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SCHOOL OF GRADUATE STUDIES

ASSESSMEN THE EFFECT OF LEADERSHIP STYLE ON EMPLOYEES' JOB SATISFACTION: THE CASE OF KIRKOS SUB CITY EDUCATION OFFICE ADDIS ABABA

BY

KONJET AWLACHEW

December, 2019

ADDIS ABABA, ETHIOPIA

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A THESIS SUBMITED TO ST. MARY'S UNIVERSITY, SCHOOL OF BUSINESS IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF BUSINESS ADMINSTRATION IN HRM CONCENTERATION

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APPROVED BY BOARD OF EXAMINERS

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Internal Examiner   **Signature**

LETTER OF CERTIFICATION

This is to certify that Konjet Awlachew has done a study on the topic "ASSESSMENT THE EFFECT OF LEADERSHIP STYLE ON EMPLOYEES' JOB SATISFACTION:- THE CASE OF KIRKOS SUB CITY EDUCATION OFFICE ADDIS ABABA" under my supervision. This work is original and suitable for the submission in the award of master's in business administration (HRM).

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Advisor Name   Signature and Date

ACKNOWLEDGMENTS

LIST OF ACRONYMS/ABBREVIATIONS

KSCEF	Kirkos sub city education office
HR	Human Resource
HRM	Human Resource Management
EF	Education office
SPSS	Statistical Package for Social Science
OC	Organizational culture

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ABSTRACT

The main objective of this paper is to examine the effect of leadership styles on employee's job satisfaction the case of Kirkos sub city education office. This study depends on data gathered from managers through interview and workers of all operation and system units in the kirkos sub city education office. To achieve the objective of this study, descriptive method was used, self-administered questions were distributed to 87 respondents and all respondents returned the questionnaires. The respondents were selected using simple random sampling technique. Secondary data were also extracted from prospectus and other published materials of Addis Ababa education office. The data collected from the questioner were analyzed using statistical tools such as mean and standard deviation. This study will look at the relationship between leadership styles and job satisfaction of employees in the kirkos sub city education office and discovers the effect of leadership styles on employee job satisfaction. A 33 item Multifactor Leadership Questionnaire were used to measure leadership styles and job satisfaction. Information gathered from respondents was analyzed using descriptive and correlation analysis. The study uncovered that leadership styles were fundamentally related with job satisfaction. The findings of the study demonstrated that there was a huge relationship amongst transactional and transformational leadership style and employees' job satisfaction. The discoveries likewise uncovered that employees favored transformational leadership style over transactional leadership style subsequently the most astounding mean score of the worker job satisfaction measurement went to transformational leadership style. The result of the present study proposes the significance of transformational leadership style that ought to be advanced through the organization's strategies and representative assessments.

Keywords: *Employee, Leadership, Job satisfaction, Transformational leadership, Transactional, laissez-faire.*

CHAPTER ONE

OREINTATION OF THE STUDY

1. INTRODUCTION

This chapter deals with background of the study, statement of the problem, basic research questions, objective of the study, significance of the study, scope and limitation of the study.

1.1 Back ground of the Study

In a competitive edge, every organization needs to be hiring a qualified human resource to win the battle and enemies in the industry and market. This accomplishment is depending on the quality of manpower and technology they have, the way of administering all resource including human resource is very essential for organization success, from this point of view human resource is one of crucial factor to achieve organization goal. Therefore leaders applying the different technique to manage and direct their follower in order get adequate outcome. In addition to that, some employees take their leaders as a model. If the leaders lead follower appropriately, follower become more satisfying, because the method of leading employees can affect employees satisfaction but some leaders consider better salary is the only source of employees satisfaction, but employees satisfaction is determined by internal and external condition which created by job by itself and job assignment means, for instance, leadership style, character, quality and approach of leader is external factor, this factors can creating extrinsic employees satisfaction. Leadership is the process of directing and influencing the task related activities of group member. As he said leadership involves other people – subordinate or follower by their willingness to accept direction from the leader, group member held define the leader status and make the leadership process possible, without subordinate all the leadership qualities of managers would be irrelevant (Stoner & Freeman 1989). Leadership style state characterizes the interaction between leader (managers) and their follower (staff member) is most important in terms of employee efficiency and productivity (Belonio 2012).

According to Koontz and Weihrich (1990) leadership is defined as the influence that is the art or process influencing people so that they will strive willingly and enthusiastically towards the achievement of group goal, identify people should be encouraged to develop not only willing to work but also willingness to work with zeal and confident.

According to Kaila (2012) cited Smith (1969) employee satisfaction as the feeling an individual has a beauty his and her jobs. Kaila (2012) cited lock (1969) suggest that employee satisfaction was a positive or pleasurable reaction resulting from appraisal of one's job, job achievement or job experience.

1.2 Statement of the problem

Today's ' work places are more complex and sophisticated requiring erudite leadership due to global economic competitiveness, as leaders are confronted with unpredictable challenges, which require different degree of leadership management. Effective management of employees may be assumed to be achievable through leadership behavior, which promotes employee's commitment and productivity. Although, employees' performance can be highly affected by many factors arising from within and outside organizational context (Islam, Khan, Shafiq, &Ahmad, 2012).In Ethiopia, with an expansion of the industrial sectors, many teaching staff has resigned to assume jobs in industry (yetbark, 2002). It seems clear that sub city education office members have left the institution or have transferred from one institution to another because of circumstances over which the sub city education office had no control. For example, a stuff member may seek to gain meaningful experience in the next job. Another may want to be mobile only as a result of a better offer, but not as a result of dissatisfaction with his current job. However, some sub city education office members have left because of institution failure to exercise control in job satisfaction and dissatisfaction. The lack of commitment from administrator', ineffective curriculum development, and sub city education office unrest. It can be costly both to the reputation of the sub city education office and to the well-being of the workers. (Nicholson and Mil jus, 2002).

The literature indicates that job satisfaction is a prerequisite to long tenure and good performance, and hence to institutional effectiveness (Wood, 2006). Therefore, it seems wise to identify factors that affect job satisfaction and dissatisfaction of the Education office members in order to determine whether any problem areas exist. Following the findings, the institution should be able to remedy problems and provide opportunities for worker advancement and leadership

During investigation researcher was gathered some information that required to examining the offices leadership problem in deep. After conduct pilot study the researcher try to be know main leadership problem like they don't offering contingency reward for employees, employees are not participating in decision making process, employees are no gaining appropriate financial reward for their performance , leaders prevent problem where the problem is occur and they are not giving a power for employees to make their decision. This leadership style of the office practicing may the cause of employee satisfaction means it may not preferring by the office employees, if it is not appropriate for them employees feel dissatisfaction, therefore the aim of this study is different leadership style, the relationship between leadership style and employee satisfaction and it also show the effect of leadership style on employee satisfaction and in order to be full fill this knowledge gap, the study will address the following question.

1.3. Research Questions

1. Major question:

- What are the effects of leadership style on employees' job satisfaction in kirkos sub city education office?

2. Sub questions:

- To what extent is the impact of transactional leadership style on Job Satisfaction the Effects of leadership style on employees' job satisfaction in kirkos sub city education office?

- To what extent is the impact of transformation leadership style on Job the Effects of leadership style on employees' job satisfaction in kirkos sub city education office?

- To what extent is the impact of laissez-faire leadership style on Job Satisfaction the Effects of leadership style on employees' job satisfaction in kirkos sub city education office?

1.4. Objectives of the Study

1.4.1. General objective

The general objective was to determine the Effects of leadership style on employees' job satisfaction in kirkos sub city education office.

1.4.2. Specific objective

- To determine the effects of transactional leadership styles on public service employees' Job Satisfaction inKirkos sub city education office.
- To determine the effects of transformational leadership styles on public service employees' Job Satisfaction inKirkos sub city education office.
- To determine the impact of laissez-faire leadership styles on public service employees' Job Satisfaction in Kirkos sub city education office.
- To evaluate the overall effect of those leadership styles on Job Satisfaction of public service employees' inKirkos sub city education office.

1.5. Significance of the study

The study is supposed to have two fold implications. Empirically, findings of the study are hoped to fill the ongoing theoretical lacuna and thereby add values to current knowledge production. Particularly, findings and its implications for academician are believed to serve as food for thought for policy makers so that they can make use of it to enact a new legislation and or amend the existing laws to provide strong legal support for education office Societies. On the other side, The findings of the study shall provide empirical data and direction for action by government, NGOs and private organizations as well as associations that works in the area of school administration.

This study is also important to all members of sub city education office members, for those who are involved in consultants and those who deliver of intervention research.

Finally it is hoped that the findings of this study will provide some important direction for conducting further research in the area of education office Members and other concerning body's.

1.6. Scope of the study

The study will be taking in kirkos sub city education office which is located in Marriott hotel and saint Stefano's church which is entitled on factors that affecting leader ship style on job satisfaction of employee in case of kirkos education office. The study will be examined the effect of leadership style on employee satisfaction by using main leadership style dimension and employee job satisfaction parameter, the study was more emphasize on transformational , transactional and laissez-faire leadership style, what is the relationship between these leadership

style and satisfaction and how its affect employee satisfaction. It will be conduct in kirkos sub city education office Addis Ababa Ethiopia.

1.7. Definition of Terms

Terms used in this study and the data collection instrument are defined as follows:

Job Satisfaction - Morale; A number of Thai investigations carried on in the field were concerned with what was tentatively called job satisfaction. But many researchers use this term interchangeably with morale.

Job Satisfaction: The condition of contentment with one's work and its environment, denoting a favorable viewpoint of the individual toward the work role he/she presently occupies. This term is used interchangeably with job attitudes since both refer to the affective orientation of the individual toward the work role he/she is occupying.

Job Dissatisfaction: The condition of contentment with one's work and its environment, denoting an unfavorable viewpoint of the individual toward the work role he/she currently occupies.

