



Principals' Individual Consideration in Transformational Leadership and Teachers' Job Satisfaction in Meki Catholic Vicariate schools, Ethiopia

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Abstract: *The aim of the study was identifying the relationship among transformational leadership dimension, which is individualized consideration of principals, and teacher job satisfaction in Meki Catholic Vicariate schools in Ethiopia. The research question that prompted this study was, "How does the principals' individual consideration relate to teachers' job satisfaction in Meki Catholic Vicariate schools, as perceived by teachers?" Explanatory sequential mixed methods with correlational and phenomenological design were utilized in the study. Quantitative data was collected using questionnaire instruments, and qualitative data was collected by using an interview guide to contribute to the depth of understanding of the finding. Principals and schools were purposively included in the selection and teachers based on simple random sampling. To validate the instrument external and internal validity were used and Cronbach Alpha was used to ascertain reliability. Frequencies, percentages, and Pearson correlations were used to examine quantitative data. The qualitative data, on the other hand, analyzed by grouping common themes and describing participants' opinions and viewpoints. Acceptance of participants' right to privacy, confidentiality, and informed consent should be respected for ethical considerations. The findings unveiled a low to strong positive correlation between principals' individual consideration and teacher job satisfaction. Further, principals play a vital role in enhancing teachers' job satisfaction. The findings strongly suggest that teachers' perceptions of principal directing styles are significantly correlated with teachers' job satisfaction, recommending that school administration should provide transformational leadership training for school principals.*

Keywords: *Principal, Teacher, Job satisfaction, Transformational leadership, Idealized consideration*

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1. Introduction

Transformational leadership is the process by which leaders motivate and foster their followers to be creative. According to Burns (1978), transformational leaders seek to engage the whole person for satisfaction and improve followers' levels of motivation, commitment, ownership, and job satisfaction (Bass and Riggio, 2006). The outcomes of transformational leadership include, but are not limited to, job satisfaction, motivation to perform, trust in current management, and dedication to achieving organizational goals (Eliophotou & Androula, 2016). Ultimately, a healthy working rapport between a

leader and his followers leads to job satisfaction (Kouni, Koutsoukos & Panta, 2018; Khumalo, 2019a). Khumalo (2019b), Kouni, Koutsoukos and Panta (2018) and Money (2017) agree that transformational leadership approaches are closely tied to the overall evolving school environment and teachers' job satisfaction in particular.

In most cases, employees want to be valued and rewarded for their productivity and contributions to the success of their organization. If the organization does not meet the needs of its employees, it can create an unhealthy work environment (Dewi, Rodli, and Nurhidayati, 2021). Dewi et al. (2021) stated that

employees become dissatisfied when exposed to less desirable leadership styles. Spector (1985) explained that employee dissatisfaction arises because employee perceived job satisfaction is affected by the influence of the employer. This means that job satisfaction within an organization can be assessed in terms of general well-being, mental health, physical health, staff turnover, and job performance.

Many scholars interested in school leadership and teacher job satisfaction, including Aunga and Masare (2017), Bogale (2020), Jovanovica & Ciric (2016), and Karabina (2016), advocate that transformational school principals provide individual consideration, whereby the school principal should pay attention to each follower individually, listen to, and care for the followers' growing and developing needs. The school principal continuously strives to motivate and involve teachers by constantly listening and energizing them. The consistent involvement of principals keeps followers moving forward, especially during dark times, making meaningful progress in learning. This suggests that the school principal truly cares about all followers as a person and not as a mere tool for achieving the school's vision, mission, and self-interest (Kouzes & Posner, 2018).

Other leadership theories are enriched by transformational leadership behavior, which provides a comprehensive understanding of leadership. Most leadership styles, for example, place an emphasis on rewarding followers who achieve certain objectives. However, transformational leadership includes exchanging rewards and the leader's focus on the needs, growth, and development of the followers (Avolio and Bass, 2001). According to Burns (1978), transformational leadership conduct empowers leaders to raise people's standards.

