Ethiopian Journal of Education Studies
OPEN ACCESS
ISSN(online): 27892875
Web link: https://journals.hu.edu.et/hu-journals/index.php/eies/

Research Original Article

Relationship of transactional and laissez-faire leadership styles with teachers' job satisfaction in secondary schools of Konso Zone, Southern Ethiopia

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ARTICLE INFO

Volume II, Issue II (2024)
https://doi.org/10.20372/tg8ewe56

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ARTICLE HISTORY
Submitted: 18 Apr, 2024
Accepted: 19 Jul
Published Online: 31 July, 2024

CITATION
Berako, G. and Assefa, S. (2024). Relationship of transactional and laissez-faire leadership styles with teachers' job satisfaction in secondary schools of Konso Zone, Southern Ethiopia. *Ethiopian Journal of Education Studies*. Volume II, Issue II (2024), 24-41. https://doi.org/10.20372/tg8ewe56

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KEYWORDS:
leadership;
leadership styles;
transactional leadership;
laissez-faire leadership;
job satisfaction

Abstract

The primary purpose of the study was to assess the relationship between transactional and laissez-faire leadership styles with teachers' job satisfaction in secondary schools of Konso zone, Southern Ethiopia. The study employed descriptive survey and explanatory correlational research design. The study involved 110 participants from five secondary schools namely: Abaroba, Fasha, Kemele, Arfide and Konso by systematic random sampling technique. The MLQ was employed to collect data from the rafters. The data were analysed quantitatively using descriptive and inferential statistical techniques. The results of this study revealed that although both leadership styles have not been practised adequately, transactional leadership style was relatively the prominent leadership style. It was also found that organizational outcome (teachers' job satisfaction) was considerably effective in the schools. From transactional leadership factors although all of them have not been practiced adequately, contingent reward was perceived as the most effective component in the schools. Respondents' age was found to be minimally altering the correlation between laissez-faire and teachers job satisfaction. The study suggested employing transactional and laissez-faire leadership styles via considering the contingency theory as the paramount important for schools effectiveness. The researchers also recommended to give more attention by the concerning parties in providing school leaders a targeted training that will help them develop a better understanding about the different leadership styles and the associated organizational outcomes.

1 Introduction

There is no one best definition for the term leadership; rather various scholars defined it in varies ways. For instance, Yukl (1998) defined leadership as the process of controlling followers to understand and agree about what needs to be done and how it can be done effectively, and the process of enabling individual and collective efforts to achieve the mutually inclusive objectives of the organization. House and Shamir (1993) define leadership as the skill of an individual person to inspire others towards the collective organizational vision in sacrificing his/her self and to contribute to the achievement of the

intended vision and being with others in sacrificing oneself beyond the expected role. Schein (1985) identifies leadership is as the ability of alter corrective process to start evolutionary with no consideration of followers' culture. Chemers (1997) also defines the term leadership as a process of impacting the people and their actions in identifying their gaps to make the followers provided with the potential of performing the organizational tasks. From these definitions it can be seen that leadership is taken as a group phenomenon that involves the interaction between two or more persons (Janda, 1960). Similarly, Yukl (2013) defined as the nature of the influencing process in such a way that its result is occurred between a leader and followers and how this influencing process is expressed by the changed nature of leader's and follower thoughts including the situation in which the influencing process is happen.

Among the different educators who attempted to define the term leadership Burns (1978) was the prominent one. He elaborated the characteristics of leadership as:

"A leader induces followers to act for certain goals that represent the values and the motivations, the wants and needs, the aspirations and expectations of both leaders and followers and the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations"

From these definitions it can be learned that leadership can be viewed as a process that includes interaction among three variables namely; leader, follower and situation.

Job satisfaction has been defined as differently by scholars. For instance, Gull and Zaidi (2012) defined job satisfaction as the perception of followers towards the task that the followers undertake. The authors also claimed that job satisfaction is believe that the followers have towards anything which is assumed to be paramount important to them such as benefits, promotional opportunities, supervision, coworkers, working conditions and the work itself. Sattar et al. (2012) define it as the extent to which the followers are being enthusiastic to attain the organizational goal. Based on this definition, the followers strive to address their problems in that they try to bridge the difference between expectation and actual achievement is labelled as job satisfaction (Sattar et al., 2012). Job satisfaction has been influenced by leaders' leadership styles. For instance, Bass and Avolio (2000) argue that the types of relationship between leaders and followers determines employees' job satisfaction. Bizhan et al. (2013) also noted that when managers/leaders have the skills and techniques to effectively lead the relationship between managers and employees' it will result in higher motivation and job satisfaction.