Motivator Factors: Those factors that are inside, or a part of the actual job task or derive from performance of the job, i.e., achievement, recognition, growth, responsibility, and the work itself. This term is used interchangeably with intrinsic job factors.

Hygiene Factors: Factors that are a part of the job environment or the context within which the work is performed, i.e., interpersonal relations, organizational policy and administration, working conditions, supervision, and salary. This term is used interchangeably with extrinsic job factors.

Achievement; To complete a job successfully, to experience a personal success, to experience solution of a difficult problem. Growth: To move upward within the organization or to advance one's own skills in the profession.

Interpersonal Relations: To experience either satisfying or dissatisfying social interactions with people in the performance of one's job.

Organizational Policy and Administration: The rules, regulations, and operating procedures under which one works.

Recognition: To be singled out for praise for a job well done.

Responsibility: To refer to satisfaction or lack of it derived from the level of responsibility and authority given to a person.

1.8. Limitations of the Study

In this study the respondent's participation will be voluntary and will conduct at one organization in kirkos sub city education office. These factors will limit the possibility of generalizing from the study findings.

1.9. Organization of the Study

The report of this study is organized in the following manner: Chapter one present a statement of the problem, objective of the study, research Questions ,limitation, significance of the study, scope of the study, definitions of terms, and hypotheses. Chapter two reviews literature and research findings to be most relevant to the present study. Chapter three presents a detailed explanation of the procedures used for collecting the data, selecting the sample, and analyzing the data. Chapter four gives the analysis of the data resulting from the questionnaire and the statistical treatment of these data in both descriptive and tabular forms. The final chapter: chapter Five contains a summarization of the findings of this study with the conclusions and suggestions for further research based on the findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

In any organization there are different factor that affect organization accomplishment, those factor are emerging either within the organization or outside the organization and these are an obstacle for organization to accomplishment of goal, and one of the factor which exist in organization is leadership style of the company. According to Chandan (1997) if there is any single factor that differentiate b/n successful and unsuccessful organization, it could be considered as dynamic and effective leadership or the lack of it, in managing no matter how competent you are as a manager and decision maker, your ultimate success will depend upon whether you are able to lead it.

2.1. REVIEW OF THE LITERATURE

2.1.1 Leadership Styles

Leadership style is the direction in which the followers are led. The number of leadership styles has been growing as the leadership studies have evolved over the course of history. If the leadership style is effective, it may develop the organizational performance and support the achievement of desired goals, or if the leadership style is ineffective, it will have a negative impact on organizational performance and opinions of employees. This significant relationship between leadership styles and organizational performance led to many studies regarding the aspect of leadership that resulted in numerous leadership theories. Each theory proposes a distinct leadership style and, most often, a mixed set of styles for the performance of the leadership. (Hussain & Hassan,2016). According to Sheng Victor &Soutar (2005), leadership styles are significantly impacted by the leader's immediate family - subordinates. This research determines the relationship between organizational leadership style and employee satisfaction committing to enhancing development that may have a positive impact on the organization and its employee. The commonly used universal leadership styles are transactional, transformational and laissez-faire. The leadership styles are acknowledged to change depending on the situational factors. Therefore, a leader who uses transformational style could use the transactional style and vice versa based on the situation and vice versa. The character and personality traits can be used to distinguish a transformational or transactional leader (Bono & Judge, 2004). However,

followers' recognition of their leaders, their willingness, task intricacies also decide the leadership styles followed by the leaders. Therefore, leaders should have unique ability to determine the organizational settings, carefully distinguish the unforeseen factors and make good decisions in driving the organization towards success (Alkahtani, 2015).

Transformational Leadership Style

Many studies have proved that transformational leadership is the most preferred style by the employees of an organization. Burns (1978), concluded that transformational leadership style connects the authority of a position to respond to the followers' needs and responsibilities. The leader's vision and perception must be communicated to the follower appropriately. Transformational leadership style is being increasingly significant due to the organizations demand to develop in the world of globalization. Hoy and Miskel (2008) declared that transformational leaders must be proactively improving subordinates' awareness on the significance of inspirational group interests, and leaders are always anticipated to guide employees to achieve maximum results. Leadership styles determine the job satisfaction of an employee (Al-Ababneh, 2013). Cumming et al., (2010) recommended that the organizations where leaders do not take the responsibility of the feelings of their followers they will see fewer efforts of their followers in their jobs. Burns (1978) defined transformational leadership as, "a process whereby leaders promote the motivation of their followers to pursue and accomplish higher goals the collective interest of the group" (p.426). Bass (1997) discussed that transformational leaders act cooperatively with employees' by engaging to their crucial needs and encouraging them to move towards a particular direction. Most of the research on transformational leadership has focused on identifying distinct characteristics of transformational leadership rather than examining the method or communications between leaders and their employees'. According to Abdalla (2010), the specific elements of transformational leadership classified by Avolio and Bass (2002) are as follows:

1. Idealized influence: applies to the leaders who are honored and respected by their subordinates. The leaders can achieve this influence by placing the requirements

of the subordinates first over the leader's needs. In this aspect, the leader should consider the value of subordinates and show morality. Leaders, who follow transformational leadership style, inspire, appreciate and respect the subordinates and drive them towards achieving higher performance in their jobs.

2. Inspirational Motivation: is achieved by implementing a vision that is encouraging, motivating, and future-oriented. The transformational leaders apply goals that motivate and increase confidence in the subordinates to perform their jobs at higher levels.

3. Intellectual stimulation: is where the leaders give their subordinates opportunities to deviate themselves from the conventional ways of doing things, in order to do things more enthusiastically. This helps the leaders to motivate the subordinates in approaching the problems in a different way where they can be involved in their work more actively.

4. Individualized consideration: allows the leaders' train and guide their subordinate to develop their potentiality and performance at work. Employees' who have a lower confidence level and problem-solving skills receive assistance from the leaders' in the form of training, as transformational leaders focus on individual needs for success and growth of their subordinates Individual identification is essential in the transformational leadership because such influence would result in subordinates' acknowledgment of the leader's charisma. Charisma is a crucial component of the transformational leadership style. However, charisma by itself is not sufficient to consider for the transformational process (Bass, 1985 p. 31). The capability of a project leader to build leadership in the subordinates is very crucial in the construction industry. It is significant because the project team members may have to act in the role of a project manager at times of crisis. Besides, a transformation leader encourages followers by driving them towards a common goal (Parry, 2004).

Transactional Leadership Style

Burns (1978) referred transactional leadership as to one that focuses on the changes that happen between leaders and their followers. Similarly, managers who offer raises to employees who exceed their goals are displaying transactional leadership. The exchange aspect of transactional leadership is prevalent and can be perceived at many levels throughout all types of organizations. This leadership style focuses on meeting the targets of the given job. The fundamental concept of transactional leadership is that the understanding of the relationship between effort and reward, the receptivity to exhibit the issues, the use of incentive, reward, punishment, the motivation of goal setting and rewarding of performance, and the use of power to subject followers to complete the tasks (Burns, 1978). According to Ismail, Mohamad, Mohamed, Rafiuddin, & Zen (2010); Bass & Avolio's (1991, 1993) transactional leadership theory is developed based on two primary factors

1. Contingent reward approach - where rewards are given in exchange for meeting the objectives or the capability of followers to complete tasks based on their leaders' wish.

2. Management-by-exception - the leaders interfere when employees make errors by ascertaining visible mechanisms to implement proper rules. A leader using the management by exception style takes an aggressive and selfish interest in job and monitoring of tasks. The leader involves himself or herself consistently in the work process looking for deviations from standard protocol, intervening before employees making errors (Bass & Avolio, 1990). Transactional leadership is equally essential as transformational leadership to assist leaders to increase organizational competitiveness in the age of global competition. Transactional leadership does not hold the same level of morality when compared with that of the transformational leadership. A significant disadvantage of the transactional leadership style is lack of motivation to the employees to give anything beyond what is specified. This distinctiveness is causing a problem in the construction industry, which has complexities in stipulating complete job descriptions well in advance due to the nature of the projects. The influence of project managers' leadership styles on a project is crucial to performance in the construction industry (Oshinubi, 2007).

Laissez-faire leadership style

A leader who avoids or does not interfere with the work assignments or may entirely avoid responsibilities and does not guide or support the followers can be considered as a laissez-faire style of leader. This leader's style is compared with dissatisfaction, unproductiveness, and ineffectiveness (Limsila &Ogunlana, 2008). According to Morreale (2002), the leader fails to lead the team, does not fulfill the responsibilities as a leader, overall, effective leadership is not attempted. Laissez-faire style leaders maintain a hands-off approach and are rarely involved in decision-making and contributing any guidance and direction. This leadership style enables the subordinates to make their own decisions, as the leader exhibits no real authority. The leader only responds to questions and provides information or gives support to the group. The subordinates of laissez-faire leaders have to seek other sources to assist them in making final decisions (Liphadzi, Aigbavboa, & Thwala, 2015).

It is also the least performing and least effective leadership style. This style of leadership does not make decisions regularly and offers little care, guidance, sense of encouragement to their subordinates. Laissez-faire leadership negatively impacts subordinates' work outcomes (Avolio,

Waldman & Einstein, 1988; Bass, 1990). The more significant leader's exhibit laissez-faire behavior, the poorer subordinates perform at work.

2.1.2 Job Satisfaction

The review is intended to include the job satisfaction literature appearing in Frederick Herzberg's first publication.

Herzberg et al. (2007) undertook an extensive review of the literature which appeared prior to 2007' although the publication is not involved directly with faculty job satisfaction, it appears to combine job satisfaction literature up to 2007 which is a relevant source to the researcher in development of his theoretical framework for research in this area.

