activities, namely data minimisation, data reflection and conclusion drawing.

In this study, the first step was the transcription of interviews and interview notes. To systematically analyse the data, the audio-recorded data needed to be transcribed (Darlington & Scott, 2002). To create close emotional interaction between the researcher and the participant and to allow the participant to talk freely in his/her mother-tongue, the interviews were done in the official language of the country (Amharic). Then, the researcher repeatedly listened to the recorded audio for accuracy as it is essential to become familiar with the data. Secondly, the transcribed interviews were translated into the English language and read repeatedly by the researcher.

The third stage in the analysis of data was the data coding process. Qualitative analysis is all about focusing on categorising patterns in the data in which the data were related to each other (Darlington & Scott, 2002:144). Using ATLAS.ti8 qualitative analysis software, the texts were coded according to their categories of themes or relationships (Saldaña, 2009). Following this step, the researcher extracted meaning from the themes to determine the findings. In this research, the content analysis technique of data categorising and coding-by-list was used. Consequently, the data analysis procedures helped to identify and generate themes that guided the process to reach the findings. According to Creswell (2013), in qualitative research, abstract data collected from participants come together to build patterns, concrete categories and themes, which was observed in the process of the analysis followed in the current work.

As the literature shows, in the content data analysis method, the researcher can examine information collected through interviews based on the previously listed codes in the theoretical framework (Merriam, 2002). Usually, in a qualitative case study,

developing themes are followed by codes (Yin, 2014). More specifically, Saldaña (2009:3) explains that “a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data”. According to Franklin (2012), data coding is a logical procedure in which ideas are extracted and central themes are organised. The aim of coding data in qualitative research is to categorise similar concepts into a theme interrelating the groups with each other to develop theoretical concepts (Creswell, 2013:199).

This research adopted the data analysis steps of Creswell’s (2013:190); Creswell & Poth, (2018:432). These are:

1. Data organising and preparation,
2. Reading frequently the data
3. Start open-coding process,
4. Explaining and categorising of the setting or participants for this analysis,
5. Interpreting the data, and
6. Interpreting the meaning of data.

For this research, ATLAS.ti 8 (qualitative analysis software program) was used. Scholars describe the benefits of using ATLAS.ti version 8 software in managing, analysing, and theorising based on qualitative data generated from interviews and other sources. Using this program minimises the tedious work of the manual coding process and it is particularly useful for open coding, axial coding (making links between codes), coding according to demographic profiles and exploring of ideas visually with a modeller. However, reading, deciding to code, categorising similar context, creating patterns and forming the themes were done by the researcher.

3.8.1 The Pilot Study and Lessons Learned

This study sought to explore school principal leadership styles and teacher job satisfaction in Addis Ababa public secondary schools and to find out whether there is a relationship between these variables. Montoya (2016) stated that in any research before the data collection testing the data collection tools is important. Therefore, in this research to clarify and improve the interview questions, identify gaps and areas that needed to be examined, and increase the reliability and validity of the instrument, a pilot

study was done. The piloting, used to improve the quality of the research in various ways checked the feasibility of the research instrument before going into the research site to collect the data. Thus, piloting the interview was a way of getting feedback about the research and testing the interview questions for clarity, simplicity and answerability.

During piloting, three participants were interviewed. Prior to each pilot interview, the participants indicated their willingness to participate. The researcher further assured the participants that confidentiality would be maintained by ensuring their names and the school names would remain anonymous. Permission was asked to record the interview session. Thus, each interview session was recorded and lasted an average of 50 minutes. Throughout the interview session, it was considered essential to establish rapport with the participant and make the participant feel comfortable with talking to the researcher if, allowing for free interaction and time for the participants to offer their views on the issues under study (Fontana & Frey, 2000:655).

Interview data were recorded, transcribed, and analysed according to the recurring patterns (or themes). The results were used to refine, extend, and/or contextualise the data collection process. Hence, the transcribed pilot data were analysed according to the emergent recurring themes (Patton, 2014). Interview items which were not clear and difficult to understand and answer were marked and restructured. Moreover, the respondents were asked at the end of the interviews for comments and criticisms of the questions and any ambiguity. Based on the feedback given, questions were modified to meet clarity requirements. Initially, the interview questions did not incorporate items related to political interference of the government in school management. However, during the pilot testing, the participants encouraged the researcher to include interview items related to political interference which meant that the data collection tool was shaped by suggestions from the pilot study. Thereafter, the interview items were finalised. During of the pilot study, the following lessons were taken to secure the quality, validity, reliability and dependability of the findings of the main study.

3.8.2 Assumptions adopted as a Result of the Pilot Study

Schoenung and Dikova, (2016) explain that assumptions are views that are accepted as accurate without having theoretical/practical support for the assumptions if. For the current study, the assumptions were that participants would provide open and honest

responses during the interview. The objectives of this research were introduced during the interview. For the data collection in this research, participants were selected purposively as the purposive sampling technique helps to gather more in-depth data than other sampling techniques.

To investigate the issues under study, this study was guided by a qualitative instrumental case study design with social constructivism being the underpinning philosophical perspective, and where the participants' knowledge and skills apart phenomenon under investigation are based on the experiences and skills they acquired during their relevant work as managers or employees. Based on this paradigm, truth is subjective to the individual. To investigate the perception of participants, in-depth interviews were used, which assisted in eliciting the perceptions of participants (Mason, 2018:109). Researching perceptions and practices demand access to rich and quality data to answer research questions and as a result, interviews were used as they provide rich and detailed answers from the perspectives of the interviewees.

3.9 THE ROLE OF THE RESEARCHER

The researcher has had more than ten years of experience in the education sector as a teacher at secondary school-level, as a principal in public secondary schools, as head of a district education department and, at the time of the research, served as a college dean. Therefore, the leadership system and the political interaction situation found rigorous in the public secondary schools at the time have been portrayed from this perspective. However, the current research site was a new site, and as a result, the collection of data was not compromised and researcher bias did not come into play.

3.10 SECURING THE QUALITY OF THE RESEARCH USING RIGOROUS DATA

Qualitative researchers are often involved in generating quality data resulting in appropriate data interpretation. Qualitative researchers are good at preserving and ensuring the trustworthiness and authenticity of data. Scholars such as Lincoln and Guba (2009), Marshall and Rossman (2016) and Rule and John (2011) claim that to keep the trustworthiness of qualitative research, the research has to answer the issues of: transferability, credibility, dependability and conformability throughout the research. In the current research, to maintain the quality and relevance of the research output,

appropriate measures were taken to meet expected standards, keeping the following key issues in mind.

3.10.1 Transferability

Lincoln and Guba (2009) and Lodico *et al.*, (2010) describe transferability as dealing with the degree of applicability of a research finding in another context. However, qualitative research findings are not expected to be generalised to other cases, but the findings may offer a useful lesson for another context (Brink, Walt & Rensburg, 2012; Lodico *et al.*, 2010). According to detailed descriptions, purposive sampling and data saturation were considered as strategies of maintaining the transferability of the research findings (Brink *et al.*,2012:173).

To confirm the transferability of the outputs of this research, the researcher selected the sample using purposive sampling techniques, with the sample size being determined through data saturation. During the interview, the participants were encouraged to express their understanding, feelings and perceptions freely while responding to the interview questions and in addition, the researcher used probes to collect detailed in-depth descriptions to answer the research questions.

Although qualitative data is not usually regarded as transferable, researchers agree that it can be used for developing hypotheses for future research. Some even say this is the most important function of qualitative research.

3.10.2 Reliability/Dependability

In research, the term 'reliable' also means dependable in a general sense, but that is not a precise enough definition. The reason 'dependable' is not a good enough description is that it can be confused too quickly with the idea of a valid measure. Indeed, when researchers speak of a dependable measure, it means one that is both reliable and valid. So, researchers must be a little more precise when they try to define reliability. In research, the term reliability means "repeatability" or "consistency" (Lewis & Ritchie, 2003:271; Lincoln & Guba, 2009; Polit & Beck, 2010:1454), which refers to the stability of research findings through time and the measurement of the research giving similar results.

All the strategies used for credibility have a direct impact on dependability (Brink *et al.*, 2012:173). In the current work, the researcher used particular strategies to ensure dependability of findings through audio recording, data triangulation and methods triangulation.

3.10.3 Credibility/Validity

The other key issue to consider in research is credibility or validity. The term validity is used in quantitative research, whereas in qualitative research, credibility is the most frequently used word (Ary *et al.*, 2010; Lodico *et al.*, 2010). A study is valid if it actually measures what it claims to measure, and if there are no logical errors in concluding the data. From the very beginning, a researcher should be concerned about the study design, sample selection and setting of the study (Ary *et al.*, 2010).

There are different ways of ensuring to the credibility of qualitative research. Among these techniques, the following were used in the literature (Brink *et al.*, 2012; Lodico *et al.*, 2010; Marshall & Rossman, 2016). To secure the credibility/validity of this study's findings, triangulation of data and methods prolonged engagement with participants, and an audit trail were used in this research.

- **Triangulation of data and methods** means using multiple ways of collecting data, data sources and theories to enhance the conformability of the research (Onwuegbuzie & Leech, 2007:239). It allows the researcher to minimise the bias and cross check the responses of participants. In this research, data were collected from different participants by their position, work experience, personal biography and working location. Moreover, the semi-structured interviews were conducted individually and at different times with principals and teachers from ten secondary schools selected for the case study. To generate various perspectives on the issues under study, the researcher incorporated participants who were composed of school principals and teachers.
- **Prolonged engagement** with participants was made until data saturation was secured. It is crucial in building trust between the researcher and participants and to get insight about the issues under the study. One aspect to consider is that prolonged engagement in the field of the study may prevent distortion of

information (Onwuegbuzie & Leech, 2007:239). For this research, the researcher created a friendly relationship with the selected school principals and teachers, it took the researcher about six months to build rapport during the data collection period.

- **Member checking** is a key strategy for maintaining the credibility of qualitative research. Scholars such as Lincoln and Guba (2009) and Onwuegbuzie and Leech (2007:239) considered the member checks as the “heart of credibility”. Member checks meant taking data and interpretations back to the participants to verify its plausibility, and is considered a vital strategy used in the current work. After each interview was conducted, the researcher considered the overall process of interviewing and took the transcripts back to respondents for the sake of verification.
- **Peer review/debriefing** refers to the researcher’s discussion on the process of the study and congruency of emerging findings from the data generated. The researcher works in an academic institution with colleagues who attend PhD programmes in various universities (for example, Unisa and AAU). The data generated from the study was exposed to these groups of colleagues for peer review.
- **An audit trail** is another technique employed for the same cause. After the data were collected and used for analysis purposes, the researcher stored the data in a safe place. However, it is accessible to anyone who wishes to check and trace the logical process that led to the representation and interpretation of findings. To reconfirm and examine the process of this research, all material was backed-up in soft copy and hard copy. An audit trail enables anybody to verify what a researcher claims by following the trail that leads to the fact or facts that the reader wants to verify.

3.10.4 Conformability

According to Tobin and Begley (2004), conformability is the issue of objectivity. It often establishes the fact that the findings of the given research are only extracted from the data collected from the study participants. The following are usually raised in securing

conformity. Firstly, using the mother tongue during an interview helps to minimise possible bias that occurs during the interview. Secondly, a researcher should avoid leading questions while conducting an interview. This is to give participants a chance to express his/her experience on the issue. Thirdly, the time and place of the interviews are selected by the participant. Fourthly, the researcher also allocates enough time for each participant to be interviewed. Lastly, the researcher should ensure the findings of the research are free from bias.

In the current work, to ensure better understanding, and to minimise bias, the interviews were conducted in the official language of Ethiopia, Amharic. Interviews were conducted at a time and place convenient to the participants. Overall, to maintain the trustworthiness and transferability of this research, various techniques were used. The table below summarises the techniques/strategies employed to secure trustworthiness and the results gained as a result (Lincoln & Guba, 2009).

Table 3.2: Strategies employed to secure trustworthiness

Establishing trustworthiness	Techniques/ strategies	Results/success gained
Credibility	Extended engagement	Trust building, build relationship, attain rich data and obtain accurate data
	Triangulation	Validate data, using various sources of data from a range of participants (principals and teachers)
	Peer debriefing	Formal or informal discussion with peers
	Member checking	A review of the interview transcriptions by the participants
Transferability	Detailed description	Using mother tongue
	Purposive sampling	Using an appropriate sampling technique
	Data saturation	Checking no new information was generated from upcoming participants

Dependability	Dependability audit	Allow auditors to determine the trustworthiness of data
Conformability	Conformability audit	Allow auditors to determine the trustworthiness of data

3.11 ETHICAL CONSIDERATIONS

The study followed ethical procedures such as informed consent, anonymity, confidentiality and security of data, are discussed in the sections below.

3.11.1 Informed Consent

Consent is one of the fundamental issues that need emphasis in a qualitative study (Shaw, 2008). Therefore, by the method of purposive sample selection, participants who were willing to be involved in this research, were recruited. Their consent was sought and they signed their consent form. Marshall and Rossman (2016:226) argue that research must address four key elements which participants need to understand. These are specific parameters and interest studied in research, the right to quit from the research process at any time, the means for reducing any potential risk, and as much as possible, efforts are to be masked/ protected.

In the current work, the participants were principals and teachers of ten selected public secondary schools in Addis Ababa. Before the data collection process, the researcher shared information about the research purpose and aim. The consent form included the fundamental participants' rights, including the right to privacy, non-disclosure of information, and the right to withdraw from the research process at any time without recourse, but it also listed the benefits of the research. The researcher also gave participants the opportunity to ask questions. Thus, important vital elements of informed consent were applied in the process of data collection.

3.11.2 Anonymity, Confidentiality and Security

The study participants were anonymously recruited from selected public secondary schools of Addis Ababa. Participants who are willing to participate in the interviews were giving a code to ensure anonymity. Participants' name, address and their schools

name were not indicated. Raw and transcribed data were kept confidential. Once consent was obtained from the participants, data collection began. During the interview, a digital recording device was used to keep the record the conversation. Then the data were stored in researcher's personal computer, which meant restricted access unless sanctioned by the researcher. The data collection procedure for this study was designed to minimise the risks of data misuse and contamination. According to Marczyk, Demetio and Festinger (2005:244), participants' confidentiality is the main issue in qualitative research. This work focused on participants' right to be protected, remain anonymous, and sources to be kept confidential.

3.12 CHAPTER SUMMARY

The current chapter, Chapter three, addressed the research methodology, the paradigm, design and procedures followed to meet transparency of methodological orientations and practical issues. Study schools, participants, instruments and data management and analysis, were described and narrated. Added to these, lessons learned from the pilot study and issues of validity, reliability, data confidentiality, as well as ethical considerations, were also described in this chapter.

The chapter elaborated on the research strategies that this study used to explore the research findings. More specifically, it addressed what type of research methodology and design were used in the research. To arrive at the reliable findings and to forward the appropriate conclusions, the qualitative instrumental case study design was employed. The data were collected from purposively selected participants through individual semi-structured interviews.

To sum up, this research started with a research problem that has been experienced in the Ethiopian education system. To address this research problem, the researcher is built rapport with the education leaders and teachers in the study area. After the researched problem was selected, the researcher engaged in thorough reading on the theories and researched literature in the area. Based on the literature, the study design and data collection instrument were prepared, and data collection was done. The interview data were transcribed, translated and made ready for data analysis. ATLAS.ti8 qualitative data analysis software was used for facilitating data analysis. Finally, the research arrived at research findings and provided conclusions and

recommendations based on the research findings, which will be presented in the following chapter.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

As indicated in the first chapter, this qualitative case study was designed to understand principal leadership practices, teacher job satisfaction and the association between them and the possible impact on teacher job satisfaction. Research questions were prepared to guide the research process and give focus to the research project. The research questions were broad at the outset but acted as a flexible guide for the research process and guided the research methodology and design as presented in the previous chapter.

In the current chapter, significant findings are presented and discussed in line with demographic data of the research participants and the themes emerging from the data. This chapter firstly presents the research questions with the related interview questions (4.2), which is followed by a description of the participant demographics (4.3), data collection procedures (4.4), interview transcriptions (4.5), and then the research findings and discussions (4.6) and finally, the conclusion and the summary (4.7).

4.2 RESEARCH QUESTIONS AND RELATED INTERVIEW QUESTIONS

This study addressed the following main research and sub research questions: The main research question was as stated in chapter one (see section 1.4)

- How school leadership affects teachers' job satisfaction in public secondary schools in Addis Ababa?

Sub-research questions:

1. How is the nature of school management and leadership experienced by teachers in Addis Ababa public secondary schools?
2. How do principals and teachers explain the leadership styles and observed practices in public secondary schools in Addis Ababa?
3. How are principal leadership styles experienced by teachers?
4. What is the level of teacher job satisfaction in public secondary schools in Addis Ababa?

5. What else influences teacher job satisfaction besides leadership, in public secondary schools in Addis Ababa?

To find answers to the research questions, the study followed a scholarly approach to collect empirical data. Semi-structured interviews were used to obtain the required data for this study. As indicated in Chapter 3, interviews were scheduled with the participant teachers and principals. In the process of data collection, the participants were introduced to the research purpose and the objectives of the study along with the contents of the informed consent document. Then, all the participants completed a consent form before the actual interview was held, which allowed for recording of the interviews using a voice recorder. During the interviews, all necessary ethical processes were followed.

The interviewees were informed about anonymity matters and confidentiality issues concerning information that they would provide for the research work. Participants' privacy and confidentiality of the information given are important to the integrity of the information obtained during face-to-face interviews (Marshall & Rossman, 2011). The participants were informed that their names and school names would not be mentioned in the research report but that allotted codes would secure privacy. Times and place were scheduled for the convenience of the interview participants in order not to disrupt the teaching and learning process. Each interview took 45-60 minutes on average.

The table below presents the research questions and interview items prepared in parallel form to show how the questions are transformed into measuring items.

Table 4.1: Research questions and interview guided questions matrix

Research Questions	Interview Guided Questions
How is the nature of school management and leadership experienced by teachers in Addis Ababa public secondary schools?	<ul style="list-style-type: none"> • How do you perceive the overall school management system of this school? • How do you view the way your principals come to leadership positions? • How do you perceive your principal's leadership activities? • What type of actions and practices do your principals demonstrate most of the time in the school?
How do principals and teachers explain the leadership styles and observed practices in public secondary schools in Addis Ababa?	<ul style="list-style-type: none"> • What types of actions and practice does your principal demonstrate most of the time in the school?