Leadership style is defined by varies scholars in different ways. For instance, Casmir (2001) states it as a pattern of emphases, indexed by frequency or intensity of specific leadership behavior or attitudes, which a leader places on the different leadership functions. Bass (1985) are classified leadership styles as: Transformational, transactional and laissez-faire leadership styles. Burns (1978) affirms that transactional and transformational leadership are at opposite ends of a range. On the contrary, Bass (1985) contends that leader can use transformational and transactional leadership behaviour where the situation is viewed appropriate. This ideal profile of the leaders can be exhibited in three leadership styles including their factors transformational, transactional leadership factors and management-by-exception (passive) tightly less frequently) and finally the laissez-faire behaviour (Bass and Avolio, 1994).

Burns (1978) defines transactional leadership as follows: it is the mutual process of mobilizing, with persons with certain motives and values, various resources, in a context of competition in order to realize goals with the participation leaders and followers. The nature of this leadership style is so indispensable in such a way that leaders and followers can mutually or separately undertake a given action for the sake of attain the intended goals of the organization. As the transactions carried out between leaders and their followers, the leader should take in to account the interest of their followers that they

need from their work, give the response for the followers' self-interest, come up with the necessary rewards and give that rewards (Bass, 1985). He also assured that this leadership style includes factors such as management-by exception and contingent reward. A transactional leader depends on management by exception are mostly endeavour to take measurement on the failures of the organization. They measure the achievement of the organization in light of the set standards.

Transactional leader clearly discuss with the followers on what and how they are awarded, and what they are expected to attain to get that rewards. Leaders apply both reward and punishment on the bases of the followers performance in that reward for well performed and punishment for not performed well (Podsakoff, 1982). He also asserted that there is a positive connection between leaders' contingent reward behaviour and followers' performance and satisfaction. In contrast to the previous statement there is no connection between contingent punishment behaviour and followers' performance or job satisfaction. Transactional leadership marks failures in terms of motivating followers and keeping the transaction procedure in a way that depends on negotiating and continuing process. In transactional leadership the connection between leaders and followers is shallow though, they focus on increasing their profit from transaction. Hence, leaders have to claim with motivational and interpersonal aspects that help the group to elevate its capability of responding to organizational and environmental desires. Furthermore, leaders are expected to influence their followers' skills through not only providing contingent rewards and management-by-exception but also empower them to work harder and more effective (Burns, 1978).

Bass and Avolio (1993) define laissez-faire leadership as leadership is considered as nonexistent and is absent. They also asserted laissez-faire (passive-avoidance) leadership style, as there is no intervention of the assigned leaders with having no transactions or/and agreements with followers. This leadership style discourages feedback, rewards, involvement of the followers in the actions, no or less motivation, recognition and satisfaction of followers need and prevalence of delayed decisions. Laissez-faire leadership is described as passive leadership in which leaders have less influence over their followers and any action in the organization and maintain their involvement in lower level and keep to make decision until the problem reach on serious position. They give their followers over and completely freedom of carrying out the organizational action.

2 Research Problem

It is about 30 years that different researchers attempted to investigate the relationship between leadership styles and organizational outcome such as job satisfaction. Most of that researchers focused on the independent variables such as transformational, transactional, laissez-faire as well as other variables such as trust leadership, leader member exchange, and leadership structure. In another way, researchers also carried out studies on dependent variables such as organizational citizenship behaviour, employee attitudes, and performance measurement by employing different methods of data analysis. For instance, Fuller et al. (1996) conducted a meta-analyses on the effects of transformational leadership style (charismatic) and organizational outcome (satisfaction with the leader, perceived leader effectiveness and performance). They also included several potential moderators: type of performance measure, type of research design (multisource or not), level of the leader, and sample sectoral context. They found as there is positive and significant relationships between charismatic leadership and organizational outcome (satisfaction with the leader, perceived leader effectiveness and performance). They also found a significantly stronger correlation for subjective performance measures than for objective ones, indicating that these two reflect different aspects of effectiveness. However, generalization cannot be made on the bases of the given situation because the

degree of correlation for different variables was not consistent.