In summary, the literature review will be arranged in the following sequence;

(1)   Studies related to the conceptual framework of job satisfaction

(2)   Studies related to the relationships between some independent variables and level of job satisfaction,

Conceptual Framework of Job Satisfaction This section is an attempt to examine the conceptual framework of job satisfaction in terms of basic psychological theories. Currently, there are a number of major theoretical positions that could be adopted relative to the job satisfaction in the work environments. However, the theories discussed will include the traditional approach, two-factor theory, and the need hierarchy. The Traditional Approach Early research in the area of job satisfaction employed the traditional approach. This approach was generally predicted on the assumption that if the presence of a variable in the work situation leads to satisfaction, then its absence will lead to job dissatisfaction, and vice versa (Ewenet al.2006). This is the basis for the traditional theory of job satisfaction: it sees the individual shifting along a single continuum in response to changes in the job, both intrinsic and extrinsic to the work role.

Thus, if money is seen as contributing to satisfaction more money should lead to greater satisfaction and less money to dissatisfaction which can be illustrated as follows:

If a worker earns $200 a month and he gets a $4o increase, he will be pushed further on the satisfaction continuum than if he received a $20 increase. If he has his salary up by $20, he will accordingly be pushed on the continuum toward the dissatisfaction end (Behling et al. 2008).

If all other things are held constant, which is entirely unfeasible, this traditional approach might be related to the life situation. But this approach has been challenged because it fails to take expectations into account about worker's attitudes. For example, if one expects increase in salary

but receives only an increase, he may be pushed toward   dissatisfaction even though he has received more pay (Cohen, 2004).

The traditional approach has much logic but has also been criticized as too simplistic an approach to the problem. Perhaps satisfaction and dissatisfaction are not polar opposites and same factors do not propel the worker in one direction or the other. However, certain researchers still advocate the traditional approach as the valid one (Hulin and Smith, 2007).

2.1.2.1 Two-Factor Theory

The findings of Herzberg and associates opened a new chapter in the area of job satisfaction. In 1959 Herzberg, Mausner, and \ Synderman formulated the two-factor theory of job satisfaction. Using the critical incident method, these investigators interviewed 203 engineers and accountants employed by firms in Pittsburgh, Pennsylvania. The research method included asking the individuals to describe specific instances when they felt exceptionally good or exceptionally bad about their jobs:

The respondent was told that he could start with any kind of story you like - either a time when you felt exceptionally good or a time when you felt exceptionally bad about your job, either a long-range sequences of events or a short-range incident. After the first sequence was completely explored, the respondent was asked for a second. This time he was given somewhat less freedom to choose the kind of story. If he was given a high, he was then asked for a low; if he had given a long-range sequence, he was asked for a short-range one (Herzberg et al. 2009).

Following analysis of data, Herzberg and associates concluded that there is one set of factors, the presence of which induces increased job satisfaction, but the absence of which does not induce job dissatisfaction; and there is another set of factors, the absence of which leads to job dissatisfaction but the presence of which does not lead to increased job satisfaction. Cummings and ElSalmi (2008) attempted to simplify the findings:

What Herzberg is saying is that there are some factors that affect job attitudes only in the positive direction, thus leading to increased job satisfaction, but the absence of these factors would not necessarily give rise to job dissatisfaction. On the other hand, there are a group of factors acting as dissatisfies which when absent, would lead to dissatisfaction but, when present, would not lead to job satisfaction. Herzberg et al. termed the first set of factors as "motivators" and the second set as "hygiene's". The motivators are: recognition, achievement, advancement,

responsibility, and the work itself. These variables have also been termed intrinsic or work content variables, because they are all presumably derived from performance of the job itself.

The hygiene factors are: interpersonal relations with peers and supervisors, company policy and administration, superior's technical competence, working conditions, and job security.

Hygiene factors have also been referred to as extrinsic or work-context conditions because they are all derived from the environment surrounding the job. Together the two sets of factors or conditions became well-known as "Herzberg's Two-factor Theory".

The two-factor theory stimulated a number of studies, many of which used the critical incident techniques that

Herzberg et al. had employed in their own studies. Some studies supported Herzberg's conclusions but others failed to replicate their findings (Cohen, 2004). A number of empirical studies designed to test the validity of the two factor theory were published, and a heated controversy has developed between supporters and critics of the theory (King, 2006).

Some replication studies support Herzberg's conclusions with their own data and some show its ability, to be generalized to other subject population, occupations, cultures (Bloom and Barry, 2007; Allen, 2007» Myers, 2004). Other studies have attempted to relate the two-factor theory to various demographic variables and replicated the same findings as shown in the theory (Schwartz, Jenusaitis and Stark, 1963). In educational settings, Leon (2004) found the two factor theory was applicable among college and university professors in his study.

On the negative side, a major portion of the controversy stems from the lack of an explicit statement of the theory (King, 2006). In summary, the two factor-theories have been criticized on four basic categories:

1. The theory is bound to one methodology. The theory works well when the "Critical Incident" is employed, but is not so readily replicated when a structured questionnaire approach and factor analysis techniques are used (Ewen, 2004; Lindsay, Marks, and Gorlow, I997). House and Wigdor (2007) reached conclusions contradictory to the two-factor theory when different research strategies were employed.

2. The methodology is weak. There is a lack of validity of the raw data obtained when the critical incident method is employed (Lindsay, Marks, and Gorlow, 2007) and such data may reflect subject's defensiveness (Vroom, 2004; Schneider and Locke, 1991)» The method, when employed alone, is biased because it is easy for respondents to recall incidents in which they felt

good as being brought on by their own accomplishments (i.e., promotions, achievement, etc.) but difficult to recall those which follow no achievement (House and Wigdor, 2007; Ewen, 2004).

3. Both motivators and hygiene's can cause both satisfaction and dissatisfaction. The two sets of factors are not one-dimensional but contribute to both satisfaction and dissatisfaction (Wolf, I997). Ewen et al. (2006) found that motivators were more strongly related to both overall satisfaction and overall dissatisfaction than the hygiene's.

Lahiri and Srivastva (1997) indicated that motivators also can act as dissatisfies but to a lesser extent than as satisfiers; and hygiene's act more as satisfiers than as dissatisfies. Dunnette et al. (1997) found that recognition, a motivator, was the third most common cause of dissatisfaction.

4. The theory is too rigid, oversimplified and contrived and does not take enough individual differences into consideration (Lahiri and Srivastva, 1997). There is much more to job satisfaction than merely two sets of factors.

For example, Robinson et al. (2006) reported a study showing that satisfaction increased with age up to certain level.

It seems clear that the validity of the two-factor theory presented above remains a highly controversial topic.

As Behling et al. (2008) observe, "Research using the Herzberg's critical incident method gives result supporting the Herzberg duality". And that "research using other methods of gathering data produces results which conflict with the Herzberg approach and support a uncolored theory of job satisfaction".

In summary, although the two-factor theory may have detractors, it does seem useful to test this theory in an institution of higher learning as a means of learning more about faculty members and the university as a work environment. If the two-factor theory holds, then satisfaction should be related to intrinsic while dissatisfaction should be associated with factors of the environment extrinsic to the faculty members.

2.1.2.2. The Need Hierarchy

An important weakness of the two-factor theory is its lack of flexibility in explaining differences in individual personality needs. Some studies suggest that job satisfaction can be estimated directly from the measurement of varying degrees of need satisfaction (Blai,2003; Kuhlen, 2006). Because of these results, a number of need theories appeared operative as a fertile ground for explanation. The "need hierarchy" theory of A. H. Maslow became one of the most

significant in job satisfaction studies. Maslow (2000) proposed the idea that an individual's needs develop in a sequence from "lower order" to "higher order" needs.

The hierarchy he posited consisted of five plateaus: First, physiological needs; second, safety and security needs; third, social-affection needs; fourth, esteem needs; and finally, self-actualization needs. Only after the lower needs are satisfied does a person become concerned with fulfilling the higher order needs, since it is only the unfulfilled needs which motivate the individual. Prien, Barrett, and Svetlik(2007), in pointing to the most general application of the concept in relation to work, stated that: The traditional view that man works only because of necessity to survive must give way to the view that work itself is or can be rewarding, As applied to the work place, the theory implies that work may be able to fulfill needs higher than those that are merely physiological.

In support of the need hierarchy approach, many studies have found that self-actualization and autonomy, or the highest need categories, were felt to be most important and least fulfilled across most levels of management (Porter, 2003). It was also found that job security is a major concern of all groups of workers (Dufty, 2007). Both of these ideas are consistent with Maslow's theory since only a few groups seem to have fulfilled the highest needs whereas all are concerned with the more basic.

The need hierarchy theory has been useful to the understanding of behavior in the work environment. In a broad sense, the theory indicates that the satisfied employee has a greater probability of attaining self-actualization and mental health than unsatisfied employee. By implicate» it becomes necessary for organizations to find ways of satisfying both lower and higher level needs by providing the employee with opportunity for growth and responsibility. However, the needs may not always occur in order with clear distinction between the various levels (Hodgetts, 2005).

From the hierarchy point of view, some needs are, to some extent, difficult to categorize. For example, money could either be used to buy food and clothing thereby fulfilling one's physiological need or be used as a means to obtaining one's status and recognition which can gratify one's social and esteem needs (Sutermeister, 2006). In the previous empirical studies, using Maslow's framework, the findings do not generally support Maslow's claims (Hall and Nougaim,2008). On the contrary, in review of research on the need hierarchy theory, Wahba and Bridwell(2006) found only partial support for the concept of need hierarchy. Some of Maslow's

propositions are totally rejected, while other received mixed and questionable support (Wahba and Bridwell, 2006).

In view of job satisfaction, a number of studies attempt to synthesize the conceptual frameworks used by both Maslowand Herzberg (Lahiri and Srivastva, 2007; Ewen, 2004).