Research Questions	Interview Guided Questions
	<ul style="list-style-type: none"> • How do you describe your relationship or communication with your school principal? • Could you describe your principal's communication with the out of the school community? • Do you place trust in your principal's leadership to achieve the school vision? If so, how is that possible? • To what extent do you participate in leadership activities of the school? • Do you participate in school instructional activities (and curriculum development)? • How does your principal support your continuous professional development activities? • How do you evaluate your principal in creating a conducive environment for your teaching and learning process? • Could you describe your principal's role in improving student learning outcomes? • Could you describe your principals' role in supervision and teacher evaluation activities?
<p>How are principal leadership styles experienced by teachers?</p>	<ul style="list-style-type: none"> • How do your principal's leadership behaviours affect your job satisfaction? • What are your principal's school activities that help to ensure teachers' job satisfaction? • What type of leadership style do you suggest that could enhance teachers' job satisfaction?
<p>What is the level of teacher job satisfaction in public secondary schools in Addis Ababa?</p>	<ul style="list-style-type: none"> • How would you describe your overall job satisfaction as a teacher? • Which principal leadership style motivates you?
<p>What else influences teacher job satisfaction besides leadership, in public secondary schools in Addis Ababa?</p>	<ul style="list-style-type: none"> • What other factors affect your job satisfaction?

4.3 PARTICIPANT DEMOGRAPHICS

The target population of this study was principals and teachers who work at public secondary schools in Addis Ababa. The data collection period for the current work was the 2018 academic year. There were thirty-four participants for the interview. Out of these thirty-four, ten were secondary school principals, and twenty-four were secondary school teachers. Their demographic characteristics are summarised in the sections and tables below.

4.3.1 Principal Demographics

The demographics of the principals are presented in the following table, Table 4.2, considering gender, age, educational level and work experience both in the current school and in total.

Table 4.2: Principal demographics

Demographics		Categories	Frequency	%
Gender		Male	9	90
		Female	1	10
Age		25-30	0	0
		31-35	2	20
		36-40	3	30
		41-45	2	20
		46-50	1	10
		51 and above	2	20
Educational level		Degree	2	20
		MS/MSC	8	80
Work experience in the current school		1 and above Years	10	100
Total work experience		1-5	0	0
		6-10	1	10
		11-15	3	30
		16-20	2	20
		21-25	2	20
		Above 25	2	20

As shown in the above table, ten principals were interviewed. Of these ten principals, only one was female, the remaining nine were male. The number of female principals found in public secondary schools in the country is found to be of concern as there was only one female in a principal position at the time of data collection.

Concerning principals' ages, no principal was in the age bracket of 25-30. Two of the principals were in the age category of 31-35, while the other three were in the age bracket of 36-40 years of age. Furthermore, two of the principals were in the age category of 41-45, and the other two participants were in the age interval of 46-50 years. The remaining principal was in the age category of 51 years and above. Regarding, principals' educational qualifications, two principals had bachelor degrees while eight had second or master's degrees.

Principals' work experiences differed, as reported in the table. However, all participants had worked in the current public secondary school for more than a year. Only one principal had 6-10 years of experience. The other three principals had 11-15 years of experience. A further two principals, had 16-20 years of experience, while two principals, had 21-25 years of experience. Finally, two principals, had 25 years and more of experience.

4.3.2 Teacher Demographics

Table 4.3 presents a summary of the demographic data of the 24 participating teachers.

Table 4.3: Teacher demographics

Demographics	Categories	Frequency	%
Gender	Male	17	70.8
	Female	7	29.2
Age	25-30	7	29.2
	31-35	3	12.3
	36-40	3	12.3
	41-45	2	8.3
	46-50	2	8.3
	51 and above	7	29.2
Educational level	Degree (BA)	12	50
	MS/MSC	12	50
Work experience in the current school	1 and above years	24	100
Total work experience	1-5	3	12.3
	6-10	7	29.2
	11-15	3	12.3
	16-20	2	8.3
	21-25	1	4.2
	Above 25	8	33.3

Table 4.3 above shows that gender-wise, out of the total population of twenty-four participants, seventeen teachers were male while eleven were female. It is reported in the same table that seven participants were aged between 25 to 30 years. Among the participants, three were in the age category of 31-35 years. The other three participating teachers were in the age category of 36-40 years. Two of the participants were aged between 41 to 45 years, while the other two participants were in 46-50 age intervals. The remaining seven participant teachers were aged 51 years and above.

Regarding educational qualifications, twelve participants had a first degree (bachelor degree), and the remaining twelve had completed a second degree (master's degree). With respect to experience, all participants had more than one year of teaching experience in the current public secondary school. Three participants had 1-5 years' experience; while seven have worked for 6 to 10 years in the same school. The other three participants had taught for between 11 to 15 years. Furthermore, two had taught for 16 to 20 years while one participant had taught for 21 to 25 years. The remaining eight participants have had more than 25 years of teaching experience.

4.4 INTERVIEW TRANSCRIPTIONS

Interviews with study participants, teachers and principals, were transcribed from the audio recordings in the Amharic language and then the verbatim texts were translated into English. The researcher frequently checked the translations with the actual recorded audio to ensure that the translations were correct and relayed the same concept with the actual audio-recorded document. The translated texts were imported into ATLAS.TI 8 for coding. Then the data were examined to see the evolving patterns of themes. Finally, five emerging themes were constructed during data analysis. The seven main themes identified are summarised and presented in the table below.

Table 4.4: Summary of major themes and sub-themes

Major Themes	Sub-themes (specific aspects of the themes)
1. Public secondary schools and their management structures	<ul style="list-style-type: none"> • The command post as a tool for political interference in school management • Teachers' one-to-five grouping as a controlling strategy
2. Attitude of teachers to school management	<ul style="list-style-type: none"> • Attitude of teachers to school management
3. Political interference in school leadership	<ul style="list-style-type: none"> • Principal selection and assignment based on political affiliation. • Principal lack of autonomy to manage schools • Principals focus on political activities rather than on instructional activities • Political affiliation determines the relationship in schools • Political intention dominates school management structure • interference of politics: schools are not exempt (not secular)
4. Public secondary school principal leadership practices	<ul style="list-style-type: none"> • School leadership: instructional leadership theory • School leadership: transformational leadership theory
5. Principal leadership behaviour	<ul style="list-style-type: none"> • Principal leadership behaviour
6. Teacher perception of job satisfaction	<ul style="list-style-type: none"> • Teacher perception of job satisfaction
7. Teacher attitude on factors contributing to low job satisfaction	<ul style="list-style-type: none"> • Political interference • Salary and benefits • Social status • Student achievement • Student discipline • Working environment and instructional resources • Government attention to the teaching profession • Corruption

4.5 STUDY FINDINGS

In this section, the findings of this research are presented, based on the basic research questions and the themes that emerged from the findings, and principal and teacher verbatim quotes (shown in italics) were included in this section. No attempt has been made to correct their language usage for the sake of authenticity of data. Some Amharic quotes are also cited.

Research Question 1: *How is the nature of school management and leadership experienced by teachers in Addis Ababa public secondary schools?*

The primary focus of this research question was to understand the perception of teachers and principals towards secondary school management system. In line with this basic question, the central theme was extracted, which describes the management structure found in public secondary schools.

4.5.1 Hidden Politics in School Management Structures

Educational management and leadership practices are fields of study related to the operation of schools and other educational sectors (Bush, 2008:1). According to Bush and Glover (2014: 554), school leadership is the process of mobilising and influencing teachers and support staff of the schools' shared goals. Successful school leadership practices have resulted in positive effects on teacher effectiveness, school performance and student achievement (Bush, 2007:391). Government organisations in Ethiopia (zonal and regional education bureaus), principals, parents, teachers, and students are active participants in Ethiopian school management systems.

In the context of the Addis Ababa City Administration (AACCA) public secondary school management system, there are unique structures in schools namely, teachers' one- to-five grouping, development group/change army and school command post committees together with different departmental structures. Usually, the school management system is organised in departments. Nowadays, more emphasis is being put on one-to-five grouping and command post committee structures rather than formal departmental structures. Interestingly, the formal school structure is often replaced by one-to-five groupings for the political reasons intended to control the school system.

The Ethiopian secondary school structure is comprised of four principals, three vice-principals and one chief principal or headmaster of the schools. This type of school structure was viewed differently by the research participants. Most participants supported the adopted school structure and the number of school principals. They argued that the larger number of school principals facilitates the school managerial routines effectively and enhances the quality of education. Supporting this, idea P4 and P6 explained the structure as follows:

The main one is the head principal; he/she is in charge of coordinating the three vice-principals and oversees the whole schoolwork. The first vice-principal is in charge of overseeing the teaching/learning process. The second one is in charge of the structural aspects of the school like, the one-to-five grouping and clubs. The third vice-principal is in charge of teacher progress and training teachers in continuous professional development (CPD) and balanced scorecards (1:875 [1:1315]) - D 4: TP12 .pdf)

Building on this explanation, a teacher further explained that:

There are four principals, one head principal and three vice-principals. The first vice-principal focuses on the teaching process; the second vice-principal focuses on teacher's development; the third vice-principal focuses on teachers' structure, which is the most recent one. This principal oversees speeding up the schoolwork, organising structures like the one-to-five grouping, the development army/BSC and other aspects of the school structure. (2:213 [2:2585]) - D 6: TP14.pdf)

Interestingly, few teachers opposed the number of principals (one head principal and three vice-principals) appointed to schools. However, even though there are four principals in the schools, some teachers believe that the effectiveness and efficiency of the school management system have not improved, and they feel that there has been little or no change in the quality of education. The participant mentioned that previously schools had two principals: one head principal and one vice-principal. Principal P7 reported that the previous system resulted in an effective school management system and quality of education and was a better system than the current one, which aligns with the view of this teacher:

I don't understand the current structure well. It was good when there were only two principals, but now there are four. (1:523 [1:1470]) - D 7: TP15.pdf)

In addition to the management structure being composed of four principals, the other vital issue observed in the public secondary school management system was the involvement of stakeholders in school management activities. Three stakeholders were identified as being involved in the school management system. The first stakeholder is the government wing (የመንግሥት ክፍል), which represents principals,

teachers and administrative staff of the school who might or might not be members of the ruling political party. The government wing is responsible for activities such as pedagogical activities or usual school routines, assigned by the government. The positions held by members of this wing are often merit-based. The second stakeholder is the ruling party-political wing (ዶብረጅት ክንፍ). This wing represents the duties of ruling party members. Despite the positions they hold, they are the cadres of the ruling party and even include the principals.

Siyum and Gebremedhin (2015:223-235) report that a position like a school head or department head is usually given to ruling party members. These people, placed in positions of authority, are given a dual mission once they are assigned to the position. The first mission is performing their routine government jobs such as teaching or administrative responsibilities. The second mission is implementing the ruling party policies and strategies in the schools. According to the data collected from the participants, most of the teachers perceived the ruling party members in various positions in the schools as working as spies. Teachers believe that the primary task of the cadres in the schools is to obtain information from school communities and give it to the principals of the school and the party official. The ruling party members often have regular meetings in the school to discuss current political issues. However, the Ethiopian Constitution boldly states that schools are secular and free from any political interference. However, it seems that the ruling party violates the Constitution as reported by the participants who have witnessed what is happening in schools. An example from an interview extract is given below.

The school is led by the coordination of three administrative wings. These are a political wing (the governing ruling party members), community wing (Students' parents), and Government wing. (1:480 [1:964]) - D 10: TP2.pdf).

Similarly, principals also confirmed that they mainly focus on the political agenda that the ruling party dictates. They are highly engaged in recruiting and organising members of the ruling political party, discussing political issues in the school and reporting the political activities organised inside and outside the school. Even though the school has four principals (one head principal and three vice-principals), all of them seemed to focus on coordinating and developing an 'educational army' in the school. The principals are evaluated by the AACCA sub-city officials based on the effectiveness of the school in developing the 'educational army', such as monitoring one-to-five teams. They also work

hard at changing teachers' attitude toward to the ruling political party. Principals are not evaluated based on the effort they make in enhancing student achievement and ensuring quality education. The following extract offers some explanation:

The head principal focuses on politics and public relation tasks. I, most of the time, was working on the political issues that were directed by AACA sub-city officials. I reported about my school 'developmental army' building, one-to-five grouping, 'command post' activities and other activities of party members every week to the political wing. The vice-principals are oversee assembling and coordinating the political activities, co-curricular activities, one-to-five networking and 'educational army' development in the school. They also manage human resource issues and work with the Student Council. (1:890 [2:1486]) - D 24: PP 001Ak.pdf).

As reported in Chapter 2 (2.3), to ensure effective implementation of policies and strategies in schools the ruling party wing, the Government wing, and the community wing work under the jurisdiction of the developmental army (የልማት ሰራዊት *Yelmat serawit*) (Addis Ababa City Government Human Resource Capacity Building Bureau, 2014). The development army or the change army employs tactical arrangements to ensure that policies are implemented successfully. These include aspects such as the command post (4.6.1.1), and the teacher one-to-five structures (4.6.1.2), both of which are discussed below.

4.5.1.1 Command post: a tool for political interference

The command post is a unique administrative structure, which includes the different bodies of the school community such as the government wing, the political wing, and the community wing. It is comprised of principals, selected teachers who are members of the ruling party (politically affiliated teachers) and the head of the change army. As participants in this study explained, the command post of the school makes every decision and serves as a centre of command in the school. It is a centralised system of management and has disproportionate power in the school. The school principal has no mandate to make any decisions alone as it can be negated by the command post. The participants confirmed that government officials back the command post, which is organised and supported by the ruling party. They further explained that the command post and one-to-five grouping structure were first established by the ruling party at the

local government level, namely at *woreda* and *kebele* levels to mobilise the grassroots level community for election and political indoctrination. The ruling party designed these groups (command post) as political tools to fulfill its political interest in the schools. Many teachers oppose the existence of the command post structure in the school management system as they believe that it is used by the ruling party as a political instrument to impose its political ideology and suppress the academic freedom of teachers and other workers who challenge its ideology. Hence, teachers tend to criticise the command post structure in the schools as they feel that it is used to interfere in teaching activities and school activities in general. In this regard, principals who participated in this study commented on the issue as follows:

Command post means a military headquarter where you give orders. Therefore, teachers claim that the name by itself is wrong and should not be used in the school as teachers are not soldiers. Instead, it should be called the school bylaws. The phrase has a political connotation. The Government implemented the command post in schools to put teachers under pressure. This is against academic freedom. Most of the teachers were dissatisfied by political interferences in the education system. The 'command post' is used to lead and organise departments. The principals and department heads are part of the 'command post' lead the teaching and learning processes in the school. (3:137 [4:1672]) - D 24: PP 001Ak.pdf)

School principals are not happy with the involvement of the command post structure in the school leadership as it tends to prevent the autonomy of the principals to exercise their leadership roles, leadership style and decision-making powers in the school. Every managerial activity, teaching and learning process is implemented under close control of the command post and as a result, the interference of the command post in school management is considered a problem by teachers. Regarding this, a participant explained that:

The politics are holding the directors back not to perform their duties on full scale.

As all the decisions concerning the school's matters are made by higher Government officials, there is less power among teachers and school directors to make decisions and bring changes in schools. There are also committees

(*command post*) who will decide on some small matters in the school. (3:1959 [3:2402]) - D 12: TP4.pdf

Sometimes, the level of interference goes further to checking the classroom interaction, where teachers are asked about their classroom interactions. Trust between the managing body and teachers have been broken, as articulated by a teacher: *there is high suspicion and lack of freedom among teachers. This hurts teachers' job initiation* (5:429 [5:526]) - D 16: TP8.pdf. As the working relationship is tainted with distrust and apprehension, teachers' feelings towards school and their work have changed and they feel side-lined. Another teacher supports this idea: *Teachers are not involved in any of the decision-making. Most of the every decision is sent from the upper level management. Its somehow feels like a military command.* (3:213 [3:389]) - D 17: TP9.pdf

Structurally, school leadership is organised by one principal, three deputy principals, department heads and administration wing heads (finance unit, human resource unit, purchasing unit, and material and general service unit). These represent the school managing committee and lead the school activities. However, without dismantling this managing body, the government has organised another school managing entity called the command post. The command post is organised by the school principals (principal and his/her deputies), with the social science department having one representative, the natural science department one representative, the language department one representative (these units are named a *developmental group-የልማት ቡድን*), teachers from the ruling party (one from each front) but in contrast to the legal structure of the school managing body, it has more political power. In some cases, a representative of the teachers, a police officer from a nearby police station, and a representative of students are added to the command post. All members of the command post are expected to be ruling party members. Thus, the school management and the leadership processes are not run by the legally structured school management body, but are manipulated by an organised, politically empowered entity called the command post which strives for the sustainability of the ruling party.

4.5.1.2 Teachers' one-to-five grouping: a controlling strategy

Teachers are organised in groups, named one-to-five grouping to facilitate the teaching and learning process. Every teacher in the school is integrated into a network

of one-to-five. The structure is composed of a minimum of four and a maximum of seven teachers in a group. Of the group members, one teacher is selected to lead the one-to-five grouping. The leaders of one-to-five-groups are senior members of the ruling party (*ginbare-kedem*, ግንባርቀደም), a situation which has led to the development of a negative attitude towards the group composition. Teachers perceive the structure as the political tool designed by the Government to interfere in the management of the school system.

Teachers are organised in groups. However, teachers do not want to participate in one-to-five groups. They believe that it is useless to participate in such groups. They think that the Government organised teachers in one-to-five groups for the sake of politics. They do not believe that participating in one-to-five groups improves the quality of education. (1:1213 [1:1560]) - D 11: TP3.pdf).

However, another teacher sees the one-to-five group structure in a different light, although he/she does report on resistance found with acceptance of the grouping:

There are challenges and resistance among teachers toward one-to-five groups. The teachers believe that one-to-five groups were designed by the Government to control teachers and achieve their political motives. Though the Government gives awareness training on the objective of one-to-five groups, the teachers could not accept it. I believe that if teachers work based on one-to-five groups, there will be a change. They can use cooperative teaching techniques to teach their students. The teachers can also use it to solve their problem, to share their experience of teaching, to implement the same kinds of teaching methods. Teachers must report what they have got from one-to-five group discussion. (1:1065 [1:1784]) - D 12: TP4.pdf)

Some teachers see the positive effects that the group interactions could have on teaching. A few teachers perceived the one-to-five grouping approach as important to improving the quality of education if the school management implemented the discussions properly and followed its implementation. Using weekly meetings to discuss educational issues would assist teachers in finding solutions to problems they face during the teaching and learning process. The grouping would also create good opportunities to share their experiences. Moreover, the grouping helps to fill knowledge, skill, and information gaps of the teaching staff. In this regard, one participant reported that:

If teachers believe in the importance of participating in one-to-five group discussions, they will be highly effective in improving students' performance. However, the teachers did not want to take part in the group discussions. They give many reasons for this. They say that the Government introduced one-to-five group discussions to control teachers' political involvements. They also say that teachers' responsibility should be teaching. The teachers believe that participation in one-to-five group discussions is a waste of time as it takes too much time. Instead, they worked in other private schools as a part-timer to earn more money to support them. (2:605 [2:758]) - D 12: TP4.pdf).