Dumdum et al. (2002) carried out a meta-analysis on the effect of transformational, transactional and laissez-faire leadership and job satisfaction. The results of this study revealed that both transformational and transactional leadership styles are positively correlated to job satisfaction and also laissez-faire leadership style was negatively correlated to effectiveness and satisfaction. Judge and Piccolo (2004) analyzed the effects of transformational and transactional leadership on job satisfaction. Their finding shows that there was positive correlation between both transformational and transactional leadership styles and job satisfaction. Wang et al. (2011) also explored the effect of transformational leadership style and organizational performance which was analysed in three levels at individual, team, and organization level. The finding reveals that there is a strong relationship between transformational leadership style and contextual performance than task performance. Likewise, there is a strong relationship between transformational leadership style and team level performance and the is a weak relationship with organizational level performance and individual level performance.

Different researchers conducted their studies on leadership styles and its effectiveness on organizational outcomes (extra effort, effectiveness and job satisfaction) to identify the prominent leadership style and to determine the relationship exist between transactional and laissez-faire leadership styles and job satisfaction. For instance, Alloubani et al. (2015) studied the impacts of transactional and laissez-faire leadership styles on leadership outcomes. However, this study didn't cover the relationship between overall leadership styles and over all organizational outcomes and each leadership styles components with each organizational outcome (extra effort, effectiveness and job satisfaction). Similarly, Zahoor and Khan (2018) conducted a study on leadership styles and their influence on organizational outcome such as job satisfaction. In their study, they employed both interactive and diagnosis research approach. However, the research results did not demonstrate that which leadership style is more effective, encourages employees extra effort and what correlation exists between independent and dependent variables. On the other hand, Valldeneu et al. (2019) carried out his study on leadership styles and organizational outcome (job satisfaction). However, this study did not investigate the correlation between overall leadership style measures and overall organizational outcome measures such as extra effort, effectiveness and job satisfaction. In addition, this research did not measure the relationship existing between each of leadership styles and organizational outcome (job satisfaction).

In the Ethiopian context, many school principals are assigning by the government without considering their training and capacity of leadership. FDRE (2010) pointed out that lack of the ability to planning and managing the school performance which in turn has the possibility to decrease the students' performance is taken as the major challenge of Ethiopia education system in general and southern Ethiopia in particular. Therefore, the mentioned challenges are not confined only in a particular area of the country rather they are also assumed as country wide problems. Likewise, according to the observation of the researcher, in Konso zone the problem of school leadership is currently at critical level so that it considerably needs due attention for come up with the possible solution.

The reason behind conducting thus study is even though different researchers strived to conduct research on relationship between leadership styles and organizational outcomes (extra effort, effectiveness and job satisfaction); no one has covered those transactional and laissez-faire leadership styles with organizational outcome (teachers' job satisfaction). Even though, the number of researches conducted in World and Ethiopia is so enormous, yet these researchers used different dimension and/or variables of both leadership styles as well as organizational outcome (job satisfaction) in that the present research is different from the others. The present research mainly focused to probe the extent to which transactional and laissez-faire leadership styles are practiced and correlated to job satisfaction in secondary schools of Konso zone. In this regard to the

researchers knowledge no one has conducted a research on these variables that in the study area.

2.1 Hypotheses

Hypothesis Question One: Does transactional or laissez-faire leadership style is the most prominent in the secondary schools of Konso zone?

Ho One: There is no significant positive relationship between transactional leadership style and teachers' job satisfaction.

Ho Two: There is no significant positive relationship between laissez-faire leadership style and teachers' job satisfaction.

Ho Three: There is no significant relationship between teachers' age and their job satisfaction.

Ho Four: There is no significant relationship between teachers' work experience and their job satisfaction.