This is due to the fact that the extrinsic or hygiene factors of Herzberg related directly to Maslow's lower-order needs and the intrinsic or motivator factors were more closely with higher-order needs. Such a synthesis of the two conceptual frameworks appears to point in the direction of more workable and realistic pattern of job satisfaction. It is hoped that such an approach may provide more insight into the problems being studied. Studies Related to the Relationship between Some Independent Variables and Level of Job Satisfaction Some researchers have reported there are many independent variables such as sex, marital status, age, education, number of years employed which have been significantly correlated with job satisfaction. In an attempt to identify factors affecting job satisfaction, one has to realize the significance of personal as well as organizational factors.

In this section, some independent variables will be examined in order to construct research hypotheses.

2.1.2.3.1. Age and Job Satisfaction

Herzberg et al. (2007) reviewed 23 studies in the analysis of the change in job attitudes with changing age.

Morale is high when people start their first job; it goes down during the next few years, and remains at a relatively low level; when workers are in their late twenties or early thirties morale begins to rise. This rise continues through the remainder of the working career in most cases.

Hulinand Smith (2005) did not support this U-shaped model. Who found that age has a positive monotony relationship to job satisfaction, however, a slight modification of the model was proposed by Saleh and Otis (2006).

For managerial employees, they found that job satisfaction increased up to sixty years and then declined with approaching retirement. Their explanation was that the increase until about age of 60 was seen as the general adjustment to life. The decline between the age of 60 and 65 was partially due to decline in physical health, but mainly to the blockage of channels for self-actualization and psychological growth (Saleh and Otis, 2006). Nevertheless, it should be

emphasized that most of the above cited studies concerned blue and white collar workers in industrial settings.

In educational institutions, a number of studies found significant relationships between job satisfaction and age. Spraque (2004), in his study of job satisfaction of university faculty, reported a positive relationship between age of faculty and employee job satisfaction. Earlier research findings of employee satisfaction in the North Carolina community college system supported the association between job satisfaction and faculty age (Rollins, 2003). Probe (2001) also reported significant relationship between teacher job satisfaction and age.

In a Thai study of morale of university personnel, Petput(2001) also reported an increase in job satisfaction of teaching and support staff as age increased. Panmuk(2005). in his investigation of factors in motivating agriculture teachers to work in the secondary schools in Thailand, found positive relationship between age of teachers and job satisfaction, particularly with respect to supervision received.

2.1.2.3.2. Sex and Job Satisfaction

The male-female differential in job satisfaction has some interesting results. Of 21 studies reviewed by Herzberg et al. (2007)» 6 of the studies found women to be more satisfied than men; 3 of them showed women were less satisfied than men; and 5 of them showed no difference between men and women. Herzberg and associates concluded that the studies comparing men and women in job satisfaction did not lead to any simple conclusions about such differences. Hulin and Smith (2006), from a sample of 295 male and I63 female workers drawn from 4 different plants, found that males were more satisfied than female counterparts. Kuhlen (2006) reported males and females require different satisfactions from their job.

The relationships found in educational settings support the findings of Herzberg and associates in terms of no clear-cut pattern. Some studies revealed significant differences between job satisfaction and sex (Parker, 2004; and Hafen,2001). Parker (1974) reported the significant differences between job satisfaction and sex of elementary school teachers.

Spraque (2004) found no difference between job satisfactions and sex in his study of university faculty members. Merrill (2000) disclosed female teachers and principals were more satisfied in their jobs than their male colleagues.

In Thailand, Petput (2001) also disclosed in his study cited earlier that Thai female university personnel tended to be more satisfied than their male counterparts. However, this was not the

case for school teachers in Bangkok and Northeastern Region of Thailand in which a study showed no difference between sex and level of job satisfaction (Chatatrakul, 2002).

2.1.2.3.3. Marital Status and Job Satisfaction

A number of studies on how job attitudes are related to marital status do not permit clear-cut conclusions to be drawn Of 12 studies reviewed by Herzberg et al. (2007). 3 studies found married workers to be more satisfied than unmarried; one of them showed unmarried workers were more satisfied than married; and 8 of them showed no difference between married and unmarried workers in job attitudes.

In the educational institution, Lacy (2009) investigated factors that affect job satisfaction of public high school business teachers in Ohio. Among the findings, she reported no difference was shown in job attitudes between married and unmarried teachers. However, Becvar(2000) reported different findings of first-year teachers with respect to job attitudes. It was found that married first-year teachers were more satisfied than unmarried peers (Becvar, 2000). In Ethiopia study cited earlier, Petput(2001) summarized in his findings that no significant relationship was found between marital status and job satisfaction of Thai university personnel in his investigation. This seems to be contradictory to the findings of school teachers in Ethiopia.

Two studies conducted by Yotakong (2006) and Panmuk (2005) reported positive relationship between marital status and job satisfaction of Ethiopia teachers in their population. Length of Service and Job Satisfaction Herzberg et al. (2007) reviewed I7 studies to determine how job attitudes were related to length of service with the organization. Of these, 8 studies disclosed the same trend as studies relating to change in morale to age. Seven were not definite in their results. In all cases the problem under study was how a worker felt about his job versus how long he had been on that job. Herzberg and associates summarized the seventeen studies by making observation that: These studies show the following trend: workers begin with high morale which drops during the first year of service and remains low for a number of years. As service increases, morale tends to go up. Later research tended to support this point of view.For example, O'Reilly and Roberts (2005), in their study of individual differences in personality, reported job satisfaction was significantly related to job tenure.

Thus far, no studies have been located which examined the length of service in relation to job satisfaction of American college and university faculty, but a number of studies of no college teachers confirmed that this variable is positively related. Lacy (2009) found that there was a

significant relationship between level of job satisfaction of business teachers and length of service with the educational institution. Probe (2001) reported similar finding in his investigation of the relationship between public school teacher job satisfaction and selected personal characteristics.

As for the Ethiopia studies, Petput (2001) supported the findings of positive relationship between job satisfaction and length of service. In other words, the longer the Ethiopian sub city education office personnel were on the jobs, the more satisfied they were with their work. Education and Job Satisfaction Herzberg et al. (2007) reported I3 studies relating education to job attitudes. Of these studies, 3 studies showed an increase in morale with increase education; another 5 showed the higher these workers' educational level, the lower their morale; and the remaining studies showed no differences in job attitudes among workers differing in education. Williamson and Karras(2000) asked 34 female clerical workers to rank 10 job characteristics taken from the Herzberg Two-factor Theory. The findings indicated that the female group with college educations ranked motivators significantly higher for self-actualization than those of female clerical workers without a college education. Klein and Maher (1976) conducted a study of first-level managers in an electronics manufacturing population. Among the conclusions, they reported college educated managers to be less satisfied with pay compared to a no college education group.

This finding may not be generalized to any managerial groups, where the study of England and Stein (2006) showed higher education level to be related positively to job satisfaction. In the educational institution, Varley (2003) reported the results of his study of 4^6 teachers in l4 metropolitan high schools that teachers who graduated from teachers' colleges were relatively satisfied with their work. Hollon and Gremmill (2006) conducted a study of 321 full-time teaching professionals in 7 two-year public community colleges. They disclosed that female teaching professionals reportedly experience less overall job satisfaction than their male colleagues.

Petput (2001) also found Thai university personnel with higher level of education were more satisfied in their jobs than their peers at lower levels of educational background.

Academic Responsibility and Job Satisfaction area an attempt to determine whether or not faculty members who were engaged in teaching and research were less satisfied or more satisfied that those faculty members who were engaged in academic administration. It was not intended as

matter of questioning a response as to which of the typical assigned tasks, i.e., teaching, research, and academic administration was of more important.

However, no guidance is found in the empirical literature on American studies with respect to the specific variable that the researcher wished to explore. Only a small section of the Thai study conducted by Petput (2001) focused on this question. Thai university personnel with teaching responsibility were found to be in higher morale compared with their colleagues who were engaged in academic administration and support functions.

Academic Rank and Job Satisfaction

The relationship between rank and job satisfaction seems difficult to interpret. Herzberg et al. (195?) have indicated that one unequivocal fact emerged from their studies included a wide range of occupations ranging from unskilled laborers through professional and managerial positions.

Herzberg and associates concluded that there is good support for the assumption that job satisfaction increases as the employee takes an increased responsibility and authority in the organization.

In the academic institution, Field (2006), in his study of satisfaction and dissatisfaction of University of

Wisconsin faculty members by campus location reported that associate professors comprised the most dissatisfied academic rank among the sample.

2.1. 2.4. Studies on Related Factors

Affecting Job Satisfaction of American Faculty Members Studies related to this topic has apparently reflected different populations and sample sizes, and diverse variables.

Field and Giles (2007) investigated the dimension of faculty members' sensitivity to job satisfaction items. The population of the study was 888 full-time teaching faculty members of a large, southeastern university who were randomly selected from the university's personnel roster. Based upon 52 percent response rate, the results revealed that faculty members' sensitivity of job satisfaction items centered primarily in their concern with extrinsic job factors, department head action, and promotion and salary. Such findings might be turned out as a result of organizational setting where job satisfaction seemed relatively high.

Neumann (2008) also attempted to examine the relationship between several dimensions of organizational climate and faculty job satisfaction in university departments by using data which

were based on a second phase of a longitudinal study. His major conclusion was that the organizational climate was one of the keys leading to faculty job satisfaction.

Smart and Morstain (2005) used the Job Descriptive Index (JDI) developed by Smith et al. (2009) as an instrument for the measurement of job satisfaction among college administrators.

A total of 713 questionnaires were returned from all members of the Association for Institutional Research (AIR), a return of 68 percent. This study revealed that college administrators whose preferred and perceived job responsibilities were most congruent tend to find work to be more challenging, fascinating, and satisfying than their moderate and incongruent colleagues. Congruent administrators perceived their work as providing an outlet for their creative energies, being useful to their institutions and respected by their colleagues within the institutions, and providing a sense of accomplishment in their lives.Cohen (2001 employed the critical incident method in conducting a study of faculty job satisfaction in twelve community colleges. During the summer of 2003 the author forwarded questionnaires.