Some teachers perceived the one-to-five structure as time-consuming. The group needs to meet every week and prepare a plan and report on every meeting. Teachers do not want to engage in meetings and feel that they are wasting their time in one-to-five activities. Many teachers often leave school as soon as they have finished teaching, particularly as they are working at additional part-time jobs to supplement their salaries, which are minimal and do not cover family expenses:

Many teachers are not interested in participating in one-to-five group discussions. It is not only ineffective but also monotonous and boring. Many teachers have two or three extra part-time jobs outside the school as they have received poor pay, and it could not cover their house rent and other expenses. Few teachers perceived the one-to-five groups as an important tool for the effectiveness of school management. (1:1513 [1:1761]) - D 7: TP15.pdf).

Another participant agreed that the meetings are time-consuming and the content is not educationally based:

We discuss irrelevant issues in our one-to-five group discussions. For example, we discuss the country's current situation and political turmoil happening in the country and ways to protect our students and teachers from being involved in the

conflicts. We also discuss ways to avoid conflicts among students in the school compound. (2:1214 [2:1563]) - D 13: TP5.pdf)

Although many teachers reported that participating in one-to-five meetings is mandatory to ensure better results in their performance evaluation, they also mentioned that one-to-five discussions might or might not be important for improving the teaching and learning process and quality of education. But it seems that the school management body focused only on whether the discussions were held or not, calculating the amount of time spent on one-to-five discussions and checking the report received from the group leaders. If the discussions were conducted and reported on every week, the members of the groups would get a better score during annual performance efficiency evaluation. One teacher reported that:

There are one-to-five groups in our school. There is a weekly meeting among the groups. We already told the administrators that teachers participate in one-to-five group discussions as they fear them. We are not allowed to oppose and be absent from the group discussions. Authorities already told us that anyone who does not want to participate in and who wants to oppose one-to-five discussions should leave his/her job immediately. Though teachers do not believe in the importance of one-to-five groups, as they fear the school leadership, they meet and write false reports. (2:392 [2:979]) - D 14: TP6.pdf).

Another teacher asserted the same:

If teachers did not participate in one-to-five group discussions, they would be given a poor score in their performance evaluation result. Then, it becomes a matter of survival for teachers. Therefore, teachers prepare false minutes and reports and submit them to the principals. The principals know the situation. As they are forced to accept the program, they want teachers to prepare a false report and submit it to them. School competed with other schools based on the reports they submit. (2:213 [2:617]) - D 13: TP5.pdf).

Teachers remarked that they have no interest in participating in the one-to-five grouping. It was perceived that such groups are used as political instruments to manipulate and control teachers in the schools. The grouping is used to suppress the academic freedom of teachers in the schools. Furthermore, one-to-five group members are expected to meet every week to discuss issues that do not have any

relation to the teaching and learning process. This made discussions boring and time consuming. The participant further explained that:

Teachers do not like to participate in one-to-five group discussions. The discussions were full of problems. The main cause is that teachers have many academic activities that they should be engaged in. Besides, they are expected to meet every week and take minutes and report it to the principals. This means the teachers should meet four times a month and forty times in ten months. They should also prepare forty minutes and report them to principals. Teachers are tired of doing these routine activities. They do not have another option since these activities are criteria for their promotion and other benefits. If teachers did not participate in one-to-five group discussions, they would be given a low grade in their performance evaluation result. Therefore, it is a matter of survival for teachers. Therefore, they prepare false minutes and reports and submit them to the principals. The principals were conscious of the situations. As they are forced to accept the system, they want teachers to prepare a false report and submit it to them. Obviously, principals know that their school compete with other schools based on the reports they submit. (1:1655 [1:2339]) - D 13: TP5.pdf)

Another teacher mentioned that assigning teachers in one-to-five groupings created distrust between teachers and the government. The structure does not function in enhancing the quality of education in the schools. It is used instead for spying on teachers' day-to-day life and their attitude towards the ruling party:

Teachers disagree with the objective of one-to-five grouping. They believe that the Government designed to introduce its politics in schools and to control teachers. As teachers have no options, they participate in one-to-five group discussions. It has no use for teachers. (2:621 [2:898]) - D 13: TP5.pdf).

Every staff member in the school must participate in one-to-five groups. According to the Addis Ababa City Government Human Resource Capacity Building Bureau (2014:4), organising teachers into such groups facilitates the management of school activities, creating smooth and fast communication. Such groups are also useful in identifying the strengths and weaknesses of teachers and building their capacity. Groups also facilitate experience sharing and control of teachers. However, the participants do not really understand the mission of the one-to-five structure. Their perception of the one-to-five structure is not aligned with the government's aim.

Teachers feel that the previous school management structure was able to effectively manage the school and lead the instruction. They now perceive that the aim of these one-to-five structures is to spy on teacher's political activities and they feel that it is used as a political tool rather than an aid to enhancing education.

4.5.2 Teachers Attitude to the Nature of School Management

As mentioned previously, secondary schools in Ethiopia have one head principal and three vice-principals. The number of principals is determined by the number of students registered in the school. If the number of students is higher than 500, the school will have one main principal and three vice-principals. If the number of students in the school is less than 500, one head principal and two vice-principals will be assigned to manage the school. The head principal has the responsibility of managing the overall system of the school to achieve the goals of the school. The three vice-principals are given various tasks in the school. The head principal is responsible for the teaching and learning process, the second one is responsible for teachers' professional development in the school, and the third vice-principal is responsible for organising teachers into one-to-five groups and coordinating co-curricular activities of the school. The primary responsibility of the third vice-principal is carrying out missions given by the ruling party.

For example, among the research participants, P16 and P22 stated that the school management system does not pay much attention to teacher job satisfaction and the quality of education. It rather focuses on political missions that they have been given and the political activities that would enable them to achieve the mission. In this regard, a teacher asserted:

There are four principals in my school. From my experience, the way the school principals are assigned does not help to bring quality of education and job satisfaction to teachers because the school principals give more emphasis to politics. As a result, they are not effective. (1:1143 [1:1246]) - D 16: TP8.pdf).

More specifically, a teacher reported that the school management system was practically organised not to manage the performance of the school instructional programme. The school function to control teachers is by organising them in one-to-

five groups. The teacher further stated that the departmental structure of the school was enough to manage every activity in the teaching and learning process. The one-to-five grouping structure rather created redundancy and work duplication in the school. This participant further explained the facts discussed in this paragraph.

Teachers ask the reason tasks that could have been done by the departments are being done by teachers who are organised into one-to-five groups. Most of the teachers participate in the groups because of fear. The structure of the department is enough for the work. The one-to-five groups are perceived as interference on teachers' freedom. On the contrary, the Government argues that the implementation of one-to-five groups is very useful to support the school work though the work has already been done by the departments. Teachers and students are forced to participate in the groups. They do not want it. The departments could have done the work. Organising teachers in one-to-five groups have political reasons behind it. Principals mainly focus on the political mission they have been given instead of managing schools appropriately. (3:266 [3:903]) - D 22: TP22.pdf).

In addition to the school principals who were responsible for school management, schools were also managed by the 'command post'. The 'command post' is a higher decision-making organ in the school system managing teacher discipline, teacher performance evaluation, and the teaching and learning process in school. The school command post evaluates every activity in the school, based on the political ideology and philosophy of the ruling party. It works to establish the hegemony of the ruling party in the school. Principal participant 18 further explained that:

The school administration uses collective leadership. There are two main and three supporting work tasks that I am in charge of, which are all part of the management. We make all the decisions together. We forward the schools status quo to society. For example, there is a 'command post', which is made up of different stakeholders such as students and teachers from both social and natural science fields and member of the ruling party, the parents, and supervisors. They play a major role in decision making concerning the school's affairs. (1:276 [1:925]) - D 18: PP19.pdf).

The school management and leadership activities are highly influenced by the ruling party members. As far as the management process is collective, the bureaucratic chain is long and time consuming. Principals have most of their working time wasted on unnecessary meetings. Political agendas are given more emphasis than classroom instructional and implementation of the curriculum. Regarding the nature of the school management, most of the teachers are not interested; they participate in one-to-five and other structures without much interest. One-to-five groups must meet every week, their attendance and presence at the meeting is expected. A teacher who is absent from the one-to-five meetings will be subjected to disciplinary measures, and finally, would be awarded a low performance evaluation score. In general, asking question about the existence of the command post, and one-to-five structures in educational institutions is considered as opposing the ruling party.

4.5.3 Political Interference in School Leadership

According to Siyum and Gebremedhin's study (2015), conducted at Nigste-Saba High School, Adwa, Tigray, Ethiopia, political interference was found to be the main reason for the professional dissatisfaction of teachers and the failure of schools to achieve their main objectives.

4.5.3.1 Principal selection and assignment based on political affiliation

In the Addis Ababa City Administration (AACAA) public secondary schools, the principals are selected and assigned based on their political commitment. Most responding teachers believed that principal positions were filled by ruling party members. Principals have been given political missions in the schools. Many teachers believed that the Ethiopian education system is highly governed by the politics of the government although schools are expected to be independent (Siyum & Gebremedhin 2015:223-235). A teacher asserted that:

School principals are politically appointed to schools though they do not have the necessary education for the position. Then, once they seized the positions, the Government facilitates sponsors for them to attend university education to get the necessary qualification. This is the main cause for teachers' disappointment... Principals are assigned to the school for achieving the political mission that they have been given. (2:2203 [2:2460]) - D 12: TP4.pdf).

On the other hand, a principal participant stated that there is an improvement concerning school principal selection and assignment. He further explained that the City Administration has begun to assign principals on a merit basis. He said that he was assigned based on merit and qualification. However, the participant did not deny the fact that political affiliation has been a fundamental factor for assignment to principal positions. He explained that:

The selection and recruitment of principals are very vague. Some of us got this position by recruitment and selection, but the others are politically assigned. Previously, principals were directly appointed to schools without considering their qualifications. Nowadays, the vacancy is posted, and anyone who qualifies for the post can apply and compete based on the civil service rule and regulations. (1:324 [1:648]) - D 24: Principal 001Ak.pdf)

In some instances, school principal selection seems merit-based, but it is not without political influence. A teacher who wants to become a principal can apply for the position. However, the one who applies must have a positive recommendation from the command post committee of the district (*Woreda*) education bureau. The District (*Woreda*) command post committee constitutes the pro-ruling party member. Their main task is to screen the teacher applicants for principalship, evaluating applicants' political history, their participation, and contribution as a political member in the ruling party. Regardless of the educational qualification of the applicant, the command post committee will only submit a recommendation letter for the applicant who is a ruling party member. Applicants who are not members of the ruling party are rarely given the chance to pass the selection criteria and get a recommendation letter. There are rare cases where teachers, who are not the political party members, are selected; however, in these cases, it is not applicable for principals to be political party members. If the selected principal is not a member of the political party, the sub-city education officials push the principal to become a ruling party member. If the principal is not willing to be a ruling party member, they select a teacher who is a ruling party member and replace him/her. Regarding this issue, Participants 1, 9 and 11 asserted:

Concerning the appointment of the school director, the school director should be a member of the governing political party to be appointed as a school director. His/her educational qualification and leadership competence are not considered

a major criterion. Being a member of the governing party is a major criterion, so this disappoints the most of teachers in the school. (2:1535 [2:1920]) - D 1: TP1.pdf).

Another principal also asserted that:

The principals are appointed after they have competed with others, but no one gets a fair chance for the position. If the person gets a letter of recommendation from the district/Woreda/ command post, he or she has a great chance to be principal. On top of this, your political affiliation to the ruling party also matters. If you are a member of the leading political party, you have high chances to be selected. Therefore, the sub-city command post will evaluate the letter from the district 'Woreda' command post committee and appoint the principal based on the information received from them. (1:504 [1:999]) - D 9: PP17.pdf)

Another teacher stated that to be a public secondary school principal, membership in the ruling party is mandatory. Educational qualifications, profession and experience are not given priority in the process of assigning a school principal. As a result, teachers in such schools lack the passion to establish a positive relationship with those principals. He further explained that:

They do not qualify for educational leadership. These principals give more attention to political missions that they received from the Government than the teaching-learning process in their schools. If they graduate in any educational discipline, they can be getting the job. Their profession competency and educational qualification will not get priority, rather their political involvement in the ruling party and their loyalty for the party gets priority. (1:479 [1:1210]) - D 11: TP3.pdf).

Participant 13 also stated that the presence of political interference in the appointment of school principals makes teachers perceive principals as incapable of leading schools effectively. Thus, the relationship between principals and teachers is poor. The trust between the teachers and the principal is deficient, so teachers do not cooperate with their principals. The participant said that:

As teachers believe that their principals are not professional but rather are politicians, they are not willing to cooperate, (3:213 [3:332]) - D 13: TP5.pdf)

Findings also suggest that politics runs deep in the school structure. As previously mentioned, depending on the size of the schools, they now have four principals (one head principal and three vice-principals). Among the three vice-principals, one is responsible for leading, organising and monitoring the ruling party members in the school. Also, he/she frequently arranges meetings with political leaders who are not members of the school and gathers information about the school's internal activities regarding what teachers think about the ruling party. Regarding this issue, one of the participant teachers reported the following: *Among the four school leaders, one works on organising teachers in different activities of the ruling political party (1:1249 [1:1669]) - D 16: TP8.pdf),* acknowledging that the responsibility of structural vice-principal is to organise the hidden political structure that supports the ruling party, such as recruiting teachers and administration staff to be ruling party members, organising the political meetings at the school and gathering political information from students as well as from teachers, organising the one-to-five structures and the educational change army. The vice principal leads the political activity in the school. The same participant gave his opinion as follows:

It is purely political activity. The principal organises teachers into four political parties of EPDRF: OPDO (Oromo People Democratic Organization), TPLF (Tigerian People Liberation Front), ANDM (Amhara National Democratic Movement) and SNNPDF (South Nation and Nationality People Democratic Front). (1:1249 [1:1669]) - D 16: TP8.pdf).

Moreover, a teacher revealed that:

Out of the four principals, one of them is vice-principal of the structural sector, which purely does political activities. The main aim of this vice-principal is to formulate and lead the political structures. It is said that this vice-principal coordinates the 'co-curricular clubs', but this is just a cover; his main aim is to make sure the policies of the ruling party were implemented inside the school compound (1:1261 [1:1469]) - D 2: TP10.pdf).

The principal, who participated in this research, also explained that the focus of the school principal was mainly to organise, support and discuss the politics in the school with the ruling party members. They also work to identify teachers who oppose or stand against the Government's political ideology as well as the overall activities of teachers in the school. The school principal has the responsibility to strengthen the one-to-five grouping, the command post, and school development army roles in the school. If there are some irregularities or defects in the political structure of the school, the principal is held responsible. His/her survival in the school is under question. This is because the performance evaluation criteria of the principals are based on how strongly involved the school members are in political activities such as establishing one-to-five grouping and creating an effective developmental army to support

education in the school, “*yetemhirte limat serawit ginbata*” (የትምህርት ልማት ሰራዊት ግንባታ).

Sub-city education officials or supervisors visit schools regularly to ensure that the principals are doing their job according to ruling party priorities. Officials have zero tolerance for non-participation regarding one-to-five grouping and other ruling party-political activities. A principal asserted that:

The head principal focuses on politics and public relation tasks. Most of the time, I was working on the political issues that were given by the sub-city officials. I reported every week to political wing about my school developmental army building, one-to-five group, command post activities and other activities of ruling party members. (1:890 [1:1218]) - D 24: Principal 001Ak.pdf).

The government directly assigns a principal who works purely for the ruling political party in organising the political members of teachers, students, and administrative staff at Addis Ababa City Administration public secondary schools. Though the vice-principal mainly focuses on carrying out the ruling party mission in the school, he/she has been given a cover job description of coordinating and managing co-curricular activities of the school.

4.5.3.2 Principals' lack of autonomy to manage the schools

Most teachers believe that their principals are assigned based on their political affiliation with the ruling party. Thus, teachers have no trust and confidence in their principals' skills to lead their schools. They believe that their principals have no

capacity and ability in educational leadership. On the other hand, teachers who are members of the ruling party interfere in the principals' activities. Such teachers dominate decision making by the school administration. In such schools, principals are not autonomous in decision making. In this regard, a teacher mentioned that:

Teachers also have low confidence in their principals as they believe that the leadership has no power and confidence to decide on matters. This is because those teachers who are members of the ruling party informally act on behalf of the principals and decide on matters in the school. (2:1280 [2:1532]) - D 1: TP1.pdf)

This finding is also supported by the study of Siyum and Gebremedhin (2015:223-235), who found that there is a significant relationship between position and the politics of ruling party membership in the schools. Moreover, pointed out that there is a group called the 'political wing' which includes teachers who are party members. This political wing is dominant in that it is responsible for every decision that is made in the schools. The principal has no autonomy to decide on school matters without consulting the political wing of the school.

Similarly, another teacher asserted that:

The political wing serves as a mediator between schools' leadership and the schools' community. Members of such a wing provide information about teachers whether they are doing their job or not. They also check whether Government policies are implemented properly. In addition, they have a role in the management committee. They plan an evaluation session in the command post. Generally, these teachers have high decision-making power in their schools. (1:1038 [1:1453]) - D 10: TP2.pdf).

According to Seashore, Leithwood, Wahlstron and Anderson (2010), school principals are the ones who have the power and leadership autonomy in the schools. Practising leadership, making decisions and setting the vision of the school is the primary function of school principals. However, the autonomy of school principals in Addis Ababa City Administration public secondary schools has been violated by the political unit called the command post in the schools, the ruling party members presence in

schools and the education bureau officials. Principals do not have the freedom to make decisions; they have to consult with others, and as such others will make the final decision.