2.2 Objectives

The general objective of this study was to assess the relationship between transactional and laissez-faire leadership styles and teachers' job satisfaction in Konso zone, southern Ethiopia. More specifically this study aims at:

1. Determining which leadership style i.e. transactional and laissez-faire leadership styles is dominant;
2. Examining the extent to which transactional and laissez-faire leadership styles are related with teachers' job satisfaction and
3. Exploring the extent to which age and work experience status of teachers mediate the relationship between transactional and laissez-fire leadership styles and teachers job satisfaction

2.3 Conceptual framework

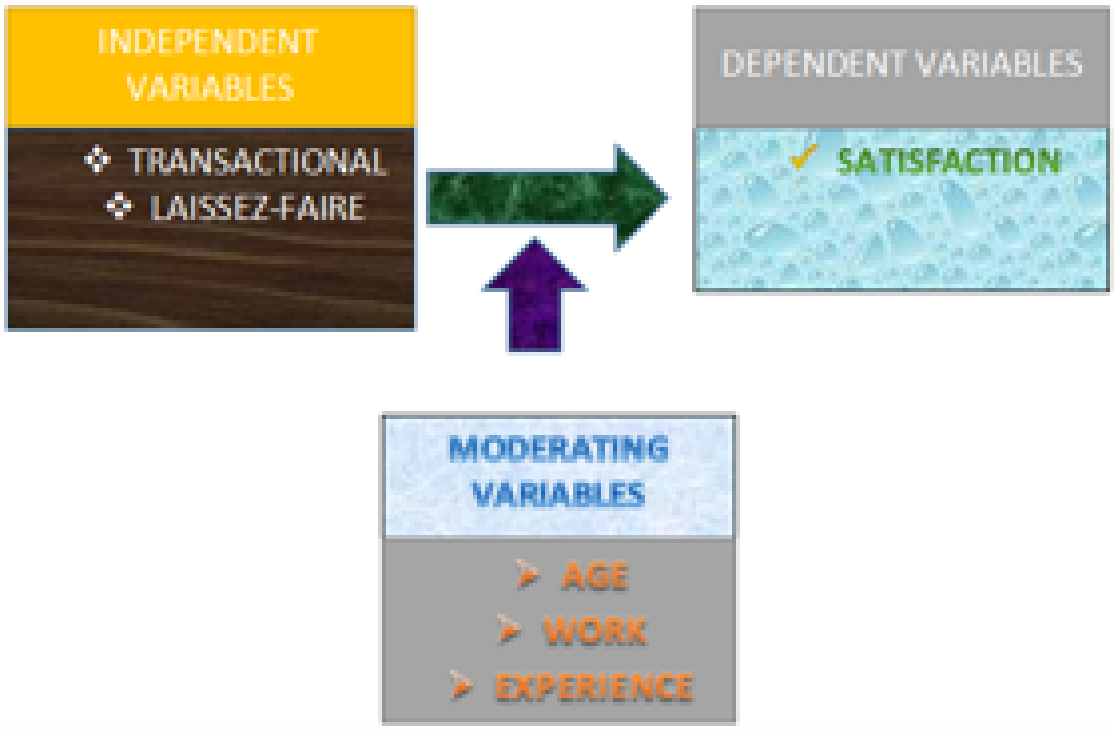


Figure 1: Conceptual Frame Work of Leadership Styles and Organizational Outcomes

Source: developed by the researchers (2023)

The above conceptual framework illustrates the relationship between leadership styles and organizational outcome. But besides the independent variables (transactional and laissez-faire), there are also moderating variables that are likely to alter the relationship of independent variables with dependent variables (job satisfaction). Hence, age and work experience are considered as moderator variables for this study. That means these moderating variables instead of being affected by independent variables (transactional and laissez-faire) they strengthen the relationship existing between the two variables.

3 Research Methods

This study employed descriptive survey and explanatory correlational research design. As described by Creswell (2012) Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample to describe the attitudes, opinions, behaviors, or characteristics of the total population. Quantitative research method was employed in this research. The reason why the research has given due attention to quantitative method is because of it helps to assess the relationship between leadership styles and organizational outcomes so as to collect large quantitative data from the respondents. It is a predetermined approach in which the researcher uses closed-ended questionnaires.

3.1 The study variables

The major purpose of the study is assessing the relationship between leadership styles and organizational outcomes. The specific objectives of the research are determining the most dominant leadership styles (transactional, transformational and laissez-fair) and comprehending the extent to which leadership styles (transactional, transformational and laissez-fair) are connected with organizational outcomes (effectiveness, extra effort and satisfaction). Therefore, the research comprised the major variables namely, independent and dependent variables. The independent variables of the research are transformational, transactional and laissez-faire leadership styles whereas dependent variables of the study are organizational outcomes namely, organizational effectiveness, employees extra effort and job satisfaction. The three leadership styles are also used as a predictor whereas organizational outcomes are used as a criterion. In addition to the major variables, moderating variables such as gender, age, work experience and level of education were employed to enhance the contribution for the correlation exists between independent and dependent variables. A moderator variable may reduce or enhance the direction of the relationship between the independent variable and a dependent variable, or it may even change the direction of the relationship between the two variables from positive to negative or visa-versa.