Research related to factors affecting job satisfaction, especially of faculty members, is limited in Thailand. Most of what is done in the field is being conducted by graduate students for thesis work. Also a review will include the research work done by a group of faculty in Social Sciences College, Kasetsart University, and Bangkok relative to job satisfaction in terms of university faculty member work incentive.

Asrat (2005) made a study of job satisfaction of school and college administrators under the Department of Vocational Education, Ethiopia by developing a questionnaire instrument based on the Herzberg's Motivation-Hygiene Theory.

The population of this study included 136 school administrators and 27 college administrators. The results disclosed that both groups of school and college administrators were relatively satisfied in their work. When grouping and comparison were made, college administrators perceived higher level of job satisfaction than the school administrators.

Both groups were highly satisfied with job security, interpersonal relationship, responsibility, and the work itself.

In a similar study, Chatatrakul (2002) examined the morale between school teachers in Bangkok and those in northeastern region of Thailand. One purpose of this study was to determine the degree of teachers' satisfaction with respect to working conditions, activities, interpersonal relationships, supervision, and pay, opportunity for advancement, safety and social status in their

employment regions. When comparison was made, the results indicated that school teachers in the northeastern region perceived higher satisfaction than their peers in Bangkok in the area of interpersonal relationship, activities, pay safety and social status. However, school teachers in Bangkok were more satisfied with working conditions and opportunities for advancement. On the whole, school teachers in both locations were quite satisfied with their work roles.

Chancharoen (2006) reported an extensive study of morale of instructors in teacher colleges. This study included a sample population of full-time instructors representing 15 teacher colleges in Thailand. Of 480 instructors in the sample, 4-71 (98.130) responded to the mailed questionnaire. Two-way analysis of variance was employed in handling the data. Among the conclusions in the study revealed that instructors whose primary responsibilities included both teaching and academic administration were more satisfied in their work than those who were assigned only teaching tasks. On the whole, the morale of both groups was moderately high.

2.2. Empirical Literature

Javed, Balouch and Hassan (2014) established that there is a significant relationship between transactional leadership style and employees'job satisfaction and this transactional leadership style is more adopted by the leaders as compared to transformational leadership style. The authors recommend the research results to the senior leadership of banks for them to improve their employees'job satisfaction. This they offer can be done through training their leading staff in branches to adopt transactional leadership style. The study involved 230 people working in five selected private banks of four districts of the Punjab province of Pakistan. From the analysis of strong and weak point of these transformational and transactional leadership styles, it is evident that more empirical work is required to achieve clearer understanding of these two concepts. This study will look at a combination of both and values based leadership style.

In the UAE Verma (2014) in her study, the influence of leadership styles of principals on teachers' job satisfaction in private schools in UAE, establishes that there was significant influence of transformational leadership styles of principals on the job satisfaction of teacher. Further she specifies that inspirational motivation and individualized consideration leadership styles showed positive significant predictive relationship with job satisfaction of teaching faculties. Bushra, Usman and Naveed (2011) investigated the relation between transformational leadership and job satisfaction among 133 bank employees in Lahore, Pakistan. They found that

transformational leadership has a positive influence on the general job satisfaction experienced by 42% of participants, indicating their preference for this particular leadership style.

In their study of two hundred Malaysian executives working in public sectors, Voon, et al.,(2011) establishes that transformational leadership style has a stronger 33 relationship with job satisfaction. This implies that transformational leadership is deemed suitable for managing government organizations. The study in Malaysia sought to define the aspects of transactional and transformational leadership that affect employee's job satisfaction in the public sector in Malaysia In Iran, Hamidifar, F. (2009) A Study of the Relationship between Leadership Styles and Employee Job Satisfaction at Islamic Azad University Branches in Tehran, Iran leadership styles (the independent variable) influence employee job satisfaction (the Dependent variable). Findings were the dominant leadership styles were transformational and transactional and employees were moderately satisfied with their job. The different leadership style factors will have different impacts on employee job satisfaction components. Individualized consideration and laissez-faire are strong predictors of all the job satisfaction factors.

Bangladesh Rana, Md. S. (2015) Job Satisfaction Effecting Factors of Employees in Bangladesh Banking Sector to determine the impact of various human resource management practices like job autonomy, team work environment and leadership behavior on job satisfaction. It also investigates the major determinants of job satisfaction in Bangladeshi banking sector. This study further evaluates the level of difference in job satisfaction among male and female employees. There is a positive and significant link between job satisfaction and human recourse management practices like team work environment, job autonomy and behavior of leadership. From the findings of the study, it is also inferred that male and female workers have significantly different levels of job satisfaction

2.3. Conceptual frame work

The conceptual frame work show below indicates the relationship between independent variables and dependent variable. Independent variables are the leadership style (laissez-fair, transformational and transactional) and dependent variable is employee's satisfaction.

Independent variablesDependent variable

(Leadership Style)(Job satisfaction)

```
┌─────────────────┐
│ Transformatio   │
│ nal Leadership  │────────────┐
└─────────────────┘            │
                               ▼         ┌─────────────────┐
┌─────────────────┐                      │ Employee's      │
│ Transactional   │─────────────────────▶│ satisfaction    │
│ Leadership      │                      └─────────────────┘
└─────────────────┘            ▲
                               │
┌─────────────────┐            │
│ Laissez-fair    │────────────┘
│ Leadership      │
└─────────────────┘
```
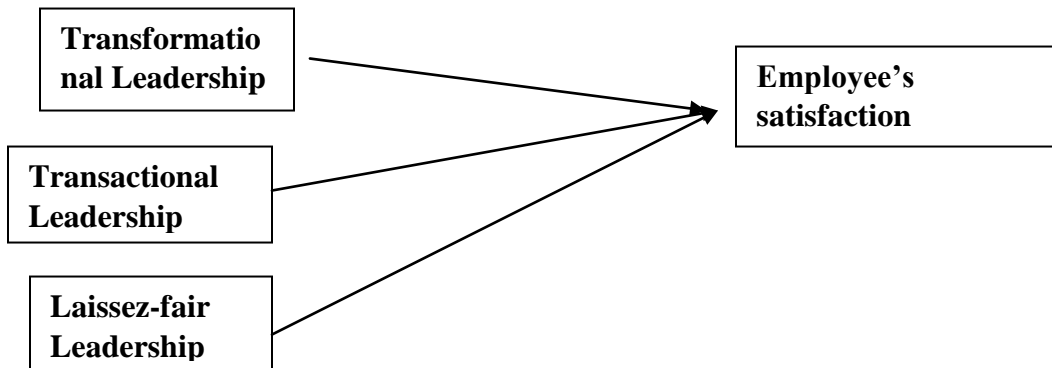
NB. Developed by the researcher 2019

CHAPTER THREE

RESEARCH DESIGN AND METHODS

3. Introduction

This chapter discusses the practical methods used with the aim of answering the research questions to fulfill the objectives of this research paper. It describes the area of the study, research approaches and design, targeted population, sources of data and collection method, sampling design and sample size determination, instruments of the study, validity and reliability, and methods of data analysis.

3.1. Research Design and Approach

The main purpose of this study was to determine the effects of leadership style on job satisfaction in kirkos sub city education office. Research design is a plan or an outline how one intends to conduct the research. The research design and methodology is selected on the appropriateness to achieve the objective of the study. Thus, the research design used in this study will be explanatory and descriptive. The explanatory design is giving a narration of the relationship and influence of the leadership variables to employee job satisfaction (Saunders, Lewis & Thornhill, 2007).descriptive survey design, which is a common characteristic shared by qualitative and quantitative research (Cohen et.al.2007). The purpose of descriptive survey research is to describe some aspects of phenomenon, i.e. the status of a given phenomenon. Particularly, descriptive survey research design gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which conditions can be compared, or determining the relationships that exists between specific events (Abiy, et.al.2009).

In this research, a mixed research approach that involves a mixture of quantitative and qualitative methods will be employed to gather data from both primary and secondary sources (Cohen et.al.2007). The study was benefited from both qualitative and quantitative data collection techniques employing multiple forms such as, questionnaires and document reviews. The data will be also analyzed using both qualitative and quantitative analysis methods.

3.2. Sources of Data

The researcher will be use primary and secondary types of data. Primary data were gathered from respondents directly to reach a certain conclusion. The main reason of using primary data is the

information is first hand, timely. The study was also use secondary data which collect from journal, reference book, previous study. The reason of using secondary data was used for identifying the dependent and independent variable.

3.3. Target Population and Sample Design

The study was used the population who are working in kirkos sub city education office with a total number of 87 employees. The study was used the total population of the office referred to as census. Therefore, 87 respondents were use as for this study to gather date through questionnaire. The researcher deemed necessary to take all.

3.4. Data Collection Procedures

Three survey instruments was used: the Multifactor Leadership Questionnaire (MLQ) which measures leadership style (Bass &Avolio, 1997), Job Satisfaction Survey (JSS) which measures employees' job satisfaction and a brief demographic survey (Spector, 1985; 1997; 2011; Watson, Thompson & Meade, 2007).All questions were scored along a 5-point Likert scale. To be as comprehensive as possible, this study will be use the full range of leadership styles: transactional, transformational and Laissez-fair. For the sake of efficiency and timeliness, administration of the questionnaires was achieved through personal contacting, assistants/enumerators and networking. An open-ended question will be added to solicit views from respondents without restrictions. Other data were gathered from records at the Ministry of Education, Addis Ababa education office, operating manuals and research, seminar papers, annual reports, statistical abstracts, magazines, newspapers and journals.

3.5 Data Analysis

After data collection the study will be go to analysis session, researcher will be apply qualitative and quantitative data analysis technique. quantitative analysis like frequency and percentage for demographic characteristic of respondents and mean and standard deviation for leadership styles and satisfaction variables, Mainly the study were also used regression analysis, for this purpose the researcher utilize SPSS version 20. In addition to that the study will be use narration qualitative data analysis for data that collect through interview.