Transformational leadership has emerged as an appropriate model for educational institutions among the contemporary leadership styles (Karabina, 2016; Kouni, Koutsoukos & Panta, 2018; Steinmann, Klug, & Maier, 2018). The applicability of transformational leadership is based on three factors: first, it has a strong moral foundation; second, past research findings; and third, educational leadership methods (Jovanovica, & Ciric, 2016). Teachers in Greece, for example, were much more satisfied with their professions when the school administrators were effectively transformational leaders, according to a research (Kouni, Koutsoukos & Panta, 2018).

A study in South Africa suggests that transformational leadership might be used by school leaders to encourage teachers (Khumalo, 2019a). Transformational leadership, it is further asserted, focuses on internal motivation and confidence and fosters change and creativity. Aunga and Masare (2017) discovered a substantial association between teacher performance

and principals' transformational and democratic leadership approaches in Tanzania. According to their observations, headteachers should embrace transformational leadership in order to leverage on teachers' knowledge and innovation while also improving school performance (Kariuki, 2019).

According to Tesfaw (2014), there is a moderate relationship between teachers' job satisfaction and transformational leadership among government secondary schools in Ethiopia. Similarly, Bogale (2020) discovered that different characteristics of transformational leadership, such as the individual consideration dimension of transformational leadership, are predictors of teacher job satisfaction among Ethiopian government secondary school teachers. As a result, Bogale (2020) advised principals to prioritize transformational leadership in their schools.

The relationship between transformative leadership and job happiness has been researched by various scholars for many years. However, based on the available literature, no study specifically examined the relationship between principals' individualized consideration of transformational leadership and teachers' job satisfaction in faith-based institutions. In addition, in Meki Catholic Vicariate schools, unsatisfactory academic performance of students is a major source of concern (MCS, 2019). Despite the fact that there are many factors involved that affect student academic achievement, teacher turnover is a more serious issue and it can be attributed to teachers' job satisfaction. Based on this context, the study aimed to fill this gap in the literature and provide schools in Meki Catholic Vicariate with additional tools to increase job satisfaction.

2. Literature Review

Individual consideration denotes the principal's ability to attend to the individual and professional needs of each teacher, and then act as a mentor and provide the collective support needed for the development of the teacher (Bass & Avolio, 1995). Managers who exhibit characteristics of this leadership style strive to understand and share the concerns and development needs of others and treat each individual uniquely (Bass, 1999). This leads to teacher job satisfaction and optimal student achievement.

Research by O'Donnell (2021) in Pennsylvania aims to shed light on the degree to which five managers identified by the Pennsylvania Association of Managers as excellent leaders, describe their work in a way that is appropriate, consistent with transformational leadership theory. The findings of the study show that while all four areas of transformational leadership are present in the way managers describe their work, idealized influence and individualized concerns are always taken into account and placed at the center of their efforts. In

addition, O'Donnell (2021) emphasized the value of relationships in running a successful school. It is all about the relationship that characterizes the group's satisfaction. This is a factor that influences how well students perform in school. Teachers must motivate students, whereas the principal must encourage teachers.

Abelha, Carneiro, and Cavazotte (2018) used organizational contextual elements and human characteristics to study the association between transformational leadership and job satisfaction in Brazil. The study found that a significant interrelation between transformational leadership and job satisfaction adjusted for the gender of followers, had more significant implications for female followers. The study also emphasizes the significance of considering individual affective states in studies of work attitudes. The study reinforces the importance of transformational leadership in organizations that promote positive attitudes and work environments among employees and highlights the contextual conditions associated with individual consideration. The leader who attends to each follower's needs, serves as a mentor, and listens to the issues of the followers.