4.5.3.3 Principal focus on political activities

Research has shown that school leadership is a priority in schools. Effective leadership can make a difference in schools with school climate and environment and is essential in improving the efficiency and equity of schooling. The core responsibilities of school leaders should be clearly defined and should include their responsibilities of the practices most needed to improve teaching and learning (Pontet *al.*,2009:9). However, this study found that schools in Addis Ababa City Administration area are not achieving their mission. Political activities are given more emphasis than the teaching and learning activities. Furthermore, Participant 12 stated that *school principals do not focus on achieving quality education*. It seems that principals spend most of their time in their offices preparing reports and seeing to routine paperwork, which leaves them with little extra time to follow and support the instruction in their schools. The principals' involvement in the instructional activities such as instructional supervision, motivating students for better achievement, managing instructional time, developing and revising the curriculum, and engaging in co-curricular activities were found to be minimal. It seems that delivering quality education is not the central issue for the principals. This idea is backed by a Participant P 16 who said that:

Instead of focusing on the teaching/learning process, principals focus on delivering urgent political reports that are demanded by a higher authority. Moreover, staff meetings which they organize usually focus more on political-related issues than the school establishment. (2:1411 [2:1723]) - D 2: TP10.pdf).

Another teacher also claimed that:

They only focus on the political mission they have been given instead of leading their schools in a proper way. (1:1143 [1:1246]) - D 16: TP8.pdf).

Taking the idea further, a teacher remarked that:

There are political structures in schools. A party entity organises political assemblies and provides guidance regarding the four national parties that form

the ruling party. There is usually an assembly in which the participants are political members inside the school. The members of this group have political affiliations and strong ties with the administration. (1:1838 [1:2144]) - D 2: TP10.pdf).

Teachers believe that there is political interference from the ruling party in their schools. Accordingly, political interference affects the teaching-learning process and ultimately the performance of teachers and student outcomes. Teachers reported that school principals force them to accept the ruling party ideology and become members. As a result, they set regular meetings to discuss issues related to politics. In this regard, a teacher stated that:

There is political interference in the schools from the governing party. We are always told that the main target for having regular meetings is to bring the same and common thought among teachers about Government policy. This means that teachers should follow the Government political ideology. We are not allowed to think differently. In those regular staff meetings, there is no academic agenda which raises issues related to our profession, but all meetings focus on politics. 1:1588 [1:2003]) - D 14: TP6.pdf).

According to the research participants, public secondary schools in Addis Ababa are suffering from political interference. Principals have little or no freedom to lead the school based on their leadership style. Every managerial decision is made in consultation with the command post of the school. The school plan, vision, mission and objectives are applied as a top-down approach. Principal performance evaluation also focuses on school political activities, not on instructional/teaching achievement. In this regard, the leadership system of the school seems to be centralised and led like a military command.

4.5.3.4 Political affiliation determines the relationship in schools

Most of the school principals are members of the ruling party. Their main objective is to convince and recruit teachers to join the ruling party as members. To do this, principals establish a close relationship with teachers who are party members. As a result, two groups of teachers exist in schools. One group of comprises teachers who are not members of the ruling party and an a result, are considered an opposition. The other group is composed of those who are members of the ruling party. Teachers in the

second group are granted favours in different forms even though they are not in possession of the appropriate knowledge and skills. In line with this, a teacher explained that equity between the two groups causes tension:

There are two groups of teachers in the school. These teachers are either political party members or not. Those who are not members of a political party have a feeling of being neglected by the Government. This is because many teachers who are party members were seen being selected to be a principal regardless of their leadership skills or work ethics. On the other hand, those who are not party members but have good leadership skill and work ethics for the position of a principal might fail to get the chance to be selected. This scenario has created many grievances among teachers because they were not treated equally. (1:76 [2:893]) - D 22: TP22.pdf).

A teacher reveals that the relationship among the staff of the school is mainly based on their political attitude. If a teacher is a member of the ruling party his/her communication is with teachers of the same political affiliation. Groups were created in the school community; but this was not done to engage with common goals. Usually, the principals are the member of the ruling party, and they support the teachers who are party members.

There is a good relationship among member of governing political party. There is a poor relationship among teachers who are not members of a political party. There is a deliberate division and partiality among teachers (2:1945 [2:2163]) - D 16: TP8.pdf.

Principals are assigned as political appointments, and as a result, their potential as a leader is under question. As there is a political agenda in schools, there is no trust and little communication between principal and teachers. In such cases, it is challenging to ensure the quality of education.

4.5.3.5 Political intention dominates school management structures

As previously stated, public school principals are assigned based on their political affiliation. It was also observed that there is interference by the ruling party in schools. Thus, most participants perceived that the school management structure such as the command post, developmental army, one-to-five grouping, and the three wings

(government, political, and community) were tools that the government has implemented in schools in order for them to follow the ruling party's political missions. However, reports from teachers reveal that the implementation of these structures has not contributed to the improvement of the quality of education. Teacher participant 22 testified that the principals do whatever is necessary to control their teachers' political thinking. Accordingly, principals establish positive relationships with those teachers who are members of the ruling party. On the other hand, these principals fail to develop similar relationships with those teachers who are not members of the ruling party. As a result, teachers in the latter group feel they are isolated and strangers in their schools. For instance, one teacher witnessed that:

A principal in his school tried to assess the teachers' political ideology and their attitude towards the current political status quo. The goal the principal had in his mind was to find out whether teachers are members of opposition parties or not. This shows teachers are deliberately treated differently based on how loyal these teachers to the ruling party are. It is common to observe party members are favoured differently than the rest. (3:1568 [3:1867])- D 22: TP22.pdf)

Furthermore, another teacher participant stated that the principals of the schools spend most of their time organising members of the ruling party. The teaching-learning process is not the prime focus. The higher officials regularly supervise and evaluate whether the political mission given to principals has been effective in the schools. As a result, the continuation of the principals as head of the schools depends on the results of the evaluation regarding the political activities and the effectiveness of developmental army building in their respective schools. Thus, in the situation that the instructional activities of schools are not managed well, the quality of education becomes poor. A participant of this study also stated that:

Though school principals are expected to organise co-curricular clubs, they use it as a pretext. They mainly focus on ways of sustaining the existence of the

governing political party in their schools. They give due emphasis on politics rather than the teaching-learning process. (1:1671 [1:1942]) - D 16: TP8.pdf)

The leader role is a central factor for the effectiveness of the school. However, the role of the school principals was changed to a political activist in the public schools of Addis Ababa. They ignore the teaching and learning activities and focus on the political agenda.

4.5.3.6 Interference of politics: schools are not exempt

As argued above, schools are not free from political interference. They are not politically neutral. According to the participant teachers, their school management system is not free from direct interference of the governing political party of the country. The pretext that the ruling party gives for its interference in the school management system is that the government has the responsibility to implement and manage its educational policy in schools. This shows that there is a direct and clear political interference manifested by assigning members of the ruling party as the school principals without any fair competition, organise teachers and students respectively in one-to-five groupings, and establish a command post committee, and recruit students, teachers, and administrative staff as members of the ruling political party.

However, many teachers strongly oppose the government's political interference in the education system. Teachers who oppose interference are subject to disciplinary measures, with a warning letter from the principals being the first step. As a result, many teachers are dissatisfied and do not participate fully, and rather detach themselves from participating in school matters, only coming to school to teach their classes. As a result, these teachers and the school principals do not enjoy a positive relationship at work. A principal explained that:

It is difficult to say the school is free from political involvement. The school is secular when it comes to religion but not politics. Teachers are called into meetings during school hours to discuss the ruling party agenda. We are opposing this, but higher officials threaten to punish us for opposing this. In fear of punishment, we send out teachers to attend the meeting even though they have classes to cover. Students stay in school without education. They suffer a lot because of this. (2:1404 [2:1823]) - D 9: PP17.pdf)

It seems that the teaching and learning process is compromised by teachers being removed from class during school hours to attend meetings arranged by the ruling party. Even though this practice is opposed to educational theory, principals feel that they must obey such requests. However, with classes being left unattended, teaching and learning is at risk and this, the researcher believes, is the key reason for poor student achievement.

It seems that principals have been charged by the government to keep a close watch on the staff members. To accomplish this and to give feedback to the government, participant teacher P12 indicated that principals and teachers, who are party members, select students for political membership. These students are given missions to spy on teachers in their classrooms. It is reported that:

Principals use students to spy on teachers in the classroom. This created mistrust among teachers and school principals. (4:2677 [4:2797]) - D 16: TP8.pdf)

These students report everything that the teacher says during the class session. Even though the government does not take teachers' comments into consideration, many teachers strongly oppose political activities that are performed in schools, particularly persuading young students to join the ruling political party. In this regard, a participant teacher further explained that:

Teachers criticise school principals for recruiting students to be party members by letting them fill in a form for political membership even though they say schools are free from political activities. The principals do not deny it. This means that it is true. The teachers also say that students come to school to learn not to join a political party. The teachers also forward their comment towards principals' role in facilitating political celebrations and events for the governing party different commemorating occasions. Comments also go against these principals as they also engage in organising the school community as a community wing, government wing, and organisational wing. (3:688 [3:1317]) - D 12: TP4.pdf)

Teachers do not seem happy with the way the school is structured along political lines with three wings. The participant teachers also compared the private school management system with that of the governments. He stated that he wished to see

school management in Ethiopia free from political interference. If professionals who were trained in school leadership lead schools, the quality of education will be improved. In this context, the teacher stated that:

I wish to see schools free from the influence of political parties in Ethiopia. I want to see schools having principals appointed based on professional competence with autonomy. There should be schools, which are led by professionals; otherwise, school leaders who are loyal to a political party can only focus on duties ordered by the governing party. On the other hand, private school principals have better autonomy. There were no interferences from district officers. Therefore, government school leaders should be free from government interferences in their decision-making and leadership. (3:1321 [3:1954]) - D 12: TP4.pdf).

Empirical study findings by Siyum and Gebremedhin (2015: 223-235) revealed that the ruling party-political interference is so profound that it affects the academic freedom of the teacher. Moreover, the influence of politics on schools seems to contribute to the principals' decision to favour teachers who are party members. In many instances, they are awarded high-performance evaluation results and are involved in many administrative aspects. Due to special favours by the principals, teachers who are members of the ruling party are given the opportunity to participate in professional development training. Academic freedom is not considered the right of teachers in schools. Using quality of education and government education policies and strategies as a pretext, the ruling party organises teachers into one-to-five groupings while having a command post structure in place in schools.

Research Question 2: *How do principals and teachers explain the leadership styles and observed practices in public secondary schools in Addis Ababa?*

4.5.4 Principal Leadership Practice

This study aimed to assess the perception of Addis Ababa City Administration public secondary school teachers towards their school principals' leadership styles and practices. The study focused on two prominent school leadership theories, which are instructional and transformational school leadership theories. These leadership theories were discussed in the review of the literature (Section 2.5.2) According to

Leithwood (1994:499), the instructional leadership approach is one of the effective school leadership approaches. The dimensions of instructional leadership comprise “defining the school mission, managing instructional programmes and promoting a favourable school learning climate” (Hallinger, 2003:332). Instructional leadership focuses on the teaching-learning process as previous studies have attested that instructional leadership has a significant relationship with student achievement (Edmonds, 1979:21; Pan *et al.*, 2015:493).

The transformational leadership approach was the second leadership theory discussed in this research. It is the theory which motivates followers towards organisational innovation and effectiveness (Northouse 2016:166). Transformational leadership leads by engaging, motivating, ensuring the integrity and the morality of one another towards a common goal (Burns, 1979:20). Transformational leaders can create a good school climate, reach goals more efficiently and increase the level of job satisfaction and organisational commitment of the teachers (Aydin *et al.*, 2013; 807; Balyer, 2012:582).

4.5.4.1 Principal leadership: instructional leadership theoretical view

According to Hallinger *et al.* (2017:227), instructional school leadership needs a principal who spends most of his/her time in implementing instructional supervision in classrooms, managing the curriculum and monitoring student progress. A principal has the responsibility of leading the school to improve student achievement and the school climate and ensure teacher job satisfaction. This needs a strategy of providing an incentive for school staff and students. In addition, the principal should safeguard against having instructional time consumed by the managerial duties (Shatzer, Caldarella, Hallam & Brown 2014:446). In exploring instructional leadership core activities, such as defining the school mission, managing the instructional programme and creating a positive school climate, this study found that school principals of the public secondary schools in Addis Ababa did not appear to meet the target of the core activities.

Regarding building a shared mission among the school community, teachers perceived that principals do not communicate the school vision and mission to the teachers. In most cases, the school mission, objectives and plans are imposed. Even the principals do not internalise and fully believe in the plan, which is enforced from the top (education bureau) to the school. To support this idea, a principal said that:

We have posted the school's vision outside the school so anyone that wants to know does. Most of the school community have no idea what the vision is because there is not much focus on it (4:786 [4:1610]) - D 23: PP23.pdf)

The schools have missions, specific objectives and a plan in place. At the beginning of every education calendar, the school community discusses the school plan. In addition, the school principal posts the mission, vision and core values on the notice board. However, according to the teachers, no one gives this much attention. Teacher participant 4 confirmed that this is *not enough to let the school communities to understand the vision and mission of the school. They lead the school in a traditional way (4:353 [4:1606]) - D 12: TP4.pdf*

Another teacher illustrated that the school mission was not communicated and shared amongst the school community:

I don't know what the vision and aim of the school is, maybe it is posted on the notice board outside the door but there is no effort to promote it (D 3: TP11.pdf)

Moreover, teachers concluded that the school mission was not shared amongst the school community. Thus, teachers suggested that principals should give attention to share the school mission by using various ways of communication.

Other than posting the vision and goals of the school on the walls, no efforts are made to educate the teachers and students about it. And there is a popular opinion among teachers that as long as they do their jobs, they don't need to bother with learning the vision and goals of the school. (D 6: TP14.pdf)

The second core dimension of instructional leadership is managing the instructional programme. Principals, as instructional leaders in the school, should conduct frequent classroom supervision, coordinating the curriculum and monitoring student progress. Supervising teachers indicate that there is support for the teaching and learning process which aligns with Hallinger and Murphy (1985:222) and Hallinger *et al.* (2017:229), who explain that the central activities of instructional principals are supporting teachers by supervising and evaluating the classroom processes. The findings of this study revealed that supervision in public secondary high schools in Addis Ababa was done by different bodies, such as the education office, school principals and peers (within the department). However, teachers responded negatively to supervision support

mentioning that supervision did not bring positive change to the teaching and learning process, to teaching methodology, nor to student achievement. Teachers reported that supervision was done only for the sake of reporting, paper work and finding fault with teachers and not for developmental reasons such as changing and improving the deficits found such as teaching methods, skills and knowledge. It was found that neither constructive feedback nor developmental training was given to teachers to close the gaps identified by the supervision. Regarding supervision, teachers participating in the research revealed that: *The teacher gets supervision, but it's not enough. The aid that comes after the supervision is minimal (1:1501 [1:1609]) - D 17: TP9.pdf*. Another teacher confirmed that *though supervision is carried out and some gaps identified, there is no support which will be given to teachers to fill the gap. (3:1928 [3:2063]) - D 16: TP8.pdf*.

Instructional leadership focuses on managing school instructional programmes to achieve the school mission and vision. However, the public-school principals do not seem to introduce the school vision to the school community. Little effort is made by the principal to share the school vision. A teacher stated as follows:

Vision is not known! As a teacher from what I observe, the teacher views his job just as teaching. There is no initiative on behalf of the principal to do orientation. The only time they assemble us is at the end of the year and the meeting has nothing to do with the teaching/learning process. Instead we focus on agendas coming from higher up in the system. I don't remember the last time we discussed the problems that we have here and their solutions. (3:351 [3:820]) - D 2: TP10.pdf

This finding is supported by a study conducted by Zorlu and Arseven (2016:288), which concluded that the principals were not offering adequate support and in-service training for teachers who manifest a knowledge and skills gap.

One of the key dimensions of instructional leadership is managing the instructional programme. According to participants in the study, teachers are involved in curriculum development activities, curriculum evaluation and book review activities. However, participant teachers commented on the process of curriculum evaluation as it lacked continuity, and feedback on the curriculum was not given due attention by the higher officials to revise and improve the curriculum.

Teachers participate in curriculum evaluation. They evaluate books and give comments. However, it lacks continuity. I have never seen when principals facilitate this. The support that teachers receive to improve their professional competence is not based on planned and deliberate action which might fill the gap that teachers have. They only let teachers attend a higher institution that the Government-sponsored. (3:335 [3:750]) - D 13: TP5.pdf

Creating a positive school climate is the third key dimension of instructional leadership. Successful school leaders manage the instructional time, promoting professional development and enforcing academic standards for implementation of the curriculum effectively (Hallinger & Murphy 1985:222; Hallinger *et al.*, 2017:229). In the instructional process, the planning aspect is significant. The principal, who follows the instructional plan effectively, will lead the learning and teaching process ensuing that learning time is adequate. Effective use of the time for instruction results in curriculum coverage within the given period. Thus, the instructional leadership of a principal is positively related to the improved achievement of students. However, this study discovered that teachers perceived that principals were unable to manage the instructional time effectively for several reasons. A participant teacher confirmed that:

The students cut classes and close the school, especially on holidays, by themselves. The students avoid coming to school a week before and a week after a holiday. The administration has done nothing to stop this. Instead, they focus on forcing the teachers to finish the yearly text book on time which puts pressure on us. This creates conflict between the teachers and the principals. (3:1659 [3:2053]) - D 6: TP14.pdf

It seems that leadership (administration) is unable to enforce attendance at school for the allocated academic year. Absenteeism during of the year by students compromises the teaching and learning process and puts pressure on teachers who are charged to complete the curriculum during the specified time.

4.5.4.2 Principal leadership: transformational leadership theoretical view

Transformational school leadership requires a leader who sets a clear organisational vision and inspires employees to perform at a higher level to achieve a common goal by creating a strong team spirit and trust (Bass & Riggio, 2006:4; Loon et al., 2012:194; Nasra & Heilbrunn, 2016). Practising a transformational leadership approach in schools leads schools towards improved performance (Balyer 2012:583). The transformational leadership model has four components: idealised influence (the leader is a role model who takes initiatives and understands his followers), inspirational motivation (the leader motivates followers by setting clear vision, aligning organisational goals with personal goals), intellectual stimulation (the leader aims to inspire followers for performance beyond expectation) and individual consideration (the leader focuses on followers' individual needs, perspectives and personal development) (Northouse, 2016:169).