3.2 Sources of data

The primary sources of data were obtained from secondary school teachers. The selection of those people as a source of data was based on the expectation of the researcher that they would have better information and experiences on the relationship between leadership styles and organizational outcomes of secondary schools' of Konso zone. In this respect, the researcher directly encountered with teachers to examine their perception towards the leadership styles and its effect on organizational outcomes. The data were collected through the standardized instrument that is multifactor leadership questioner. Moreover, the data already available is appropriate as secondary sources in such a way that the researcher can only review from its sources. In this research, the researcher reviewed varies literature related to the topic under the study which were found from the internet and in libraries. The paramount importance of using secondary sources of data for this research was due to the expectation of the data to enrich the study with sufficient reference materials which enable the researcher to conduct valid, reliable, relevant, credible research and at the end to come up with the best possible findings.

3.3 Population and Sampling

From five administrative structures of the zone, Karat zuria Woreda and Kena Woreda as well as Karat town administration were selected as a sample structures whereas Segen zuria woreda was taken as a structure in which the researcher conducted pilot test questioner. In Konso zone there are ten secondary schools (grade 9-12). Out of this number, only 5(50%) of the secondary schools namely: Konso, Abaroba, Arfide, Fasha and Kemele secondary schools were selected for the study. In these secondary schools, there are 323 teachers that were taken as a target population. Among them 110(34%) were selected using systematic random sampling technique after listing the names alphabetically.