A survey by Moorosi and Bantwini (2016) was conducted in South Africa to find out how the leadership style of the Eastern Cape school district supports school improvement. The findings reveal the prevalence of a top-down authoritarian leadership style that negatively impacts school improvement. Research shows that the results are due to the fact that administrators did not want to create time and space for distributed work. Leadership is repeated to be more effective when it is distributed. Transformational leaders are also decentralized in nature, inspiring the school community where teachers value and celebrate interdependence and teamwork, and relationships are maintained through interrelationships, trust, and collegiality. Studies recommend a democratic leadership style rather than a top-down authoritarian leadership style, teachers who work under democratic leaders are more satisfied and happier than teachers working under other leadership styles.

Geda (2015) conducted a study on the impact of school principal leadership behavior on teacher engagement in Adama, Ethiopia. Research shows that principals lack the skills to influence and lead teachers to exceed expectations, develop a sense of school citizenship, and work with a unified purpose. Therefore, the study recommends the importance of providing a structure to facilitate change and individualized learning opportunities and appropriate means to track progress towards improvement; embrace the vision that represents the best thinking on teaching and learning. Furthermore, Geda (2015) found that individual consideration helps principals recognize the unique

talents of other teachers. Therefore, use rationally and maximize the talents in the school learning environment to improve student learning outcomes.

In a similar situation, Kebede and Demeke (2017) investigated how leadership styles affect teachers' job satisfaction. The results of the survey show that transformational leadership has had a positive impact on teachers' job satisfaction. The study outcome will generate greater awareness of the importance of having leaders whose behaviors increase job satisfaction of each individual and maintain quality education by ensuring educational excellence is a priority. In addition, the study emphasized that transformative leaders can create a work environment where individual opinions are valued and considered collaborative. The exciting point the study mentioned is that most teachers in schools had the freedom to express themselves without any fear of reprisal because the leaders who consider every individual can encourage dissenting opinions and objective critique. In addition, transformational leaders had intentional mentor programs that provided support and the ability to take risks and reflect on outcomes. In this role, people were often described as having empathic ears and offering a kind and supportive work are key in emotional support to build trust and accelerate teacher growth.

3. Methodology

A mixed-methods research design was employed using an explanatory sequential approach that allows the researcher to collect, analyze and combine quantitative and qualitative methods in a single study to better understand the problem of the study. Explanatory sequential design is the most popular form of mixed methods design in educational research (Creswell, 2015). The design is applied in two phases: the first phase entails gathering and analyzing quantitative data, and the second phase followed by qualitative data (Creswell, 2015). Therefore, the design can capture the best quantitative and qualitative data to obtain quantitative results from a population in the first phase and then refine or elaborate on those findings through in-depth qualitative approach the second phase.

The study targeted 12 schools, including 734 teachers and principals of Meki Catholic Vicariate, Ethiopia. The sample frame of the current study consisted of teachers of Meki Catholic Vicariate schools. The required sample size for the study was determined according to the formula of Pagano and Gauvreau (2018). The formula allows the sample size to fall within the 95% confidence level and the 5% acceptance margin of error (Taherdoost, 2017). Purposeful and simple random sampling techniques were used to select schools, principals and teachers.

Table 1: Summary of sampling techniques and sample size

Respondents	Target population	Sample size	Percentage	Method of sampling
Schools	12	5	42	Purposive
Principals	12	5	42	Purposive
Teachers	734	253	34.5	Simple random

The data collection instrument includes customized Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 1995) and items adapted from the Teachers' Job Satisfaction Survey (JSS) (Spector, 1985). The participants were given a quantitative questionnaire with a Likert-type scale for both MLQ and JSS to complete while thinking about their current school principal. In addition, semi-structured interview guide was used to improve the findings of the study. Semi-structured questions are used to allow the researcher to gather insights and, through subsequent conversations, expand understanding of the central phenomenon under study.

A pilot study was performed in a neighboring school different from the sampled schools to determine the reliability of the survey instruments. The instruments were evaluated in terms of face, construct and content validity at the discretion of an expert, and reliability was tested using Cronbach Alpha and a study resulted a range of 0.85 to 0.95 which translates good to excellent (Green & Salkind, 2017). Confirming trustworthiness of the qualitative data gathering instrument, the researcher used credibility and dependability in this study.