The study participants' perceptions regarding transformational leadership behaviour revealed that principals are not seen as transformational as they do not support their teachers, do not develop relationships with them, are not open to constructive criticism and do not behave with integrity. They found that their principals are not effective and as such, they do not have any trust in them as leaders. The teachers confirmed that: *the teachers believe that directors do not listen to teachers' comments* (2:2560 [2:2639]) - D 12: TP4.pdf.

Another teacher stated that:

The school principal did not accept any comment. He always makes revenge on teachers who commented on him. Most teachers do not accept him as a principal. He divides teachers and creates conflicts. He gives training for teachers who support him. He would not even punish them in case they were absent or late. (1:495 [1:875]) - D 14: TP6.pdf

Teachers claim that the principals display favoritism when dealing with teachers, favouring ruling party members. For example, even when party member teachers are found to be ineffective in teaching and learning, they are awarded good performance evaluation score:

This evaluation method gets a lot of complaints because it awards better score to teachers who are political members and punishes the teachers that are not members even if their performance point is better. (6:213 [6:532]) - D 2: TP10.pdf

The transformational leadership style directs followers by motivating and setting a shared vision. It is also the process of supporting followers by considering their emotions, values, ethics, standards and long-term goals (Northouse, 2016:169). Leaders who demonstrate transformational leadership behaviour bring a positive outcome to their followers' job satisfaction (Amin *et al.*,2013; Harris & Jones, 2010; Ibrahim & Wahab, 2012; Leithwood & Jantzi, 2005; Pant, 2014). However, most principals lead their school as an industry that manufactures products. They lack the human aspect that is involved in the school process. Regarding this issue a teacher witnessed that:

Nowadays, teaching is becoming like factory production. Schools are like soap factories. Instead of being a gradual process, Education has become a field where you must do what you are told in order to fulfil the status quo. (2:1597 [2:2206]) - D 17: TP9.pdf.

Principals, who have transformational leadership qualities, can inspire, motivate and identify the interest of their followers. Their communication ability, the way they nurture individuals and fill the gap of their followers leads the school to great achievement. In this study, a teacher was concerned about his principal's leadership practice: *the principal has never tried to identify teachers' knowledge and the skills gaps that they have. (3:2266 [3:2355]) - D 16: TP8.pdf.*

Supporting this view, another teacher stated that:

There is no director (principal) who deliberately encourages teachers to have used their own initiative to teach effectively. As a result, teachers' satisfaction will highly depend on their own initiatives. (2:1261 [2:1449]) - D 15: TP7.pdf

School principals are mostly engaged in the activities that are not related to instructional activities for quality education improvement. Their time is spent on routine activities such as reporting about school security issues, political activities, and teacher's availability in the school. The principals are more concerned with the peacefulness of the school each day. To maintain the school peace, principals have use teachers and

students who are members of the ruling political party. As a result of this, teachers feel that their school is the place where the ruling party politically interferes. The principals also have a special connection with the teachers who belong to the ruling party.

There is no sense of ownership among the teachers who are out the political circle. They just want to do their assigned job and go home. There is a feeling of being ignored and segregated by the administration so they feel no responsibility towards the failure and the accomplishment of the school. (3:834 [3:1959]) - D 2: TP10.pdf

Another teacher viewed school leadership as principals who were the messengers of the ruling political party in the school:

... as directors (principal) are assigned as a political appointment, their potential as a leader is under question. As there is a political perspective, there is no trust and good communication between director and teachers. It is not possible to bring the quality of education in this situation. (3:1269 [3:1554]) - D 16: TP8.pdf

School achievement is mainly dependant on the principal's leadership style. To have professional leaders who practise the behaviour of transformational leadership in schools, may inspire, motivate, create trust, and lead teachers to do their teaching effectively. Thus, principals in the Addis Ababa public secondary schools do not seem to practise transformational leadership. Quality education was not the priority of the school principals.

Research Question 3: *How principal leadership styles are experienced by teachers?*

4.5.5 Principal Leadership Behaviour

Principals' leadership behaviour is vital for schools to achieve success (Zorlu & Arseven, 2016:1) and as previously discussed, successful school leadership focuses on interacting with people (Gurr, 2015:139) and motivating them to achieve the set goals. The findings of the study reveal that principal leadership behaviour, in addition to political interference in schools, is a cause for concern and seems to be related to job satisfaction and student achievement.

One of the issues raised was a non-participatory leadership style where teachers are excluded from the decision-making process:

The principal's leadership style is not inclusive to all teachers so that by itself is a reason for the poor teachers' job satisfaction. (3:760 [3:1082]) - D 21: TP21.pdf

Principals' leadership practices (decision-making, teacher handling and school transformation) have created dissatisfaction among teachers. School planning and other related activities adopt a top-down approach with decisions being made at the centre of the command post with no participation of the rest of the staff. Participant 17 indicated this issue as a military command:

Teachers are not involved in any of the decision makings. Most of the time, all the decisions are sent from high management. It looks like a 'military command'. (3:213 [3:389]) - D 17: TP9.pdf

Teachers reported that their school principals are not visionary. The school plan is mostly prepared by AACA without full participation and acceptance by teachers. Dictatorial leadership style is often practised by school principals. In theory, practicing transformational school leadership can lead teachers to a higher level of job satisfaction. Previous studies suggested that implementing transformational leadership styles in schools is positively related to teachers' school performance, student achievement and teacher job satisfaction.

Teachers do not have confidence in principals. They doubt principals' professional competence because they could not work on the school plan through coordinating and participating school community. The principals focus on punishing teachers for minor mistakes. They follow a dictatorial leadership style. (2:1647 [2:1953]) - D 14: TP6.pdf

A key factor in school leadership effectiveness is the involvement of the principal in creating a positive school climate (Hallinger & Murphy, 1985) by *protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, enforcing academic standards and providing incentive for learning*, all of which motivate teachers to perform well.

The participant teachers reported that their school principals had no basic skills to motivate teachers. Added to this, teachers perceived that their principals had no managerial and leadership skills to effectively lead their schools.

The management has done nothing to motivate teachers. They just sit in their offices in fear. They don't have the knowledge or skills to lead. Teachers are not satisfied because the management is unqualified. (3:2029 [3:2253]) - D 3: TP11.pdf

In contrast to what theory suggests, principals do not allocate enough time to lead the teaching and learning process in schools; their focus is political activities. In addition, principals have not developed good relationships with teachers and tend not to support them. As a result, teachers claim that principals' leadership styles are the main cause of low teacher job satisfaction. Participant 14 reported that:

Currently, teachers are forced to stick to their duties. There is no one who stands for teachers' right. The principals' leadership style is one of the main reasons for teachers' dissatisfaction. School leaders focus on non-academic issues. (3:2523 [3:2768]) - D 14: TP6.pdf

The teachers reported that trust between principals and teachers has been eroded through time. As previously explained, the principals use students to spy on teacher activities in the classroom. Principals monitor classroom interactions and curriculum topics. Through time, teachers have developed a fear of discussing issues with their students, even though the issues are important and warrant discussion. As a result, teachers have lost confidence, academic freedom and autonomy. Atkinson (2000 in Dehaloo 2011:74) indicated that teachers' autonomy in schools refers to the amount of freedom given to the teachers to perform their responsibility following their job description. It is a prerequisite for teacher motivation and job satisfaction. For example:

... principals recruit students for political reasons and use the students as source of information in the school compound. This creates mistrust between teachers and the administration and it also contributes for lack of freedom. Since teachers assume that students might go back to the administration to report something out of context, it is difficult to discipline the students from the teachers' point of view. Currently, there is mistrust among the school community and as well as lack of

freedom in the school which affect work motivation. (5:364 [5:2774]) - D 2: TP10.pdf

Performance evaluation by the school principals is another questionable leadership practice. Teachers are not evaluated based on pedagogical measurements such as teaching and learning activities. Teachers' pedagogical performances are seldom taken as an evaluation. In contrast, political activities such as participation in one-to-five grouping, co-curricular activities and teachers' attitude toward the ruling party are listed as the major criteria for performance evaluation of teachers.

Teachers who perform well and teachers who perform poorly are both treated equally. Because of this, we fail to see the point in trying to perform better. There is truly little encouragement in this school as compared to in other schools. (5:131 [6:509]) - D 18: PP19.pdf

Interestingly, another teacher pointed out that the principals themselves are not satisfied with their jobs. As a result, they cannot motivate teachers as they are not happy themselves. Principals are intensely pressurised by the dictates of the AACA and Woreda political cadres and in addition, are not in a position of authority, do not have the autonomy to run their schools as they would like to, are poorly paid and have very few benefits:

The school principal did not work to enhance teachers' satisfaction because the principal himself/herself is not satisfied with what he/she is doing. Any authority who does not know the profession can come any time and insult them (principals). They do not have freedom. Their salary is not enough. They do not have benefits. (6:788 [6:1091]) - D 12: TP4.pdf

Moreover, a principal stated that teacher job satisfaction is mostly related to other factors than the leadership style of principals.

Leadership style may have some little role here in areas like trainings and motivational workshop so the teacher has a good view about his profession. The school leadership's role in the teachers' satisfaction is extremely limited it is those

who are in charge of recruitment that play a huge role. (4:1143 [7:1648]) - D 19: PP18.pdf

According to the Herzberg's two-factor theory (Herzberg *et al.*, 1959), extrinsic factors comprising work relationships, organisational polity, working conditions and job security, all relate to leadership behaviour and influence job satisfaction. This study found that school principals do not practise transformational leadership behaviour as they are constrained by the policies of the ruling party. As a result of their leadership style, schools do not run effectively and teachers often get dissatisfied. As reviewed in the literature, practising transformational leadership in schools improves teacher effectiveness and performance (Leithwood & Sun, 2012:420), commitment (Aminet *al.*, 2013:105; Selamatet *al.*, 2013:570; Aydinet *al.*, 2013:807) and thus job satisfaction (Hariri *et al.*, 2016:590; Voon *et al.*, 2011).

Nir and Hameiri's research findings (2014:210) recommend that school principals should not use sanctions and threats. The use of harsh powerbases is not likely to result in school effectiveness. On the contrary, Tesfaw (2014:917) found that practising transformational leadership in schools was less likely related to teacher job satisfaction.

Research Question 4: *What is the level of teacher job satisfaction in public secondary schools in Addis Ababa?*

4.5.6 Teachers' Perceptions' of Job Satisfaction

Job satisfaction is a positive feeling that teachers have about their jobs (Armstrong, 2009:343). According to Herzberg's two-factor theory, intrinsic factors include "challenging work, recognition of accomplishments, feelings of achievement, increased responsibility, an opportunity for growth and advancement as well as meaningful work" and all lead to job satisfaction. The findings of this study revealed that participants feel that job satisfaction is crucial not only to them and their families but also to the students for whom they are responsible. The teaching profession is a profession that builds a generation and a nation, thus contributing to the fast development of their country. Most teachers perceived the teaching profession as a remarkably interesting profession and they love their profession. Participant teachers mentioned that it is not the profession itself that has made them dissatisfied; other factors such as low salary and benefits, political interference in the schools, and their principals' poor leadership

style have caused their low job satisfaction and high turnover. This is explained by the following comments:

About teachers' job satisfaction, I am pleased about my profession; however, the situations that exist in the school and the attention given to teachers make me dissatisfied. Almost all the teachers in the school complain about being a teacher, so they have low job satisfaction. (3:1057 [3:1352]) - D 13: TP5.pdf

Teaching as a profession is good. It gives freedom. As it is free from conflict and is an intellectual job, teaching is a good profession. Contrary to these, many teachers are not happy being a teacher as they are economically disadvantageous. The payment compared to other professions is extremely poor. (3:526 [3:1059]) - D 1: TP1.pdf

Other teachers explained:

Regarding teachers' job satisfaction, the teachers are not satisfied. The teaching profession has a slightly higher salary than other Government sectors, but teachers are still heaving to work in another area with a pay cut. They start at a bank as beginners after six years of working as a teacher. (3:1147 [4:1305]) - D 20: PP20.pdf

Their (teachers') salary is not enough for them to pay even house rent. They have economic problems. There is not an attractive work environment in schools. The existence of one-to-five group discussions was the cause for dissatisfaction. The existence of leaders who are biased and do not respect teachers in schools have been dominant. (2:630 [2:1104]) - D 11: TP3.pdf

These findings align with other studies conducted in Ethiopia. The studies of Akililu (1967), Aweke (2015), Ayalew (1991), Fekede (2015), Fenot (2005), Getachew (1999), Manna and Tesfaye (2000), Mengistu (2012), and Teferi *et al.*, (2016:381) found that Ethiopian teachers had low job satisfaction. The recent research by MoE (2018: 26) stated that Ethiopian schools are filled by teachers who are of poor quality, and have low levels of motivation. Teachers claim that the prime cause for their low satisfaction was related to monetary issues and incentives, schools and the work environment, and

lack of respect from the community for the teaching profession. This finding is also supported by the study of Nyamubi (2017:1-7), who found that teacher job dissatisfaction can lead to a search for other positions to ensure better remuneration:

Teachers leaving this profession for another job are a common trend nowadays. Most teachers are studying fields like accounting and engineering to leave the teaching profession. (3:760 [3:1082]) - D 21: TP21.pdf

As mentioned by the participating teachers, many teachers prepare themselves for other professions by attending evening classes or registering for further degrees in other fields. They believe that professions such as Engineering, Accounting, Law, Management, Economics and Health have more social acceptance, offer a better income and benefits than the teaching profession.

Most of the teachers are studying accounting, engineering and other fields in the evening classes so they can eventually leave school. (3:1147 [4:1305]) - D 20: PP20.pdf

As a result, the findings indicate that most teachers are prepared to leave the teaching profession as soon as they graduate in order to find a position in another field or profession. Even though teachers perceived that the teaching profession can be rewarding, extrinsic factors including principals' leadership behaviour are a motivation for changing professions:

As a result, many teachers are studying different fields of study such as management, economics etc. to change their profession. The teachers are waiting for their graduation day to leave the teaching profession. (3:526 [3:1059]) - D 1: TP1.pdf

The study revealed that the most of teachers indicated that the fundamental factors for their low job satisfaction are the low salary, unfair treatment from their principal, workload and lack of effective communication with their principals. In general, principals failed to use a transformational leadership style to communicate with teachers and offer support in the teaching and learning process and thus develop school effectiveness.

Research Question 5: *What else influences teacher job satisfaction besides leadership, in public secondary schools in Addis Ababa?*

4.5.7 Factors influencing Job Satisfaction

This research question aimed to understand the factors influencing teacher job satisfaction in public secondary schools of Addis Ababa City Government. The findings from this study showed that public secondary school teachers' job satisfaction is affected by several factors. According to teacher participant P25, the factors are:

... political interference in the school, low salary, discouraging attitude of the society towards the teaching profession, extra burden of workload, and bad leadership practice. (4:1033 [4:1332]) - D 25: Teacher 004 AK.pdf

Additional factors arose such as student behaviour, school working environment and instructional resources, government attention to the teaching profession and corruption.

4.5.7.1 Political interference

The Ethiopian Constitution (EFDR, 1995) stated that the state education system should be free from any political interference. In line with this ground rule, the Ethiopian Education Policy (MOE, 1994) declared that educational institutions are free from political interference at all levels. However, this study found that the ruling party members have political dominance and government political ideology was introduced into schools and teachers are exposed to political influence as a result.

As argued earlier, most teachers oppose the interference of the ruling political party in schools. The interference of the ruling party manifested as school principals are politically assigned and party member teachers seem to play a dominant role in the schools.

Another teacher pointed out that political interference is deliberately present in schools through principals, assigned by the government. Depending on the number of students, there are four principals in the school (one principal and three vice- principals). They work hard to create political hegemonies about the ruling party in the mind of the school community rather than focusing on the process of teaching and learning:

There are four directors. From my experience, the ways the school principals are organised do not bring quality of education and job satisfaction to teachers because the school principals attach great value to politics. As a result, they are not effective. (1:480 [1:740]) - D 16: TP8.pdf).

School management and organisational systems are deliberately designed to group the teachers in small sizes (one-to-five groupings) to closely monitor teachers' day-to-day activities and to report on their every activity. According to teacher participant 3, school teachers have no trust in their school principals, because the leadership in the school is biased. This is observed when principals act in favour of some teachers who are politically affiliated as they are offered the chance for further education, training and administrative support.

They (principals) are appointed to management positions because of their connection to a higher entity or their political affiliation. There is no neutral leadership practice, so there is mistrust amongst each other. (3:672 [3:2799]) - D 3: TP11.pdf

This finding is consistent with the findings in the study by Mengistu (2012:135). His investigation revealed that school leaders were politically assigned, but were found not qualified and committed to their work. The poor quality of education was linked to ineffective school leaders.

School leadership lacks freedom of prejudice. Regarding this issue, teachers recommend that school management should be free of political influence:

The current management needs to be corrected and changed. Teachers need to feel free in their work environment. If a teacher is judged solely based on his/her work, the satisfaction will increase. If the teacher is viewed differently, if they don't get credit for the good job done, if they are not held accountable for their failure, and if teachers are gaining or losing benefits because of their political affiliations, then the teacher's job satisfaction will be negatively affected. So, there should be an administration free from politics and with a style of secular leadership. (5:364 [5:982]) - D 2: TP10.pdf

Moreover, the teachers feel insecure about the performance evaluation criteria which the school applies. Teachers oppose the evaluation criteria; the evaluation checklist comprises items that favour teachers who are politically affiliated. Most of the items evaluate teachers' attitudes about government political activity rather than the instructional activities in the school. Teachers who frequently participate in one-to-five meetings, command post meetings and political meetings tend to receive more evaluation points than teachers who were only involved in teaching and learning. Supporting this research finding, the MOE (2018:31) has stated that teachers in public secondary schools spend most of their instructional time in meetings, school doing administrative tasks and absenteeism. As a result, teacher job satisfaction is negatively affected. Thus, many of teachers agreed that they are dissatisfied with the teacher evaluation criteria:

The other issue which we have been raising repeatedly is about teachers' evaluation criteria. More than 60% of the political criteria are put without consideration to the teachers' work and the teaching/learning process. For example: to be a member of the 1-5 progress team, a teacher needs to be in the assembly of the Command post, and other criteria must be met. This means unless the teacher is a member of the ruling party the chances of participating in establishments like this will be slim even if the teachers are performing well in the actual teaching/ learning (5:364 [5:2774]) - D 2: TP10.pdf

Public secondary school teachers claimed that the performance evaluation criteria have political intentions. The evaluation process is highly biased, with criteria emphasising the activities of non-teaching and learning activities: such as one-to-five participation, it evaluates the attitude towards the Government policies. Thus, performance evaluation is a cause of teacher dissatisfaction.