Descriptive Analysis

Descriptive analysis will be used to reduce the data in to a summery format by tabulation and descriptive statistics s including frequencies, percentage, mean, and standard deviation will be used to discuss the data. Regarding the data collection through interview will analyze using narrative description.

3.6. Data presentation

Each returned questionnaires were carefully examined to make sure that each question will be answered. If it contained five or more unanswered items, it will be considered invalid and was eliminated. These punched cards were then programmed and computer analyzed by using the Statistical using SPSS software. Primary analysis of the data will be completed through application of the cross tabulations, chi-square, one-way analysis of variance, and t-tests. These statistical techniques are shown in detail in the SPSS Manual version 20 (Nieet al.2005).

3.7. Validity and Reliability

3.7.1 Validity

Content validity is the delegate sampling adequacy of the content. This is the judgment of the researcher, backed by other specialist or researchers or past authors in the field. Content validity is guided by a query: Is the content of this measure a representative of the universe of content of the possessions measured" (Kerlinger et al. 1973). "In content validity, we essentially check the process against the relevant content domain for construct" (Trochim 2003).

There are three ways to achieve content validity (Canava et al. 2001; Kumar 1996), namely from the literature, from qualitative research and from the judgment of the panel of experts in the field. As per the pilot study, each completed questionnaire was checked to ensure that the member had no problem in understanding or answering the questions (Fink 1995). It was ensured that the respondents followed all the instructions properly.

3.7.2 Reliability

Reliability, as defined by Cohen, et al. (2007), is the consistency, dependability and reliability of the measuring instrument over time, and with the same respondents. It is the extent to which the measuring instrument yields consistent and accurate results when the characteristic being measured remains constant (Leedy&Ormrod, 2001).

The reliabilities (Cronbach alphas) were as follows: The internal consistencies for each subscale are: transformational leadership = .75, transactional leadership = .82, laissez-fair leadership = 73, job satisfaction = 76, the averageinternal consistency of the survey was reported at .76 which exceeds the widely accepted minimum standard of internal consistency of .70 (Nunnally, 1978). It was observed that the reliability of all the variables was.76 which is greater than .70. This means that the measurement scales in this paper were reliable.

Table 3.1. Reliability Test

Cronbach's Alpha	Number of Items
.76	33

Source: - SPSS reliability output, 2019

3.8 Ethical Considerations

Before starting the actual data collection, the purpose of the study, the right to participate and refuse will be clearly stated and noted to the study subject. The researcher tried to properly acknowledge by sourcing and sitting each of the literatures done by different scholars. Confidentiality of the information received was maintained by omitting participant's name and avoiding any other indicators which may enable to identify the study participants. In addition, respondent's responses were kept confidential. The researcher did own best to act responsibly according to ethical standards to ensure that the information gathered were not disclosed and lead to dispute. All respondents had a right to privacy, and knowledge of the true purpose of the research which was solely is to acquire research results.

CHAPTER FOUR

DATA INTERPRETATION AND ANALYSIS

At this chapter the data collected was discussed, analyzed and interpreted in order to meet the purpose of this study to assess the effect of leadership style on employees Job Satisfaction of the Addis Ababa administration kirkos sub city education office. It also describes the targeted population, response rate, sources of data, validity of the instrument as well as the results of the findings. The survey questionnaires were distributed to 87 all respondents, and 81(93.1%) the respondents completed and returned the questionnaires, therefore the data analyzed was from 81 all respondents.

4.1. Demographic Characteristics of Respondents

This section presents the demographic characteristics of the respondents. Descriptive statistics were analyzed and reported to describe the sample characteristics and the research variables (such as gender, age, level of education, work experience and basic salary). Frequencies and percentages were also calculated.

Table 4.1. Demographic Characteristics of Respondents

No.	Item	Responses	Frequency	Percent (%)
1	Gender	Male	34	42.0
		Female	47	58.0
		Total	**81**	**100.0**
2	Age	Less than 20	14	17.3
		20- 30	36	44.4
		31- 40	21	25.9
		41-50	6	7.2
		Above 50	4	4.9
		Total	**81**	**100.0**

3	Educational Level	Diploma	24	29.6
		Degree	49	60.5
		Masters	8	9.9
		PHD	-	-
		Total	**81**	**100.0**
4	Work Experience	Less than 5 years	14	17.3
		5-10 Years	36	44.6
		11-15 Years	21	29.9
		16-20 years	6	7.4
		Above 20 years	4	4.9
		Total	**81**	**100.0**
5	Basic salary	Less than 5000	8	9.9
		5,000- 7,500	29	35.8
		7,501- 10,500	36	44.4
		More than 10501	8	9.9
		Total	**81**	**100.0**

Source: - Own Survey Data, 2019

In terms of the age of the respondents, the researcher categorized it in to five age groups. The first category was less than20 years, out of the total respondents of 81 of them were belong to that category and represents 14 (17.3%) of the respondents. The second category was 20 – 30 years of age range. There are 36 employees in this category and they represented 44.4% of the total respondents. The third category was 31 – 40 years of age and it represented 21 (25.9%) of the total respondents. The fourth category was 41-50 years of age and represented 6(7.2%) o the total respondents. The last category was above 50 years and it represents 4(4.9%) of the

respondents. Based on the above shown data the highest portion of the respondents fell under the second (20-30 years of ages) category. However, the last category above 50 years of age category has the lowest number of the respondents.

As shown on the above table the gender distribution of the study sample is that 34 (42.0%) of the total respondents are male, 47 (58.0%) are female. This implies that the proportion of female kirkos sub city education office employees is much larger than that of male employees in the office. It is also shown on table 4.1. That the educational level of respondents where 24(29.6%) of the respondents where diploma holders, 49 (60.5%) of the respondents are Degree holders and 8 (9.9%) of the respondents are Masters Holders. From these figures one can easily understand that most of the respondents are Degree and Diploma holders, therefore, it is believed that they would easily read, understand and able to fill out the questionnaire, as well as understand about the leadership style and job satisfaction of the employees of the office. In addition, it can be noted that most of the employees were degree holders.

The above table shows the average work experiences of employees of kirkos sub city education office. As stated on the above table, out of 81 respondents, 14 (17.3%) of respondents has less than 5years of work experience, 36 (44.6%) of respondents have work experience ranging from 5-10 years,21 (29.9%) of respondents have work experience of 11-15 years, 6(7.4%) of the respondents have work experience of 16-20 years andas the same time 4 (4.9%) have work experience of above 20 years respectively. From this it can be understood that majority of the respondents have served between 5-10 years, which can be analyzed that they would have a good experience of the organization to discuss about leadership style and employees job satisfaction in the organization.

From the table above it is observed that out of 81 respondents, 8 (9.9%) of the respondents get paid a monthly salary of less than 5,000 birr (ETB), 29 (35.8%) of the respondents get paid an amount ranging between 5,001 to 7,500 birr, 36 (44.4%) of the respondents get a salary amount from 7,501 to 10,500 birr 8(9.9) of the respondents are paid more than 10,500 birr.

4.2. Data Analysis and Interpretation

The data analysis method used was descriptive statistics method using Statistical Packages of the Social Science (SPSS) software. The survey questionnaires were distributed to 87 sample respondents, and 81(93.1%) the respondents completed and returned the questionnaires, therefore the data analyzed was from 81 sample respondents. This aspect was divided in to 3 topic areas such as transformational leadership, transactional leadership, laissez-fair leadership and job satisfaction. The survey explored 33 aspects.

Table 4.2. Transformational leadership

Item	N	Mean	STD
Leaders treat me as an individual rather than just as a member of group.	81	2.64	.82
Leader helps me to develop my strength.	81	2.41	.89
Leaders articulate a compelling vision of the future	81	2.35	.92
Leader talk enthusiastically about what need to be accomplished	81	2.74	.92
Leader goes beyond self-interest for the good of the group	81	2.80	.60
Leader display a sense of power and confidence	81	1.87	.88
Leaders get me to look at problem from many different angles.	81	2.64	.76
Leaders suggest new way of looking how to complete assignment	81	2.35	.92
Average	**81**	**2.47**	**.84**

Source: own survey 2019

From the above table 4.2 the result shows 2.64 for response that leaders treat me as an individual; rather than just as a member of group. For leaderhelps to develop my strength the result of the respondent was 2.41. Forthe question that leader articulates a compelling vision of the future the result was 2.35. For response that leader talks enthusiastically about what need to be accomplished the result was 2.74. For response that leader goes beyond self-interest for the

good of group the result was 2.80. For response that leaders display a sense of power and confidence the result 1.87. For response that leader gets me to look at problem from many different angles the result was 2.64. The final mean score for response that leader suggest new way of looking how to complete assignment the result was 2.35. This implies that leaders show sense of power and confidence for their employees, on the other hand leader didn't treat employees as an individual rather they treat as a group. The average mean value of transformational leadership is 2.47 this implies majority of respondents give below 3 score exclude for all question. Standard deviation of response is find 0.84 there is a certain deviation between responses.