The quantitative data from the questionnaire was first processed in preparation for analysis using version 25.0

of Statistical Package for the Social Sciences (SPSS) which included validation, coding and tabulation. Frequencies, percentage and mean were calculated in a descriptive statistical analysis. Furthermore, Person Correlation was used to test the direction and strength of the relationship in quantitative data. According to the research questions, qualitative data was thematically classified and arranged before being reported in narrations and quotations. The data that was analyzed was presented in the form of a table.

4. Results and Discussion

The purpose of this study was to see if there was a correlation between teacher job satisfaction and aspects of transformational leadership, which is the individual view of school leaders. Individual consideration focuses on the needs and contributions of each teacher. This section displays the participants' responses to the principal's individualized consideration element. Table 2 shows the connection between individual consideration as a transformational leadership approach and teacher job satisfaction domains such as pay, work environment, coworkers, opportunities for promotion, supervision, and communication.

Table 2: Correlation between individualized consideration and job satisfaction aspects

		Individualized consideration	Pay	Work environment	Coworkers	Opportunity for promotion	Supervision	Communication
Individualized consideration	Pearson correlation	1	.411**	.322**	.366**	.545**	.381**	.232**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	237	237	237	237	237	237	237

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

Table 2 shows that a low degree of positive correlation exhibited between individualized consideration with work environment at .32, with coworkers at .36, with supervision at .38 and with communication at .23. Whereas, a strong degree of positive correlation exhibited between individualized consideration with

pay at .41 and with promotion opportunity at .54 with a confidence interval of 95% and a statistical significance of $p \leq 0.01$. In analyzing the findings, the researcher discovered a substantial relationship between principals' individualized consideration and all areas of teachers' job satisfaction.

The majority of teachers, according to the data, related the principal's individualized consideration with their job satisfaction, particularly in terms of pay and promotion opportunities, which agrees with Bass (1999). This is essential in a school environment where some staff may feel isolated from the principal. If the group feels isolated, other problems such as false accusations can occur and affect the teacher-principal relationship. According to the results, some teachers believed that there was a low correlation between individual consideration and job satisfaction. This could be because the school principal prioritized transactional leadership over transformational leadership. Principals who demonstrate transformational leadership develop vision and inspire teachers under their supervision, enabling them to exceed beyond needed expectations, whereas principals who demonstrate transactional leadership focus more on extrinsic incentive for the task at hand. To excel as a teacher, everyone must contribute actively to overall performance. In agreement with O'Donnell's (2021), the study found that rapport is vital in operating a successful school. All teachers must be encouraged and supported, with a special focus on those who perform poorly at work.

5. Conclusion and Recommendations

5.1 Conclusion

Transformational leadership is seen as playing a vital role in organizations aiming to successfully navigate diversity in transformation and develop high-quality

schools in the twenty-first century. This means, for Ethiopia inclusive, transforming schools and school systems is critical to the long-term and successful development of individuals and global society.

Individualized consideration in transformational leadership has demonstrated a low to a strong and positive correlation between teacher job satisfaction. This suggests that teachers rated principals' practice of individual consideration favorably. Some teachers, however, concluded that there were low correlations amongst individualized consideration and job satisfaction. This could be due to the principal's emphasis on transactional rather than transformational leadership. Everyone must contribute positively to the overall performance in order for a teacher to perform well. Besides, all teachers must be encouraged and assisted to do well, with a special focus on those who perform poorly at work.

5.2 Recommendations

The study recommends that school senior management are required to provide ongoing support to school principals. In addition, there is a need to attend workshops and training to stay up-to-date on the most competitive leadership practices, especially the transformational leadership practices associated with schools of effective educational excellence. The results of this study point to some potential directions for further research.

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