4.5.7.2 Salary and benefits

In Herzberg's Two-Factor Theory (1959), salary was viewed as an extrinsic factor related to job satisfaction. The teachers' responses showed that the perceived poor teacher salary is a significant factor in their job satisfaction. Secondary school teacher salaries vary from 66 USD for the beginner teachers to 350 USD for the senior teachers (AACA Education Bureau, 2014) According to participant teachers, low salaries do not

cover their basic needs especially in the economic situation experienced in the country such as increasing prices and the rise in inflation. A teacher explained her situation:

It is difficult to explain satisfaction. Most people are satisfied with their profession, but the living situation of the teacher is poor. I tell my students even though I have 35 years of experience. I don't even have a good pair of shoes. I at least deserve to live in a good house. I started teaching with a certificate. Now I have a second degree. There is progress, and we have an increase in pay, but with the rise of inflation, it's getting difficult to live. Because of these reasons, teachers are forced to get a second job as part-time employees to support themselves. I work in other areas to support myself and because of these, the quality of education declines. (3:672 [3:2799]) - D 3: TP11.pdf

Low salaries for teachers have implications for teacher performance in the teaching and learning process. Nyamubi (2017:2) found that Tanzanian secondary school teachers expressed dissatisfaction with their salary, fringe benefits and allowance. A competitive salary is vital to attract qualified teachers to the profession and minimize teacher turnover. This study found that teachers are dissatisfied with their salaries and related benefits, which is reflected in low teacher commitment and low effort in carrying out their primary tasks. Being economically challenged means that teachers are forced to search for additional jobs outside their schools to cover their basic needs:

The main reason for poor satisfaction is the fact that the salary is extremely low. Teachers get a second job to support their lives. Most of the teachers live in rented houses. The salary is not enough to fulfil the basic human needs of the teachers. (4:1149 [4:1401]) - D 5: TP13.pdf

Even though teachers love their profession, most of them want to leave their jobs because of the low salary. A teacher participant indicated that his salary is exceptionally low in comparison to the amount of money that daily labourers, who are not educated, can earn. The teacher explained the situation as follows:

Teachers have low job satisfaction in the school. For me, I like to be a teacher. I do not want to see anybody despising the teaching profession. However, many teachers are leaving the profession because it is a question of life and death to stay in the teaching profession for many teachers as their salary could not cover

their monthly expenses. As a result, the profession is in danger. If you divide the monthly salary that a teacher earns for each day, you will be ashamed of the result. It is not enough to buy food daily. Uneducated daily labourers get better payment than teachers. (5:293 [5:1308]) - D 12: TP4.pdf

Some studies, for example, Akiri and Ogborugbo (2009:55); Bolin (2007:59), Gates and Mtika (2011:43) and Mengistu (2012:144), support the finding that the majority of teachers were dissatisfied with their salaries, which results in low levels of teacher job satisfaction.

Low and insufficient salary and benefits remain the major dissatisfaction issue, even though the government of Ethiopia has tried to improve teacher salaries and offer benefits at different times. Besides, salary increments, the Addis Ababa City Government offers access to free transportation in a city bus for teachers and a few teachers are involved in a condominium housing programme offered by the government, which has helped solve housing problems in some cases. As a result, most teachers suggest that such benefits should be offered to all school teachers as this would be received positively.

4.5.7.3 Social status

In the past, the teaching profession was one that was respected in society, especially during the regime of HIM Emperor Haile Selassie. The living standard of teachers was better than the average person in Ethiopian society. Besides, society respected an educated person. Teachers who participated in this study commented on how society now views the teaching profession. Nowadays, the status of the profession has been undermined due to the lack of economic benefits received by teachers:

Teachers had high respect during Haile Selassie's regime. However, as time passed, we reached the time that teachers have been despised as it has never been seen before. In the past, if a woman married a teacher, it was taken as a blessing. Teachers had acceptance and respect. Nowadays teachers have no respect, and they are categorised as a low class in the community. (2:1742 [2:2117]) - D 15: TP7.pdf

A decline in status has resulted in society, including students, viewing the profession and teachers in a negative light, seeing teachers as inferior. This relates to economic

factors where the community and the students perceive that most teachers are poor as teachers cannot cover their basic needs (clothing, food and shelter). Qualified and experienced teachers continue working in schools as they do not have other opportunities. However, they are concerned that the government does not seem to consider that the teaching profession is an important profession if not vital to develop the youth of the country. A teacher stated that teachers are not happy about society's view of the profession:

There is truly little respect given to the profession. The teachers are not happy with the amount of respect that their job has. It affects them psychologically. If the teacher is satisfied with the profession, it will be easier to handle students and earn respect. The society has little respect for us, and the students portray the same attitude as the societies towards us. (4:1453 [4:2338]) - D 5: TP13.pdf

As society's perception of the status of the teaching profession deteriorates, with little respect being shown to teachers, students too develop a negative attitude. Students prefer to be doctors, engineers, and other professionals in the future. Very few of the youth want to become teachers:

Let me tell you what my 7th-grade daughter told me. She said, "Mom, I don't think there will be anyone who will become a police officer or a teacher after a few years." When I asked her why she told me that all her classmates hate the police and teachers. None of them wants to join the professions when they grow up. (3:2040 [3:2270]) - D 7: TP15.pdf

According to the findings, teachers love their profession and argue that teaching is the work of building a nation. However, as the result of low economic benefits, low respect, poor working environment and related factors, teachers are hoping that the profession will in future hold the same high status as other professions. In the meantime, young teachers use the teaching profession as a transition to another profession. They enrol for further studies such as accounting, economics, law, health and engineering. As soon as they graduate, they leave the profession. As a result, staff turnover is high. A teacher asserted that:

Teachers are working hard to ensure generation who will decide on the fate of the country in the future.... Many teachers are leaving the profession. In these schools, there are few teachers who do not want to change the profession. They gave us a nickname “Waliya Ibex” (ዋሊያ) which means an endemic animal of Ethiopia. The rest, especially young teachers are studying a different discipline in different universities to apply to different sectors which offer a better payment. (5:1312 [5:2264]) - D 12: TP4.pdf

Regarding recognition, this study found that teachers were not satisfied with their status and with the absence of respect from students, parents and the society at large. This finding is consistent with findings from previous studies (for example, Mengistu, 2012:147, Papanastasiou & Zymbelas, 2006:240, VSO, 2008:9). In the studies, teachers indicated that they were dissatisfied with the lack of respect, status and recognition by their society, the main reason being poor salary and lack of benefits.

4.5.7.4 Student achievement

Student achievement reflects of the school climate and successful school leadership practices (Bush, 2007:391). However, the study found that most teachers reported that students have little interest in learning. Their participation in the classroom and effort to acquire and develop knowledge and skills is low. In every class, only five to ten students achieve the pass mark:

There is low job satisfaction among teachers. This is because no matter how hard teachers work, there is no improvement in students' achievement. Students are not motivated to attend classes. Besides, there are not enough resources in the school that will support the teaching-learning process. (2:1626 [2:1928]) - D 10: TP2.pdf

The study participant teachers reported that student achievement is comprised on a number of factors which include low motivation, absenteeism, non-attendance at classes and perhaps the issue of resources affects the quality of the lessons, which could result in little incentive for education. Poor student achievement seems to influence teachers and thus dissatisfaction in their teaching:

Teachers are not satisfied with their job as the students have a poor attitude towards education and their performance is poor. They have bad behaviour, so I am not happy with the students that I teach. No value will be given to education. This makes me angry. We work for the sake of survival. We work to earn money for living. (1:1357 [1:1702]) - D 15: TP7.pdf

In line with this finding, the MoE (2018:27) found that Ethiopian students lack motivation to learn, have low interest in academic activities, reading and attendance. Moreover, students are not interested in attending class and absence of interest and energy in doing their homework. Students' lack of motivation for learning and their low achievement could be one of the reasons for low teacher job satisfaction (Mengistu, 2012:129).

4.5.7.5 Student discipline

Schools are organisations where human interaction takes place (Cerit, 2009:616). In schools, teachers and students, teachers and principals, and school management and students interact. Positive interaction creates positive outcomes in schools, and conversely, negative interaction results in negative outcomes such as low student achievement, low teacher job satisfaction and high turnover (Butt & Lance, 2005:407). In addition to the poor achievement of students, their behaviour also challenges teachers. It seems that the teacher-student relationship in the schools deteriorates over time with discipline becoming a problem. Regarding student behaviour, two teacher participants explained:

Teachers are not satisfied with their job as their students have poor attitude towards education and their performance is poor. They have bad behaviour, so I am not happy with the students that I teach. There is no value that they give to education. This makes me angry. We work for the sake of survival. We work to earn money for living. (1:1357 [1:1702]) - D 15: TP7.pdf

Students' lack of discipline is exceedingly difficult for teachers, and it is one of the reasons why teachers are not satisfied with their job. Nowadays, students are concerned only with their rights and ignore their duties and responsibilities. (5:364 [5:2774])- D 2: TP10.pdf

The findings show that students are aware of their rights, but do not take their responsibilities seriously. The education system has created students who demand their rights. The school principals and managing body listen only to the students, seemingly giving students more rights than teachers in schools. It seems that students do not respect teachers, do not care about teachers' dignity and as a result, do not strive for academic achievement:

Students are overprotected. They do not have an interest in learning. They are not be punished for their wrongdoing and absence from class. This facilitated the situation for students to have poor discipline. The main responsible body for this problem is not only the school leaders but also the authority that prevented teachers not to punish outlaw students. (3:356 [3:720]) - D 14: TP6.pdf

The study found that the teachers of secondary schools were highly dissatisfied by their students' behaviour and lack of discipline which they attribute to school management particularly as there is no recourse for misbehaviour and poor discipline. These findings concur with those of Liu and Meyer (2005), who found that the students' bad discipline was a significant cause in the dissatisfaction of teachers, like that of low salaries. Another study found that an ineffective principal leadership style was manifested by the bad discipline of students, and this caused a low level of job satisfaction and lack of commitment (Chang, Kim & Tickle, 2010:6).

4.5.7.6 Working environment and instructional resources

According to Herzberg's two-factor theory, working conditions are a maintenance factor (see section 2.5.4). The school physical environment, class size, teaching load, the availability of instructional equipment and availability of office materials, and school site are considered part of the working environment. Most teachers claimed that bad working conditions and lack of resources in the schools are additional factors causing low job satisfaction. Many of the schools are not a good environment conducive to teaching and learning as many are not equipped with basic educational materials. Teachers do not have offices where they could work on the many tasks required of them:

One of the main reasons for the teacher's dissatisfaction is a poor and uncomfortable work environment. (5:131 [6:509]) - D 18: PP19.pdf

As the researcher witnessed during his data collection, many school teachers have neither office nor access to vital teaching resources and equipment:

Besides, there are not enough resources in the school that will support the teaching-learning process. (2:1626 [2:1928]) - D 10: TP2.pdf

In addition, schools experience poor access to technology (that is, internet connection, lack of technological teaching materials), poor classroom infrastructure and shortage of reference books are aspects that affect teaching and learning. In addition to a poor working environment, teachers were overburdened.

My friends and I are quite satisfied with our profession, but I told you before, there is extraordinary little motivation and a lot of workloads put on us. Other than this I am happy to be a teacher. To me the primary cause of the dissatisfaction of teachers is adverse working conditions (4:509 [4:1030]) - D 25: Teacher 004 AK.pdf

Like this study finding, Mengistu (2012:140) attributed teacher dissatisfaction to lack of teaching-learning materials. The teachers recommend the following:

It will be good if teaching materials and a good teaching environment is facilitated. (3:1762 [3:2225]) - D 13: TP5.pdf

Many things need to be fulfilled. Teachers should get a good office, computers and good working environment. There is not enough resources and good working environment in the school. The Government is focusing on building roads. The Government should give due attention to building schools. Students sit on broken chairs. Teachers teach using chalk in the 21st century. This makes teachers less interested in teaching. (6:343 [6:784]) - D 12: TP4.pdf

To enhance job satisfaction of teachers, one thing that the government should take into account is that if schools are to be successful with good learner achievement, schools should be well resourced and equipped to meet the challenges of educating students in the 21st century. In this study's findings, the school working conditions are one of the major factors of dissatisfaction.

4.5.7.7 Government attention to the teaching profession

The Ethiopian education policy's visions incorporate access to quality primary education for all, and the development of citizens with human and national responsibility and the production of a lower, middle and higher-level skilled workforce (MoE, 1994). In addition, the policy discusses expansion of the education system with the primary goal being to develop citizens who respect human rights, equality, justice and peace, which is central to a democratic culture and discipline.

Although this is the education policy, participants felt that the government does not respect the profession nor does it focus on the development of the teaching profession. Teachers, over time, have become active participants in Ethiopian politics, holding high positions in the government system. However, teachers' perception is that the government undermines the teaching profession:

The teaching profession has many challenges. Many of Ethiopian higher political authorities who are active in politics these days were teachers. Once they come to power, they start to undermine the teaching profession [the Government officials who were teachers, once they got political power, they don't give attention to teachers' problems and development of the profession]. (5:2058 [5:2264]) - D 12: TP4.pdf

As previously discussed, (4.6.7.3), the status of the teaching profession has been steadily deteriorating. It is no longer aligned with other professions. This could be due to several factors such as the quality of the teachers. This means that the training of teachers is vital, equipping them with subject knowledge as well as the ability to teach. However, students prefer to study for other professions such as Law, Accounting, Economics, Management, Engineering, Health and Technology. As a result, high achieving students enroll at higher education institutions to study for these professions.

In the case of teachers, many teachers in public secondary schools in Addis Ababa are poorly equipped with little knowledge in their subject matter and low teaching capacity. Even though the government understands the problem, it has not given it the attention it needs to improve the quality of teachers. One principal described the situation as *hopeless*:

The recruitment for teaching positions is a problem on its own. A student who has failed the 10th grade gets to enroll in a teaching college and becomes a teacher within two years, starts a summer course and gets a first degree with meeting the proper qualifications. It is hopeless nowadays. The country's education process is not producing qualified and competent teachers. (4:1143 [7:1648]) - D 19: PP18.pdf

Moreover, the same principal felt that the selection of teachers for positions in schools should be based on the needs of the school and students, thus following a proper recruitment process. He also added that the salary increments and benefits should be done after a thorough evaluation of each individual teacher. The evaluation, based on teaching and learning, would not only identify good performing teachers but also teachers who would need support and continuous professional development. Developing a body of high performing teachers would mean the profession would once again be given the prestige it deserves.

It is said housing, cars and increases in salary will bring job satisfaction but I believe satisfaction can only come after teacher recruitment is done properly and we come up with teachers who have love and respect towards the profession then we can give them all the benefits they deserve. (4:1143 [7:1648]) - D 19: PP18.pdf

Another participant also felt that the status of teaching was dwindling and that it is up to the government to change that thinking:

The government gives less emphasis to the teaching profession. Teaching is a despised job. These days, the teacher is considered as an ordinary person. No one says I am a teacher with confidence. There is a situation that the teacher is ashamed of being a teacher. (3:1762 [3:2225]) - D 13: TP5.pdf

One teacher recommended that the government should work hard to improve the status of the teaching profession in Ethiopia It should also value its teachers as teachers are the builders of the nation:

Generally, the government should give equal weight to all professions. There should be equal pay for all professions. The society should also accept the

teaching as a profession. The government should give respect to educated people. As a result, students will value education. (3:1313 [3:1598]) - D 1: TP1.pdf

This study found that a low salary was one of the causes of low teachers' job satisfaction (see 4.6.7.2). The salary of teachers is poor when compared to other sectors and as previously reported, teachers live between *life and death* as they are victims of a poor economy. The Government of Ethiopia has promised to revise the salary structure but as yet no salary increments have been affected. Nowadays, teachers do not have trust in what the government. One teacher confirmed that:

Concerning teachers' satisfaction, teachers are mourning, but they do not show their sorrowfulness. Teachers' salary is if low. They have been told false promises from the authorities. Teachers were told many times that there would be salary increment, but the Government did not keep its promise. (3:1302 [3:1601]) – D 14: TP6.pdf

Most of the executive positions at ministerial level and other key political positions are filled by people who were once teachers. Even though teachers are actively involved in the political activity of the country, no one seems to give attention to the profession. The rating of the teaching profession is progressively worsening and the community at large considers the profession as the last option they would encourage their child to pursue. The government has done little to address the problem of replacement, particularly as students with low academic achievement join the teaching profession. To improve the critical situation currently found in the profession, the government should give more attention to education and teachers. The profession needs special attention from the government to ensure that salary, benefits and working conditions are in line with global trends.

4.5.7.8 Corruption

The World Bank (2013) states that the growing trend of corruption is severe in Ethiopia, especially in sectors such as construction, land mining, revenue agency, telecommunication and pharmaceutical sectors. Corruption creates unfair competition in the market. Transparency International puts Ethiopia among the most highly corrupt countries in the world. In the report, Ethiopia was ranked 111 and 110 out of 170 countries in 2013 and 2014, respectively. The 2016 report showed that, out of 176

countries, Ethiopia was ranked 108th. The data reported the prevalence of corruption in Ethiopia as severe. Ayele (2017) concludes that corruption in Ethiopia is not a mere administrative problem but a major constitutional crisis.

The current study also reported similar findings. A participant teacher perceived that workers in other sectors are highly involved in corruption and as a result, their income is high. Thus, the act of illegally generating income affects teacher job satisfaction. Teachers do their best for building generations but the corruption in other sectors affects their job satisfaction:

As there are illegal money transactions in Ethiopia, our salary is not enough to cover our livelihood. This is because there are a lot of corrupt people in the country (2:2101 [2:2270]) - D 10: TP2.pdf

Most of the teachers were dissatisfied with the income disparity between professions, but they perceived the cause of income disparity as not only a difference in salary but because of high corruption in other sectors.

4.6 CHAPTER SUMMARY

The purpose of this qualitative study was to investigate the perception of public secondary school teachers and principals to school leadership styles and teacher job satisfaction. This chapter presented the research findings using the voices of teachers and principals. During the analysis of data, themes were generated and comprised perceptions of the system of management currently found in public secondary schools, political interference in school leadership, public secondary school principal leadership styles, principal management of the instructional programme in school, and teacher job satisfaction and related factors. By taking the themes as a guide, findings were presented and discussed with reference to verbatim quotes from research participants.