Table 4.3. Transactional leadership

Item	N	Mean	STD
Leaders demonstrate that problem must become chronic before taking action.	81	3.06	.96
Leaders wait for thing to go wrong before taking action.	81	2.74	.78
Leaders concentrate his/her full attention on dealing with mistake, compliant and failure	81	3.04	.84
Leaders keep track of all mistakes	81	3.12	1.09
Leaders focus attention on irregularity mistake, exception and deviation from standard.	81	3.00	.83
Leaders provide me with assistance in exchange for my effort.	81	2.75	.82
Leader discuss in specific term who is responsible for achieving performance target	81	3.07	.84
Leaders make clear what one can expect to receive when performance goals are achieved.	81	2.91	.98
Total	**81**	**2.96**	**.89**

Source: own survey 2019

The above table shows that the response of transactional leadership style parameters, the table contain mean vale and standard deviation of each response, from this table the following mean score results show. For the response that leaders demonstrate that problem must become chronic

before take action 3.06. For that response of leader wait for thing to go wrong before take action 2.74. For the response that leader concentrates his /her full attention on dealing with mistake, compliant and failure 3.04. For the response that leader keeps track of all mistakes the result was 3.12. For the response that leader's focus attention on irregularity mistake, exception and deviation from standard the response was 3.00. For the response that leader provides me with assistance in exchange for my effort the result was 2.75. For the response that leader discuss in specific term that is responsible for achieving performance target the result was 3.07. The last mean score result for response that leader make clear what one can expect to receive when performance goals are achieved saw 2.91. This implies that leaders have clear understanding about what one can expect to receive when performance goals are achieved.

Table 4.4. Laissez-fair leadership style

Item	Frequency	Mean	STD
In complex situation, manager let subordinate work problem out on their own.	81	2.74	.78
Leaders require staying out of the way of subordinate as they do their work.	81	3.07	.84
Leader allow subordinate to appraise their own work.	81	2.49	.82
Leader gives complete freedom to subordinate to solve problem on their own.	81	2.94	82
Leader offer little input which prefer by subordinate.	81	3.07	.87
Leaders are leaving subordinate alone.	81	3.03	.90
Total/Average	**81**	**2.89**	**.83**

Source: own survey 2019

The above table show that the mean score of laissez fair leadership style parameters, the result show 2.74 for the response of in complex situation, leader let subordinate work problem out on their own. 3.07 for response that leaders require staying out of the way of subordinate as they do their work. For the question that leaders allow subordinate to appraise their own work the result was 2.49. For the question for that leader give complete freedom to subordinate to solve problem on their own the result was 2.94.Forthe question that leader offer little input which prefer by subordinate respondents result was 3.07. For question that leaders are leaving subordinate alone respondents result was 3.03. This implies that the basic assumption of laissez-fair leadership

style leader empower their employee and allow subordinate as they needs to be done. The standard deviation values of laissez-fair leadership parameters find between .78-.90 in all response this indicate there is deviation of responses between each other.

Table 4.5. Employees Satisfaction

Item	N	Mean	STD
I would to delighted to spend the rest of my carrier with organization	81	3.06	.84
I believe this organization is an excellent place to work.	81	3.01	1.22
I would take almost any kinds of job responsibility to keep working for this organization.	81	2.97	.94
I don't feel any necessity to continue with my employer.	81	2.82	1.22
I am committed for work more than I should.	81	3.62	.88
I use my potential to done in a better way.	81	3.72	.85
I am working attentively to accomplish organization goal.	81	3.72	.85
I always strive to find a better way of doing things.	81	4.22	.61
When I do anything successfully, I feel like a personal accomplishment	81	3.66	.93
At my job, I use my skill and ability	81	4.22	.63
I have all resource; I need to do my job successfully.	81	2.74	1.02
Total	**81**	**3.43**	**.90**

Source: own survey 2019

The above table 4.5. Show that the response of employees job satisfaction parameters, from this table the following mean score results are shown 3.06 for response that I would be delighted to spend the rest of my career with organization. 3.01 For response that ii believe this organization is an excellent place to work. 2.97 For response that I would take almost any kinds of job responsibility to keep working for this company. 2.82 For response that I don't feel any necessity to continue with my employer. 3.62 For response for that I am committed for work more than I should. 3.72 for response of i use my potential to done in better way. 3.72 For response for that I am working attentively to accomplish organizational goal. 4.22 for response for that I always strive to find a better way of doing things. 3.66 For response of when I do anything successfully,

I feel like a personal accomplishment. 2.74 For response that at my job , I use my skill and ability. The last mean score 3.46 deal with I have all resource i need to do my job successfully. This implies that all are agree on satisfaction because the mean score value show majority of employees are agree up on employees satisfaction parameters.

Standard deviation of response on employees job satisfaction record 0.66- 1.22 this implies there is low deviation of response on that I am working attentively to accomplish organization goal. And there is 1.251 deviations between responses on that I would delight to spend the rest of my career with organization.

4.6. Relationship between leadership with employee's job satisfaction

Table 4.6 Summary of mean value on leadership and employees satisfaction.

	Mean	Std. Deviation	N
transformational leadership style	2.47	.84	81
transactional leadership style	2.96	.89	81
laissez-fair leadership style	2.89	.83	81
employees satisfaction	3.43	.90	81

Source: own survey 2019

As view of table 4.6shows that mean value of dependent and independent variable, the mean value of transformational leadership style is 2.47, transactional leadership style 2.96, Laissez-fair leadership style 2.89 and employee's satisfaction score 3.43. this indicate the office use transactional leadership but it doesn't mean that leaders are applying transactional leadership only, but aligning with transformational leadership the organizations verifying transactional and laissez-fair leadership style, leaders help employees, the articulate a compelling of vision, leaders goes beyond self-interest, and display sense of confidence and power, suggest new of looking how to complete the task. In addition to that employees are satisfied because the means score say that most of respondent are agreed up on parameters of satisfaction, in generally employees in kirkos sub city education office are not satisfied by existing leadership style.

Analysis of interview question for the manager of kirkos sub city education office

1. What do you think about the leadership style of kirkos sub city education office?

AN. As view of kirkos sub city education office managers leadership define in various way, as they said that leaders should be answer the following questions: what does it mean by lead?, why lead?, who lead?, before define leadership, after answering these question the leader also should be believe two basic points, motive and needs to be achieve. According to managers leadership is influencing people, looking the performance regard with company goal, it is the activity of the person, who commit, initiate to achieve organization goal. From the above definition we look that the definition of leadership by managers is contain common sense with theoretical definition. On the other hand they are also mention the office actual leadership style, as they said enterprise using participatory leadership style. This indicate that leaders in kirkos sub city education office has common know how about concept of leadership, this also implies that they are able how to lead their staff and can use technique to obtain adequate outcome , but it doesn't mean that all leaders have knowledge about leadership , some leaders are technical they don't know about leadership

2. How do you describe employee's satisfaction in the office?

according to managers view employees job satisfaction is describing by different indicator like financial experience, deliver performance, work place discipline   such as lateness, communication among employees, absenteeism, conflict , and relationship among colleagues, these things are important to know that are they satisfied or not?. From this points can determine employee's job satisfaction in kirkos sub city education office.As interviewee said employees job satisfaction determined by depends on situation like some time employees are not willing to be controlled, they don't want work load, work environment, social interaction. The office also facilitates condition to maintain satisfaction of employees, means that employees are attending in quality circle and they arise any issue and compliant about anything they have about the office.

3. How do you see the relationship between leadership and employees job satisfaction?

All managers whose participate in interview believe that leadership style has positive relationship with employees job satisfaction and leadership style is critical issue to maintain employees job satisfaction because as they said finance is temporary encouragement therefore for continuous employees satisfaction leadership style has positive outcome on employees job satisfaction. The other interviewee said that acceptable leadership style can create positive employees job satisfaction means the more democratic leadership style the more we get positive outcome, the more dictatorship style, the more we get poor performance.

4. How do you see the effect of leadership style on employee's job satisfaction?

According to the opinion of interviewee leadership style has positive effect on employee's satisfaction, the effect of leadership style is critical because they believe that without employee's job satisfaction, we could not survive organization. Therefore to become satisfy our employees leadership style is means of satisfaction. In addition to that the relationship also indicates that there is effect on one to other.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIION

The main objective of the study was to assess the effect of leadership styles on job satisfaction of employees in kiros sub city education office Addis Ababa. Data was collected from employees currently working in kiros sub city education office using Questionnaire and interview questions for the Managers of the office. The summary, conclusion, and recommendation are presented in the following sections.

5.1. Summary of the Finding

The major findings of the study are summarized as follows

❖ Accordingly it can be further summarized that majority of the respondents are female (58.0%) It implies that the organization provides more job opportunity to female employees than male employees.

❖ With regard to age group, 44.4% of the respondents are between the ages of 20-30. The survey result shows that 60.5% of the respondents are at least first degree holders. and most of them are Diploma holders 24(29.6%).

❖ The study also shows that 29.9% of the respondents have 5 up to 10 years of service in kirkos sub city education office and, about basic salary (44.4%) of the respondents are paid average salaries.

❖ The mean result of leadership styles (transformational, transactional and laissez fair leadership style laissez-fair/ the average mean shows that most of the employees are not satisfied.

❖ The study also tried show the response of the participant regarding with transformational leadership style, based on this the mean result indicate that most of respondents are relatively satisfied.

❖ The last leadership style laissez fair leadership parameter mean result show that most of respondents of study are not agreed on all variables.

❖ The study is also tried to measure the level of employees satisfaction , the result show that most of respondents in this study are agree up on almost all variable but they are disagree on I don't feel any necessity to continue with my employers, mean they are require additional things

which expect from enterprise. The aggregation mean results of employee's satisfaction leads in to most respondents are satisfied. . .

5.2. Conclusion

The leadership styles of kirkos sub city educational office lead are dominantly using transformational leadership style, help employees to develop their strength, express organization vision, willing to talk what employees are needs to be accomplish, goes beyond self-interest, suggest new way, demonstrate confidence and power, but they don't treat employees as an individual, rather they treat them as a group. In addition to transformational leadership leaders verifying transactional and laissez-fair leadership style was aligning with transformation leadership style. Transformational leadership pattern reduce work pressure and raise employees oral resulting in promoting their job satisfaction (Ibraheem , Mohammad and Al-Zeaad ..et al 2011).

❖ Regarding employees job satisfaction, kirkos sub city education office employees have less satisfaction in their job in related with leadership style of the office, they spend the rest of carrier, believe organization is the best place for them, willing to take any responsibility, committed for work, use their potential to done better, working alertly for the office.