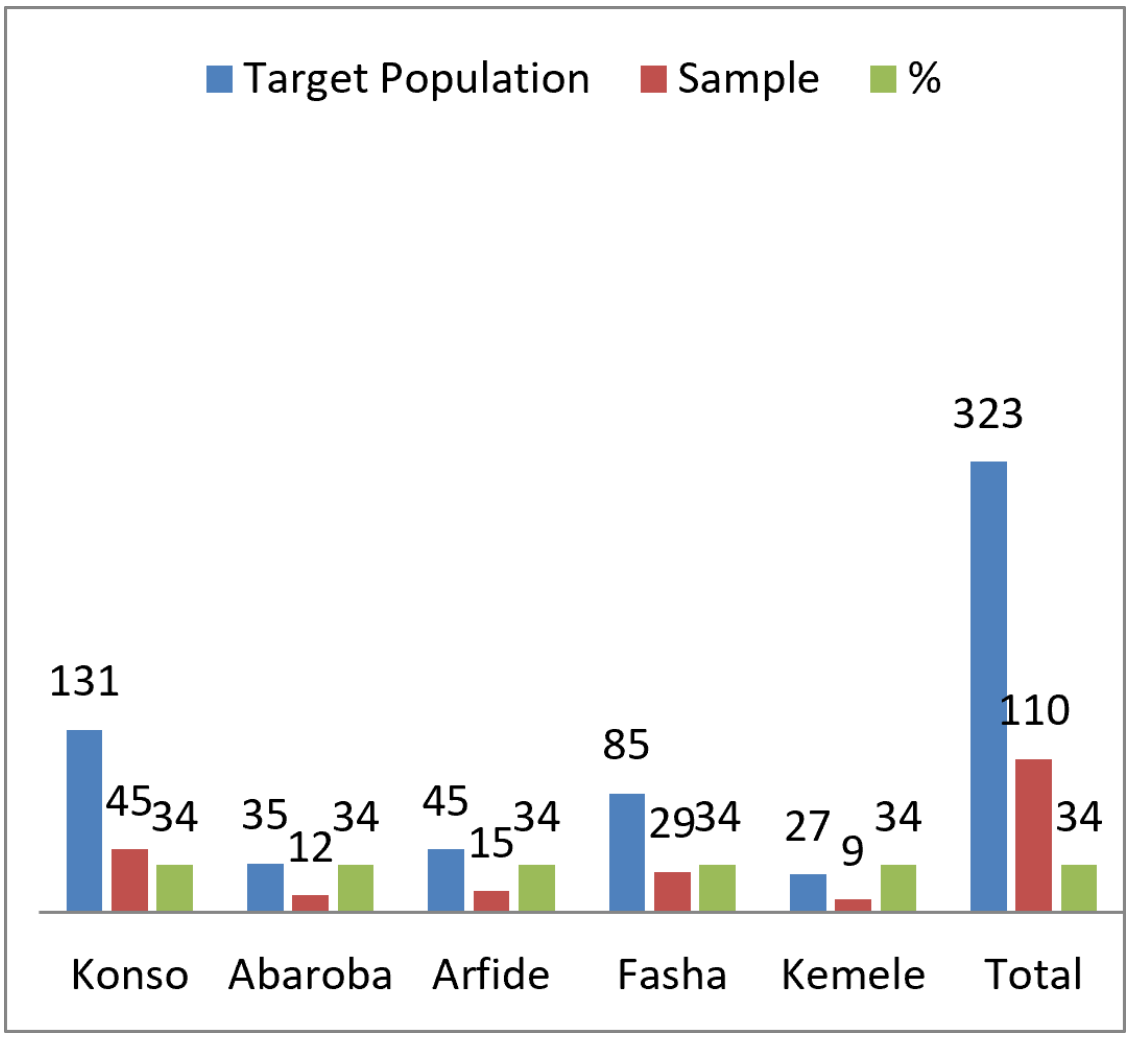


Figure 2: Population and Sample size

Source: Own competition, (2023)

3.4 Data collection instruments

The MLQ used for the study consists of two forms: leader form and rater form. The leader form is used for self-evaluation, and is completed by leaders whereas the rater form is used by the followers to assess leadership of their leader (Bass and Avolio, 2004). The MFQ instrument forms and scoring guide (form 5x-short) mind garden Inc. was adapted from Avolio and Bass (2020) by making a few adjustments. For the present study, the researcher employed the rater form of data collection instrument that has 45 items.

Leadership styles and organizational outcome were assessed by the Multifactor Leadership Questionnaire that was exerted as a crucial instrument of data collection. The current version of the MLQ has forty-five items that are used to evaluate the leadership behaviors and organizational outcomes. According to Bass and Avolio (2004), MLQ can be used to measure the prominence of the transformational, transactional, and laissez-fire [passive-avoidant] behavior of leadership styles to attain better organizational outcomes. Transformational leadership (TFL) factors consist of Idealized Attributes (IA), Idealized Behaviors (IB), Inspirational Motivation (IM), Intellectual Stimulation (IS) and Individual

Consideration (IC). Transactional leadership (TSL) factors consist of Contingent Reward (CR), Management by Exception (Active) (MBEA) and Management by Exception (Passive) (MBEP). However, Laissez-Faire leadership (LF) does not have any factors pertaining to it. Organizational outcome has three factors namely Extra Effort (EE), Effectiveness (EFF), and Satisfaction (SAT). As the follower fills out the rater form, he/she should answers each questions by selecting a number on a scale of 0 to 4: 0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly often, and 4 = frequently, if not always.

Item number 10, 18, 21 and 25 are components of IA. The IA scores are calculated by summing the total IA points of each respondent, and then dividing that number by 4. Item number 6, 14, 23, and 34 are components of IB. The scores of IB are likewise calculated by acquiring the total IB score, and dividing by 4. Item number 9, 13, 26, and 36 are components of IM. Item number 2, 8, 30, and 32 are components of IS. Item number 15, 19, 29, and 31 are components of IC. The scores of IM, IS, and IC are determined by the same simple algorithm as IA and IB.

The CR scores are calculated by summing the total CR points of each respondent, and then dividing that number by 4. Item number 1, 11, 16, and 35 are components of CR. The scores of MBEA are likewise calculated by acquiring the total MBEA score, and dividing by 4. Item number 4, 22, 24, and 27 are components of MBEA. The scores of MBEP are calculated by taking the total MBEP score and dividing by 4. Item number 3, 12, 17, and 20 are components of MBEP. The scores of LF are calculated by summing the composite LF score, and once again, dividing by 4. Item number 5, 7, 28, and 33 are components of LF. Item number 39, 42, and 44 are components of EE. The scores of EE are calculated by taking the total EE score and dividing by 3. Item number 37, 40, 43, and 45 are components of EFF. The scores of EFF are calculated by summing the composite EFF score, and once again, dividing by 4. Item number 38 and 41 are the only two components of SAT. The scores of SAT are determined by adding the two scores together, and dividing by 2. On the other hand, respondents were also asked to answer a number of demographic questions in the RDQ. RDQ includes age, gender, educational status, working experience at current profession. The questionnaire is general in nature and no personal identifiable information was collected to ensure anonymity among the respondents.