The study was obtained findings related to the study objectives. In general in Ethiopia, specifically in Addis Ababa public secondary schools the structure of school management was consisted two layers. The visible structure of school management have four principals (one head and the other three were vice principals). The second layer of school managerial structure was organised by the “command post”, “education

development army” and “one-to-five networking”. The second layer is perceived by school teachers as the agent for the ruling party for political activities in the school. To perform the political agenda in the schools the principals assigned by their political affiliation to the ruling party. According to the study participants view the focus of principals were not instructional rather than political activities. The interactional leadership and transformational leadership were not practiced by the principals. Regarding teachers job satisfaction, secondary school teachers have low job satisfaction. The study participant’s coin factors that Cause low job satisfaction. There were political interference, inappropriate leadership practices, insufficient salary and benefit, lack of social respect for teaching profession, students lack interest to learning and their bad discipline. Moreover, schools environment and lack of sufficient instructional materials were not inviting to work, the government lack attention to the education and corruption in the country were the main reason for low level of job satisfaction.

The next chapter presents the conclusions, recommendations and the gaps for further study.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Initially, the purpose of this study was to understand AACA public secondary school's leadership styles and teacher job satisfaction level and the associations in both. During the qualitative case study, significant contextual, more dominantly, macro- level political contextual facts, were discovered portraying the schools' management practices.

Chapter one of five chapters, reporting this research is composed of an introduction to the study, an outline of the background or context, the problem statement and finally, the research questions and objectives of the study. The chapter briefly discussed the theoretical framework adopted in line with the basic research questions, scope and limitations of the study and definitions of key terms considered in this study.

Chapter two of the thesis reviewed theoretical and foundational concepts of school leadership styles (instructional leadership and transformational leadership) and teacher job satisfaction related concepts including empirical studies in both. Chapter three provided reasons for the adopted research design, methods and specifics related to study schools, respondents, and tools of data gathering, procedures followed to access and analyse data. Chapter four presented demographics of study participants and findings of the study with relevant discussions while meaning making. The final chapter, Chapter five ends this dissertation and shows the recent developments in the Ethiopian education sector discourse as a result of political change during the course of the research work.

The chapter begins with introducing the sections and contents of the sections. This is followed by a reminder of the summary of the major findings of the current work which includes recapping the research questions, the research methodology adopted and the key findings (based on the themes) discovered in the course of the study. Then, conclusions drawn from the findings during the study period are presented. Research recommendations are forwarded based on the conclusions made. As a result, recommendations made because of the findings and the conclusions for this Work are also listed in this chapter.

However, taking the reform in the Ethiopian political sphere as the final study period of this work, it is vital to provide both the implications for the research and highlight the current trends and developments in Ethiopian education sector as a new education road map was introduced by the government. In sum, the chapter finalises the dissertation and provides relevant context and the way forward by synchronising the findings of this research work.

5.2 SUMMARY AND CONCLUSIONS

As mentioned in the previous chapters, particularly in the introductory chapter, the study was guided but not limited by the following research questions which evolved in the course of this qualitative case study. The main question was:

- How school leadership affects teachers' job satisfaction in public secondary schools in Addis Ababa?

And, the sub-questions of the study were:

1. How is the nature of school management and leadership experienced by teachers in Addis Ababa public secondary schools?
2. How do principals and teachers explain the leadership styles and observed practices in public secondary schools in Addis Ababa?
3. How are principal leadership styles experienced by teachers?
4. What is the level of teacher job satisfaction in public secondary schools in Addis Ababa?
5. What else influences teacher job satisfaction besides leadership, in public secondary schools in Addis Ababa?

A qualitative case study research design with a specific design of an instrumental case study was employed in this study. So as to focus on the issues under study and to collect in-depth information, applying a qualitative case study design is useful. Such a design, or more specifically, an instrumental case study, is one of the qualitative research designs in which a particular case or multiple cases are considered through comprehensive data generating tools. The adopted design allowed the researcher to gain insight into the perceptions of teachers on school leadership styles and practices. In this case, each teacher was taken as a separate case. The current work is a

qualitative inquiry to understand teachers' perceptions on their principals' leadership styles, overall school management practices, level of their job satisfaction, interference of politics and facts related to student performance and behaviour.

The target population for this study were public secondary school principals and teachers who work in public secondary schools for the City Government of Addis Ababa (AACG), Addis Ababa, Ethiopia. Thirty-four participants (twenty-four teachers and ten school principals) were selected for individual face-to-face in-depth interviews. Data saturation was considered as the cut-off point for sampling size determination. The data saturation level was decided by the researcher when inviting further participants did not report new data. The research participants (principals and teachers) were selected using purposive sampling.

Finally, in response to the research questions, various data analysis techniques were used to arrive at the findings. The results were comprehensively discussed in the previous chapter. Here, a summary of the following major findings and possible conclusions are provided to explain AACG public secondary school's leadership styles, level of teacher job satisfaction, possible factors for teacher job satisfaction and the hidden political situations formally and informally governing the public secondary schools in Addis Ababa. Conclusions based on the findings are explained below.

5.2.1 School Management Structure and Duties of Principals

City Government of Addis Ababa public secondary schools are managed by a principal and three vice-principals. The structure of the school management is run by one head principal and three vice-principals. These vice-principals have various and specific duties and responsibilities. The vice-principal for teaching-learning process mainly monitors the instructional process of the school. The vice-principal for teacher development is responsible for teacher benefits, discipline, continuous professional development and in-service training. The third vice-principal is responsible for extra-curricular activities specifically organising teachers, administrative staff and students in one-to-five grouping. The educational army development activities are the other major responsibility of this vice-principal. It was learned that this principal has to carry out a hidden political mission of the ruling party or the government.

As major duties, school principals in general and specifically structural vice-principals are reported as spying on teachers and overseeing school activities. They also recruit teachers, administrative staff members and students for membership to the ruling party, Ethiopian People Revolutionary Democratic Front (EPRDF). Added to these, they also organise party members in political groups. The Ethiopian Constitution states that education is free from any political interference. It also states that academic freedom is confirmed in Ethiopian schools. However, the reality revealed that the ruling party members violated these constitutional statements. The ruling party members hold meetings every two weeks at schools (it was not allowed for other opposition party members to have a meeting at schools). The ruling party unconstitutionally organises political events in schools. The ruling party (EPRDF) governs the schools by setting its socialist political agenda to create a future generation that believes in the same ideology and to create hegemonies on the party policies and strategies.

5.2.2 Teachers' Attitude to Political Structures

To the research participants (principals and teachers), school structures such as one-to-five, developmental group, and command post were not important in the school system. The research participants argued that such structures were not useful to contribute to the improvement of teacher job satisfaction, student achievement and quality education. Rather, the structures were considered as a waste of time by the teachers, as they fail to focus on instructional activities and it is source of mistrust in schools.

The main reason why teachers' perceptions of these school structures were negative, is that the government has used these structures to mobilise the community during the previous elections (2010 and 2015) to vote the ruling party. Moreover, teachers perceived that the structures were political tools for the ruling party to suppress the democratic freedom of the community. In most public secondary schools, the deputy principal is the member of ruling party responsible for this structural organising activity in schools. Thus, teachers perceived that ruling party politics affects the academic freedom of the teaching and learning activities in the schools. The structures were perhaps effective to mobilise the society, however, when it came to the education system, teachers did not accept this structure.

5.2.3 Principals' Appointment to their Position

It was learned that the selection and assignment of principals for public secondary schools were based on political affiliation. A principal should necessarily be a member of the Ethiopian People Revolutionary Democratic Front (EPDRF). In other words, the one who aspires to be appointed as principal should be a member of the ruling party. The selection and assignment of public-school principals had its own process. According to the participant teachers, the selection process of principals is biased.

Even though the announcement for the position of principal is posted and invites all teachers to apply, the recruitment body lacks transparency, the application criteria requires the supporting letter from the *woreda* or sub city command post committee about the applicants' previous performance and attitude towards the ruling party. Thus, the one who is given a supporting letter is the only politically affiliated candidate. Thus, the selection committee implicitly recruits members of the political party for school principal position. Therefore, if principals are politically affiliated, they manage the schools based on the system set by the ruling party. Teachers perceived that the principals were highly engaged in political activities such as organising political members in school, spending their time in non-instructional activities, spending time in unnecessary meetings and preparing various plans and reporting, rather than the teaching- learning process and student academic progress.

5.2.4 School Principals' Evaluation

It was learned that public school principals were evaluated by the governing body based on the level of educational development (political activities of the school). Student academic progress and performance was not on the checklist to evaluate school leaders. Thus, principals had no autonomy of implementing their own preferred leadership style to improve the performance of the students and develop the school climate in their schools.

Related to the above findings, this study revealed that the school management particularly principals, did not give enough attention to the teaching-learning process in the schools. Principals often had continuous meetings and the agenda for meetings was not related to the instructional process. Most of the agenda consisted of orders given

by the ruling party. The principals were members of the ruling party, so that the organisation of school management (principals, command post members, development group leaders and one two five leaders) had a political mission. The ruling party usually interfered in the management of the schools by implementing its political ideology and practising its political activities. Teachers perceived that their academic freedom was affected by the ruling party's political interference in the schools.

5.2.5 Relationship between Teachers and School Leadership

The relationships among the key players of the schools were unpleasant. It was reported that there was a bad relationship between the school management and teachers. Similarly, bad relationships were observed between teachers who were not ruling party members and those who were members of the party. Teachers perceived that school management favoured those who were members of the ruling party. These teachers often were offered better promotion posts, education, training, and a chance to participate in school decision-making processes. Thus, the relationship between the school management and teachers has worsened and has led to mistrust. In contrast, non-party members believe that teachers who were party members had a political mission to spy on teacher activities in the schools. As a result, the relationship between teachers was not productive in all school activities.

5.2.6 Instructional Leadership: Bettering School Achievement

School achievement highly depends on the leadership style of the principal. The study found that teacher job satisfaction is positively related to instructional leadership. However, school principals participating in the study, did not fully apply an instructional leadership style. Instructional leadership has the domains of defining school mission, creating positive school climate and managing instructional programs. Even though, school principals have a school plan, vision and mission there was gap in communicating and sharing the mission to the school teachers. In addition, most principals were politically affiliated so that there was not a positive relationship between teachers and principals. Principals spent the majority of time on political activities, with the follow up and supervision of the teaching-learning process being a secondary task. As the result, there was low teacher job satisfaction and low student achievement.

5.2.7 Transformational leadership: Preferred Leadership Style

Researchers reported that transformational leadership behaviour such as idealised influence, inspirational motivation, individual consideration, and intellectual stimulation have a positive impact on teacher job satisfaction, work commitment and better school performance. In this study, as suggested by the teachers, transformational leadership is a favourable leadership style in order for schools to become effective in their activities. They also agreed that such leadership behaviour is strongly related to improving student achievement.

5.2.8 Teacher Job Satisfaction

This study found that secondary school teachers reported that their job satisfaction was very low. Teachers and principals elaborated the cause of low teacher job satisfaction. They reported that one of the major causes was political interference in the school system in addition to principals' inappropriate leadership behaviour. Low salary and benefits that were not adequate to cover basic needs of teachers, low social acceptance, poor student achievement, bad behaviour students, unattractive work environment, lack of government attention to education and practice of corruption in other sectors, were also reported as core causes of teachers' dissatisfaction.

5.3 RECOMMENDATIONS BASED ON THE RESEARCH FINDINGS

Based on the summary of the major findings and the conclusions of this study, the recommendations to improve school management, principal leadership practice and teacher job satisfaction of AACA public secondary schools, the following recommendations are forwarded and the suggestions will be synchronised with the current developments in political changes in the country and the planned transformations in the education sector in the nation. The recommendations have a valuable message for policy makers, educational administrators, teachers and researchers who want study further on the topic. In this section, the recommendations, based on the current research findings, are presented below.

5.3.1 Recommendations for Policy and Practice

Based on the study findings and conclusions, recommendations related to political interference, school leadership styles and teachers job satisfaction are presents in this sections.

5.3.1.1 Recommendations regarding political interference in school management

AACA public secondary school's management system was affected by the ruling party politics despite any legal support, and this contrary to the Ethiopian Constitution. This illegal and unpleasant situation resulted in low job satisfaction among teachers. More specifically, structures like 'command post', 'developmental army' and 'one-to-five' were perceived by public secondary school teachers as political tools for the ruling party to manipulate schools. These structures have made schools ungovernable by exercising a hidden political agenda. Thus, the government should protect schools from political interferences. Schools should have the autonomy of academic freedom. Educational stakeholders such as the government, school leaders, student parents and the Ethiopian Teachers Association should work together to fight political interference in schools. Ensuring that schools are freed from political interference does not mean only from the ruling political party but also from the opposition parties as well. Schools should be has academic freedom to provide quality and relevant education to students.

Regarding principals' assignment to the position, principals were recruited for the post based on their political orientations and most dominantly as the result of the membership to the ruling political party. Consequently, principals were predominantly engaged in political activities within the schools as part of their commitments. Therefore, principals did not allocate enough time to manage and supervise the quality and relevance of the pedagogical activities the schools were supposed to provide to students. It is mandatory for the school principals to revisit their duties and responsibilities of working for the educational excellence of their schools, improving student performance and creating a productive work environment. Moreover, inappropriate principals' leadership practices were one of the responsible factors for low level of teacher job satisfaction in Addis Ababa public secondary schools. Regarding this, it can be suggested that the MoE should fully implement a merit-based appointment of school leaders. In other words, educational leader specifically, school principal recruitment and selection should be based on their qualification, experience and personal leadership qualities. Moreover, the

school principal selection process should not be interfered with by politically affiliated structures such as Woreda and district offices. Instead, the selection of school principals ought to invite parents, teachers and student associations, teacher association in addition to government education offices.

5.3.1.2 Recommendations regarding school leadership

Despite attempts, an instructional leadership style as well as a transformational leadership style was seldom implemented. As these leadership styles were recommended by both principals and teachers, the government ought to work hard to equip school principals with these leadership styles through continuous professional development activities and in-service training. In addition, educational authorities at AACA Education Bureau should monitor, regulate and support principals' implementation of these leadership styles in their schools.

Added to the selection and appointment processes, appointed school leaders should be provisioned with continuous on-the-job training as well as continuous professional development activities. Furthermore, the government and the City Administration educational authorities should provide professional support to the school leaders in addition to their usual supervision and monitoring activities. It is also important for the school to build cooperation with universities and teacher training colleges for mutual professional development.

5.3.1.3 Recommendations regarding teacher job satisfaction

It can also be recommended that public secondary schools should implement appropriate and functional leadership styles. Based on the findings, it is suggested that schools ought to adapt instructional and transformational leadership styles balancing them for each specific context. Applying the combination of these school leadership styles often results in high teacher job satisfaction, high commitment to their jobs, better school performance, working environment and high student achievement. In general, such an approach improves the quality of education in schools.

As teachers were dissatisfied with their remuneration and benefits, the Government of Ethiopia, educational leaders and other stakeholders must work for the improvement of

teachers' pay and benefits. This by default contributes to teacher job satisfaction, their professional development and student achievement. Such a move could stem teacher turnover in schools. Recently, AACAA gave rented houses, and delivered transportation service to teachers. This effort was positively welcomed by teachers. However, the housing programme did not address all teachers nor provide housing for all teachers. Thus, the government should work to provide housing services for public secondary teachers in Addis Ababa.

In Ethiopia, the teaching profession is not regarded highly. The main reason for this is teachers' low salary and benefits. As a result, school leavers are not interested in joining the teaching profession. To improve the acceptance of the teaching profession in Ethiopia, the Government of Ethiopia should improve the living standard of teachers by paying them well and providing the necessary benefits. Mechanisms such as top-up payments, free transportation, housing, bank loan opportunities with low interest rates and family health insurance could make an improvement. Education policy makers, teacher associations and other stakeholders should work on the improvement of teachers' lives.

Relationships in schools are vital for teacher job satisfaction and a good working environment. However, unpleasant relationships between teachers and principals as well as teachers and students were noted. Thus, to improve the situation, education policy makers, education bureau officials and principals of secondary schools should work together to create good relationship among members of the school community. Principals and teachers should get continuous professional development training that include organisational communication skills.

It was learned that students conduct in public secondary schools in Addis Ababa was among the observed major problems. To improve the student behaviour, a collective effort is demanded. The AACAA Education Bureau should establish rules and regulations to deal with students' discipline issues. Principals and teachers should orient students on established guidelines on discipline rules and regulations. Parent committees should be organised and they should participate in issues related to student discipline cases. In addition, parents should closely follow-up their children's school days by communicating

with school principals and teachers. Strong parent and school relationships ought to be built to deal with students' school behaviour and performance progress.

A poor school working environment was another factor relating to low teacher job satisfaction. To improve the situation, the Government of Ethiopia should budget to improve the physical environment of the schools. The school principals also should mobilise the community and engage them in different kinds of fund-raising activities to finance the schools. This may help to build staff rooms, purchase furniture, computers, teaching materials, reference books and make the schools attractive and conducive to work in.

Teachers believe that the Government of Ethiopia pays little attention to the teaching profession. Hence, teachers feel they were ignored and nothing was done to alleviate this problem. The Government officials should work with teachers to analyse the situation to see the extent of the problem in the schools. Educational policy makers should revisit the value given to the teaching profession to take appropriate measures to improve the status of the profession. Outstanding applicants and well-behaving graduates should join the profession.

The living standard of teachers and employees in other sectors like (accountant, economic sectors, constrictions sectors, lawyers and health service sectors) are different. Teachers have a lower standard of living in comparison to professionals in other sectors. The difference was created not only because of differences in salary but also the extent of corruption in other sectors. Corruption was extremely high in other sectors in the country, which has developed economic differences between teachers and others employee. As a result, many teachers need to leave the profession and join other professions. Thus, the Government of Ethiopia should strongly fight corruption in other sectors.