❖ The existed leadership style of office that has a great effect on employee's job satisfaction this means transformational leadership has association and strong positive relationship with employees job satisfaction. Seltzer and Bass (1990) also showed a significant relationship b/n transformational leadership and effectiveness of job satisfaction of subordinates. Transformational leadership pattern reduce work pressure and rise employees oral resulting in promoting their job satisfaction (Ibraheem, Mohammad and Al-Zeaad.et al 2011). Transformational leadership were more positively correlated with intrinsic rather than extrinsic job satisfaction mans that transformational leadership dimension create a good environment that increase job satisfaction (Ibraheem, Mohammmad and Al-Zeaad. at al 2011).

❖ Generally leadership style in the place where it is implemented has also an effect on employee's job satisfaction. Leadership style is one of the significant concept affecting employee attitude and behavior which might also affect the feeling and thought of the employee (cetin, Karabay and Efe 2012). As they said effective leadership and employee job satisfaction are considered to be the fundamental factor for organization success employee are the most

important asset in the organization by adopting appropriate leadership style leader can affect employee job satisfaction , the study it show leadership affect the job (Cetin, Karabay and Efe 2012).

5.3. Recommendation

Based on the above summary and conclusion, transformational leadership style is dominantly applied in the kirkos sub city education office, but the researcher proved that transactional and laissez- fair leadership style aligning with transformational. The researcher recommend the following basic points, the first is using one leadership style dominantly, second applying the combination of two or more leadership style with circumstance. The first option is most necessarily leaders should be promoted transformational leadership style, the rest two leadership /transactional and laissez-fair/ should not encouraged, to be use transformational leadership style dominantly, Because, Most of employees have BA and they are young , this indicate that those employees needs inspiration, motivation, freedom , intellectual stimulation, understanding of interest by leaders. Transformational leadership variable significant effect on job satisfaction of local government employee, this indicates transformational leadership creates impact on employee satisfaction (Mohammad, Djabir, and Haris.et al. 2016). Transactional leadership style has a negative relationship with job satisfaction in government organization the finding show that only contingent reward dimension of transactional leadership has significance relationship with two dimension in job satisfaction (working condition and work assignment) (Voon, Lo, Ngui.. et al. 2011). Transformation leadership style factor better than two other type(transactional and laissez- fair) in terms of employee staying in their job as well as job satisfaction (Dahlen, 2002; Brerggren and Severinssan ,2003; Fletcher, 2001; Bass and Avolio, 1990; Northouse, 2001; Dviretal, 2002 Waldman et al.. 2001 cited by Ibraheem, Mohammad, Al-Zea ..et al,.. 2011 p.39). Devi (2016) cite Bass (1990 p. 510) studied that favorable attitude towards supervision helped to achieve employee job satisfaction specifically. It is suggested that level of job satisfaction under laissez- fair leadership is also less than under democratic leadership style. All dimension of transformational leadership were more positively correlated with intrinsic rather than extrinsic job satisfaction mans that transformational leadership dimension create a good environment that increase job satisfaction (Ibraheem, Mohammmad and Al-Zeaad. If the first option is not possible for leader , I recommend that they should be The

second applying the combination of two or more leadership style, because there is no best leadership, each leadership style has their merit and demerit, therefore to maximize the benefit, leader should merging one to another. As view of Belonio (2012)   a combination of various leadership styles will bring more satisfaction and enhance employee performance transaction.

❖ In kirkos sub city education office Leaders should be treat employees as an individual rather than member of group, it might be difficult to satisfy each individual interest but as a leaders they should be give an attention for individual concern rather than group because there an individual interest difference within the group, therefore to give appropriate response leaders should be follow and address individual feeling through their representatives, when it reach difficult stage.

❖ Kirkos sub city education office Leaders should know the requirement of employees; employees are expecting some obligation from organization to be continued with kirkos sub city education office. Unless employee's turnover might be happen in the future because if employee's requirement is not full filled, employees wish other company which satisfies their necessity, there for as leader should be aware their request to becoming more satisfying employees, during this time employees will spend the rest of career and they willing to go with the office.

❖ The office should be discover another condition in which employee satisfying their follower more, and should be open the stage to address the factors affecting employee's satisfaction and know how employees looking and response for organization salary condition, promotion, technology, job by itself, communication and relationship, training and development and other factors. Kaila (2012) cited Wexley and Yuki (1984) stated that job satisfaction is influenced by many factor including personal trait and characteristic of the job. This later theories focused more one presence or absence of a certain intrinsic and extrinsic job factors that could determine one employee job satisfaction.

Recommendations for Further Researches

This research study delivers an outline on the effect of leadership style on employee's satisfaction. It reviewed previous findings of studies by researchers and works of scholars aiming at assessing the effect of leadership style on employee's satisfaction of kirkos sub city education offices This research paper can as well be used as a reference for further study on

leadership style on employee satisfaction. Also a different approach or evaluation method/test instruments can be used to compare and contrast results of/from this study.

Further researches can be recommended to perform similar study on the other government offices to assess the effect of leadership style on employee's satisfaction of kirkos sub city education office to compare the results found through this study. It can further be used to study on the other staffs of the government sector and similar studies can be pursued at governmental and nongovernmental offices.

In conclusion, conducting similar research works on other service giving sectors; manufacturing and industrial sectors may help in identifying established trends or relationships. The results of this study may help policymakers, practitioners and concerned Ministry offices to better understand the issues about leadership style and employees' job satisfaction and to provide results that may be beneficial as they seek to improve the status.

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ST.MARY'S UNIVERSTY

School of Graduate Studies

Master of Business Administration

Department of Human Resources Management

Dear Sir/Madam

This questionnaire is prepared by Konjit Awulachew, MBA (Human resource concentration) in Saint Mary's University for fulfillment of MBA Degree in Human resource Management. The aim of this questionnaire is to collect primary data about "The Effect of Leadership Style on EmployeesJob Satisfaction in the case of kirkos sub city education office. The information gathered will be used fully and with due attention for academic purpose only. I therefore, would like to assure you that the data collected will not be misused in any way. Therefore, your genuine, honest and prompt response is valuable input for the quality and successful completion of the paper.

Thank you in advance for your sincere cooperation.

Instruction

- No need of writing your name
- Please read each of the following questions carefully and make tick mark (✔) in the appropriate box.

Part one: Demographic information

1. **Gender:** Male   Female ☐
2. **Age:** less than 20 ☐   20- 30 ☐   31 - 40 ☐
   41 -50 ☐   Above 50 ☐
3. **Education back ground** Diploma ☐   Bachelor ☐   Masters ☐
   PHD ☐
4. **Work Experience**: Less than 5yrs. ☐   6-10yrs ☐   11-15yrs ☐
   16-20 yrs. ☐   More than 20 ☐

5. Basic salary

Less than 5000 ☐ 5000 - 7500 ☐ 7501 – 10500 ☐ more than 10501 ☐

Part Two: opinion survey

The following sections are all about leadership styles and job satisfaction. It is measuring your opinion towards the questions; there is no right or wrong answer for each. Please tick your preferences on the 5 point Likert scale prepared for this purpose

1=Very dissatisfied   2=Dissatisfied   3=neither dissatisfied/nor satisfied
4=Satisfied   5=Very satisfied

N⁰	Statement	Agreement Level
		1	2	3	4	5
1. Transformational Leadership Style
1.	Leaders treat me as an individual rather than just as a member of group.					
2.	Leader helps me to develop my strength.					
3.	Leaders articulate a compelling vision of the future.					
4.	Leader talk enthusiastically about what need to be accomplished.					
5.	Leader goes beyond self-interest for the good of the group.					
6.	Leader display a sense of power and confidence.					
7.	Leaders get me to look at problem from many different angles.					
8.	Leaders suggest new way of looking how to complete assignment.					
2. Transactional Leadership Style
1.	Leaders demonstrate that problem must become chronic before taking action.					
2.	Leaders wait for thing to go wrong before taking action.					
3.	Leaders concentrate his/her full attention on dealing with mistake, compliant and failure.					
4.	Leaders keep track of all mistakes.					
5.	Leaders focus attention on irregularity mistake, exception and deviation from standard.					
6.	Leaders provide me with assistance in exchange for my effort.					

7.	Leader discuss in specific term who is responsible for achieving performance target.					
8.	Leaders make clear what one can expect to receive when performance goals are achieved.					
	3. Laissez-Fair Leadership Style					
1	In complex situation, manager let subordinate work problem out on their own.					
2	Leaders require staying out of the way of subordinate as they do their work.					
3	Leader allow subordinate to appraise their own work.					
4	Leader gives complete freedom to subordinate to solve problem on their own.					
5	Leader offer little input which prefer by subordinate.					
6	Leaders are leaving subordinate alone.					

Part Three: Questions related with employee satisfaction

Nº	Statement	Agreement Level				
		1	2	3	4	5
1	I would be delighted to spend the rest of my career with organization.					
2	I believe this organization is an excellent place to work.					
3	I would take almost any kinds of job responsibility to keep working for this company.					
4	I don't feel any necessity to continue with my employer.					
5	I am committed for work more than I should.					
6	I use my potential to do in a better way.					
7	I am working attentively to accomplish organizational goal.					
8	I always strive to find a better way of doing things.					
9	I do anything successfully, I feel like a personal accomplishment.					
10	At my job, I use my skill and ability.					
11	I have all resource I need to do my job successfully.					

Thank You

DECLARATION

I, the undersigned, declare that this thesis is my original work; prepared under the guidance of Dr. Berhanu Endeshaw All sources of material used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

Konjet Awlachew   _____

         Name   Signature and Date

St. Mary's University, Addis Ababa   **December, 2019**

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Business for examination with my approval as a University Advisor.

_____ _____

Advisor's Name   Signature

St. Mary's University, Addis Ababa   **December, 2019**