5.3.2 Recommendations for Further Research

The findings of the study clearly indicate the importance of further study on the school leadership styles and teacher job satisfaction. Specially, this study investigated the political interference of the ruling party in the school as perceived by the school

community (teachers and principals). Based on the study findings, the following recommendations are made:

- Further study should be conducted on the political interference and school effectiveness, student outcome, teacher performance and related issues.
- This study was conducted in Addis Ababa. It is recommended that similar studies be conducted in other areas of the country.
- This study conducted depending on leadership theories of instructional leadership and transformational leadership. Regarding the motivation theory the study focused on the perspective of Herzberg's two-factor theory. Thus, it is recommended further studies be conducted in other school leadership theories.
- Methodologically this study applied a qualitative case study approach. Thus, this study recommends that further study employs a mixed methods or quantitative research methodology.
- This study focused on public secondary schools; however, to develop a broad understanding, similar studies could be done in higher education, elementary schools and private schools.
- The study participants were teachers and principals; further studies should incorporate the view of other education participants such as students, the parents, community, policy makers and education officials.

5.4 RECOMMENDED SCHOOL LEADERSHIP MODEL

This research work recommends a new school leadership model for AACA Public Secondary Schools based on the findings generated from the study. The model suggests that in the Ethiopian school leadership context, principals should implement a combination of the instructional leadership style and transformational leadership style with special consideration of promoting academic freedom in the schools (protecting schools from any political interference). The following figure demonstrates the suggested model.

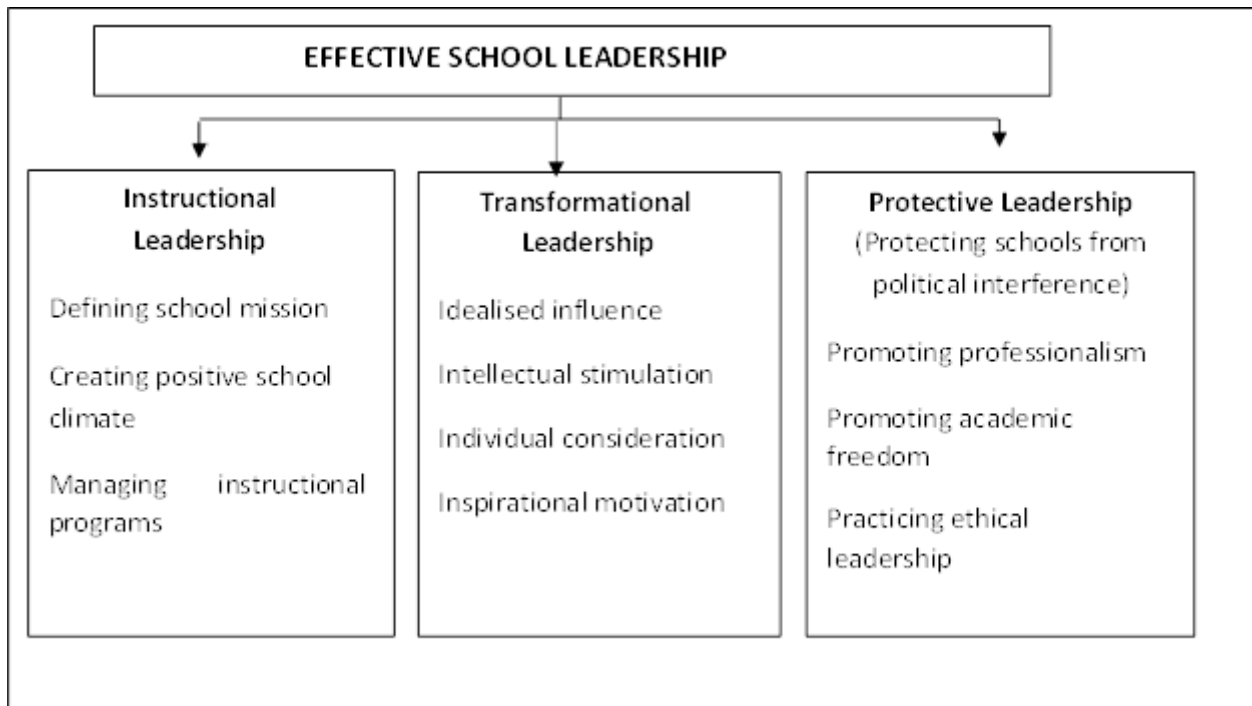


Figure 5.1: Proposed school leadership model

To describe the recommended school leadership model, it is vital to revisit the intentions, description of the context of the study as well as the key findings which have contributed to the development of the model.

The study addressed principal leadership styles and teacher job satisfaction in public secondary schools of Addis Ababa. The empirical findings showed that the public secondary school management system was structured for the purpose of political activities in school. The ruling party was involved in all the activities of the schools including the assignment of principals and organising teachers and students for indoctrination of political ideology. Structurally, ruling party cell structures such as command post, one-to-five and development army were active in the school management system.

Regarding the leadership styles of principals, teachers perceived that the practice of leadership was inappropriate and unproductive. The principals did not implement an instructional leadership style or a transformational leadership style. Instead, school principals were predominantly engaged in political activities in the schools. This study revealed that there was a low level of teacher job satisfaction. The key factors that were related to teacher low job satisfaction were political interference, inappropriate

leadership practice, low salary and benefits, low social respect for the teaching profession, low student achievement and lack of motivation for education, bad student behaviour, low attention of the government for teaching profession, and corruption in other sectors.

The findings gave a clear picture of the secondary school management system in Addis Ababa for education policy makers, and other stakeholders in education to improve the school leadership quality and teacher job satisfaction. The Government of Ethiopia must specifically commit to separate politics from education. School principals should be selected and assigned based on their qualifications, experience and capacity. Reasonable salary and benefits, attractive working conditions should be made to improve the quality of education in Ethiopia. In summary, the researcher strongly recommends that education sector leadership and management must be free from any political interference and principals ought to use a combination of instructional and transformational leadership styles. In the context of the Ethiopian school system, effective school leadership is the situational implementation of instructional and transformational styles and the freeing of political interference in school leadership. Below is a graphic representation of the recommended school leadership model.

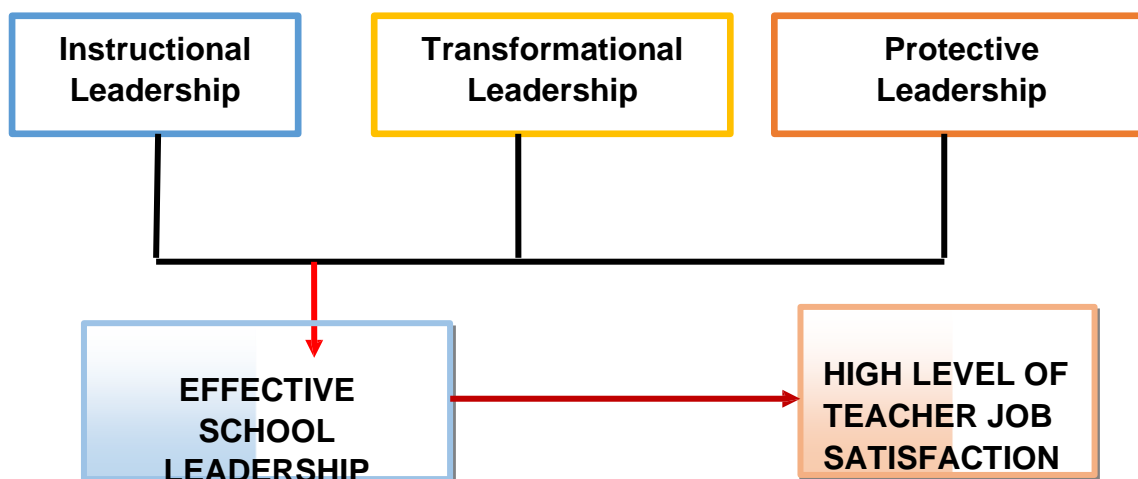


Figure 5.2: School leadership model for public secondary schools

5.5 CURRENT IMPROVEMENT IN THE EDUCATION POLICY

Ethiopia is a developing country that is striving to bring about an economic, political and social renaissance. The government has been engaged in a major effort to transform Ethiopian society into a middle-income economy by the year 2030. To achieve the vision of the country, the government has focused attention on education, health and service sectors (MoE, 2018:3). Currently, Ethiopia is in political transition. The political change will bring about a change in education policy and school management system. After the data collection process of this research took place and was analysed, there was a change in government which had led to discussions of a new education policy.

As a result, better motivation and commitment from government to improve quality of education at all levels, has been the focus with political interference, principal leadership practice and teacher job satisfaction the newly implemented policy being given more attention. Therefore, the Ethiopian education system at large and secondary schools in specific will be free from ruling party-political interferences. It is hoped that in the near future, schools are able to confirm their secularism.

5.6 THE MAIN CONTRIBUTIONS OF THIS STUDY

The purpose of this study was to understand the school leadership practice and teachers' job satisfaction in public secondary schools in Addis Ababa, Ethiopia. Ethiopia has been ruled under undemocratic government. The state politic was highly centralised and controlled every economic and social activities. The education sector has been one of highly affected sector by the political interference of the ruling party. According to this study found that, the school principals selected based on their political affiliation, and their management and leadership activities were controlled by the government structure like "command post", "school development army", "one to five network" and "cell (members) of ruling party members". Thus, principals have no freedom to practice proper ways of leadership in the school. The centralised approach of Ethiopian government in education system at large and specifically in schools management has been affects the job satisfaction of teachers. As the result of this, poor quality of education practiced in the country.

Specifically, for Ethiopian education systems, in general for countries which have undemocratic/centralised government this study have the following contributions:

- In the case of developing country the government has responsibility of providing education for all. However, education serves for government as tool for indoctrinate their political ideologies' for the generation. In Ethiopian ruling party was interfered the school management and leadership without any legal ground. The teacher who was the member of the ruling party has an opportunity to be principal of the school and assigned in political positions in other sectors. Thus, whether the teachers accepted the ruling party politics or not they have a potential to pull to the party membership. As the result, the schools messed their goals and mission.
- The study give insight to the government officials, policy makers, education practitioners and community who are in the similar environment; which the political activities interfered the school activity and affect the quality of education. Where the school leadership practiced not free from political influence it is not possible to takes place effective teaching and learning process.
- The study revealed that, the roles, duties and responsibilities of the school principals were overtaken by the political structure such as “command post”, education development army” and “one to five group” in the schools.
- The practice of instructional leadership and transformational leadership were highly affected due to the school principals engaged more to executed the political activities in the schools. Related to this there was low level of teachers' job satisfaction.

To conclude that, this study is shine a light on the dark side of school management and leadership practice in Ethiopian public schools. To change the situation and improve quality education schools principals should practice protective leadership style and schools must free from any political interference.

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APPENDICES

Appendix A: UNISA College of Education Ethical Clearance



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/04/18

Dear Mr Haile

Decision: Ethics Approval from
2018/04/18 to 2023/04/18

Ref: 2018/04/18/ 57663637/02/MC
Name: Mr ES Haile
Student: 57663637

Researcher(s): Name: Mr ES Haile
E-mail address: 57663637@mylifeunisa.ac.za
Telephone: +251 91 131 3401

Supervisor(s): Name: Prof B Smit
E-mail address: Smitb@unisa.ac.za
Telephone: +27 82 411 8847

Title of research:

School leadership style and teacher job satisfaction in public secondary schools in Addis Ababa: A qualitative case study


Qualification: D Ed in Educational Leadership and Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2018/04/18 to 2023/04/18.

*The **low risk** application was reviewed by the Ethics Review Committee on 2018/04/18 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



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Appendix B: Letter of Permission to conduct Research

የአዲስ አበባ ከተማ አስተዳደር
ትምህርት ቢሮ



CITY GOVERNMENT OF ADDIS
ABABA EDUCATION BUREAU

ቁጥር አ.24/3479/428-40/35
REF.NO

ቀን 2/15/10
DATE

ለ 10492 ክፍለ ከተማ ትምህርት/ቤት

አዲስ አበባ

ጉዳይ ፣ ጥናት ለማድረግ ትብብር እንዲደረግላቸው ስለመግለጽ፤

ከላይ በርዕሱ እንደተጠቀሰው ተማሪ ኤልያስ ሰብስቤ ሀይሌ በUniversity of South Africa የትምህርት ተቋም የሶስተኛ ዲግሪያቸውን በመከታተል ላይ መሆናቸውን ገልጸው School leadership style and teacher job satisfaction: qualitative case study in Addis Ababa public secondary schools. በሚል ርዕስ ላይ ለሚጽፉት ጥናታዊ ጽሁፍ አጋዥ መረጃዎችን /መጠይቆች/ እና ለሚያካሂዱት ጥናት ቢሮአችን የድጋፍ ደብዳቤ እንዲጽፍላቸው በ21/05/2010ዓ.ም በተፃፈ ማመልከቻ ጠይቀዋል።

በመሆኑም ከላይ በተገለጸው አግባብ መሰረት ተማሪ ኤልያስ ሰብስቤ ሀይሌ ጥናቱን ለመስራት የፈለጉ ስለሆነ በሥራችሁ ባሉ እና በመረጧቸው ትምህርት ቤቶች ጥናቱን እንዲያካሂዱ ትብብር እንድታደርጉላቸው ይህንን የትብብር ደብዳቤ ጽፏል።

ግልጻዊ፤

- ለአቶ ኤልያስ ሰብስቤ ሀይሌ
 - የፈተና ዝግጅት እና አስተዳደር ዳሬ/ቁሬት
- አዲስ አበባ



ከሠላምታ ጋር

[Handwritten signature]
መረጃ አብርሃ ቦርኔ
የፈተና ዝግጅትና አስተዳደር
ዳይሬክቶሬት ዳይሬክተር

መለስ ዜናዩ! ለህዝብ የተሰጠውን የፍትህ ጥላቻ ለማሟላት ለሁሉም ጥላቻዎች ትብብር ይላክል!!
"ለትምህርት ጥራትና መስፋፋት በወቅቱ የሚከፍሉት ግብር ዓይነተኛ መግፊያ ነው።"
"ለአዲስ ሰውጥ ፣ በአዲስ መንፈስ"

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አዲስ አበባ ኢትዮጵያ Addis Ababa - Ethiopia
ግብጫ ሁልጊዜ የማንናጠጫ ቀጥሮችን የጉዳዩን ርዕዥ የሚመለከቱን ክፍል ይተብሉ
REMINDER: PLEASE ALWAYS PROVIDE REF. NO SUBJECT AND ATTEEN

Appendix C: Consent to Participant in Research Study

Title of the Research: School Leadership towards Teacher Job Satisfaction: A case study in public secondary schools in Addis Ababa, Ethiopia

Introduction: this research is focus on the issues of school leadership and its impact on the teacher job satisfaction. To understand the research topic in-depth interview is made with purposefully selected public secondary school principals and teachers.

Objective: to investigate the public secondary school principal leadership practice and the job satisfaction. The research findings may be important to improve the current situation in school leadership and it will be an input for the education policy makers.

You are the one who willing to participate in this research. I appreciate for your kindness. Thank you.

The interview will take about one and half hours. The place and the time of interview is decided by the participant. It is because of establishing positive relationship with the participants. The interview questions are organised in semi- structured approach. during the interview session digital recorder will be used. It is particularly important to the researcher analyse the issues accordingly the participants idea. The data, which is collected from the participants will stored securely, only I (the researcher) and my supervisor will access. The information that you give during the interview will be used only for this research. Thus, there is no foreseeable risk associated with this study.

Benefits: by participating in this research no one receive direct benefits. However, the information that you deliver to the researcher may be useful to understand the topics under the study, and the researcher use your information as the base of suggestion and recommendation for the concerned bodies.

Confidentiality: in this research name of participant and the school name will not be mentioned. It will be anonymised. The interview data will be kept secures it will be accessed by the researcher and the supervisor. After this research will be completed the data are delete.

Right to refuse or withdraw: as far as voluntarily participating in this research you also have a right to withdraw and refuse at any time to participate. And the research also has right to withdraw you from the study.

Offer to answer questions: If you have any other questions about this study, you may call to: Elias Sebsibe Haile +251(0)9 11 31 34 01 eliassebsibe@gmail.com

Legal Rights:

I have read the information provided above. I voluntarily agree to participate in this study. I will receive a copy of this consent form for my information.

Participant name and signature

Date

Appendix D: Interview Guidelines

Part I. Participants' Demographic Information

- Age
- Sex
- Educational level
- Work experience with the current position
- Total work experience as a teacher/principal

Part II. Items for School Leadership

- Describe how you perceive your school principal's leadership activities?
- What type of actions and practices do your principal demonstrate most of the time in the school?
- Describe your relationship or communication with your school principal?
- Describe your principal communication with out-side the school community?
- Do you have trust on principal leadership/ management practice/commitment to achieve the school vision? If so how is that visible?
- To what extent do you participate in leadership activities of the school?
- How do you participate in instructional activities (e.g. curriculum development, in the school?
- How does the principal support your professional development activities?
- How does your principal create conducive environment for your teaching and learning activities?
- Describe your principal's role in improving student learning outcome.
- Describe your principal's in supervision and teacher evaluation activities.

Part III- Teacher Job Satisfaction

- How would you describe your overall job satisfaction as a teacher?
- What determines or contributes to this satisfaction level?
- How do your principal leadership behaviours impact your job satisfaction?
- What responsibilities do the school leadership have to ensure your job satisfaction?

- Which principal leadership style motivates you?
- Please describe the overall feeling you have on the school principal leadership style.
- What types of leadership style do you suggest that could enhance teachers' job satisfaction?

Appendix E: Proof of Editing

EDITING SERVICES

To whom it may concern

This letter serves to confirm that editing and proofreading was done for:

ELIAS SEBSIBE HAILE

57663637

**School Leadership towards Teacher Job Satisfaction: A case study in public
secondary schools in Addis Ababa, Ethiopia**

Educational Leadership and Management

Education

at the

University of South Africa

Supervisor: Professor Brigitte Smit



Cilla Dowse
20 August 2019

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Appendix F: Originality Report

**AN INVESTIGATION INTO PRINCIPAL LEADERSHIP STYLES AND TEACHER JOB
SATISFACTION IN ADDIS ABABA PUBLIC SECONDARY SCHOOLS: A
QUALITATIVE CASE STUDY**

Chapter Five

by

ELIAS SEBSIBE HAILE: 57663637

Submitted in accordance with the requirements for the degree of

DOCTOR OF PHILOSOPHY

In Educational Leadership and Management

8%

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Matches

Match Number	Source	Match Percentage
1	Submitted to University... Student Paper	3%
2	Submitted to Kenyatta ... Student Paper	1%
3	Submitted to Asia e Uni... Student Paper	1%
4	Submitted to University... Student Paper	1%
5	Submitted to Higher Ed... Student Paper	<1%
6	Submitted to University... Student Paper	<1%
7	Submitted to University... Student Paper	<1%