Before administrate data, the questionnaire was tested for validity and reliability. In order to make the necessary correction and improvement on the questionnaire items, pilot test was conducted for the content validity at Aylota dokatu secondary school which is not a part of sampled schools. The draft questionnaire was distributed and filled out with 35 teachers sampled through simple random sampling technique. In addition to this, the experienced colleagues also confirmed the questionnaire and provided their corrections accordingly. Hence, some adjustment was made on the questionnaire to make the research more valid and reliable.

3.5 Validity and reliability

Gay et al. (2009) described validity as "the degree to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores". They also identified four Validity measuring instruments: content, criterion-related, construct and consequential validity. The validity of the MLQ was consistently confirmed as an effective means of measurement through their application in a large volume of credible studies (Bass and Avolio, 2004). In addition to that they asserted as the validity of MLQ has been demonstrated by a large number of studies throughout a diverse group of organizations and in a variety of countries. In this study, the validity of the MLQ instrument was assured through the study of prominent researchers. Nevertheless, its

effectiveness was asserted with different researchers, the researcher verified it through exerting content validity form for its more trustworthiness.

Reliability as the degree to which a test consistently measures whatever it is measuring (Gay et al., 2009). These authors also noted that, there are five types of reliability measuring instruments: stability, equivalence, equivalence and stability, internal consistency, and scorer/rater. Muenjohn and Armstrong (2008) asserted that the reliability of MLQ with a Cronbach's alpha value is .86 for the original MLQ and .87 for the translated one. Moreover, Antonakis et al. (2003) suggested that the current version of the MLQ (Form 5X) is a reliable instrument that can adequately measure the nine components comprising the full-range theory of leadership. Therefore, even though its reliability was verified by different researchers, the researchers also confirmed it again using Cronbach's alpha value. Accordingly, the reliability of MLQ with cronbach's alpha value was found to be .93 that is greater than .90. Therefore, there is a very strong internal consistency among the MLQ items.

3.6 Methods of data analysis

The major method of data analysis by this study were descriptive and inferential statistics methods. Frequency, mean, standard deviation were calculated with the help of descriptive statistics. On the other hand, Correlation analysis is used to identify the relationship between independent variables and dependent variables. Validity of the MLQ instrument was assured through the study of prominent researchers. Nevertheless, its effectiveness was asserted with different researchers, the researcher verified it through exerting content validity form for its more trustworthiness. Even though MFQ items reliability was verified by different researchers, the researchers also confirmed it again using Cronbach's alpha value. Accordingly, the Cronbach's alpha value for the total 45 items of the present research is .93 or 93% that shows the existence of very strong internal consistency among the MLQ items. Moreover, the investigators employed Pearson's product moment correlation coefficient that has been used to measure the relationship between leadership styles and organizational outcome.

3.7 Ethical consideration

According to Bryman and Bell (2007) there are ten Principles of ethical considerations that should be considered in conducting research. The research has not been subjected to harm anyone who is involved in it, respected the dignity and full consent of the participants and ensured the privacy of the research respondents. The study ensured the confidence level of the research data and anonymity of individuals and organizations participate in the research. Any deception or exaggeration about the aims and objectives of the research was avoided. Any type of communication in relation to the researchers was done with honesty and transparency. For consensus the permission letter obtained from Konso zone Education department has been given to all schools and it enabled the respondents to be provided with sufficient information pertaining to the research purpose and informed that their response will be kept confidential. Moreover, the researchers obtained permission from the participant teachers before the questionnaires was administered. The researchers willingly answered any questions that the respondents asked for more clarity. In addition, the researchers gave brief explanation to make their participation being completely on voluntary basis. The researchers then asked them to carefully read the provided participant instructions and each items of the questioner.

4 Results

In this section the data obtained for the study are presented in tables followed by discussion of findings organized based on the hypotheses formulated.

4.1 Normality test of the data distribution

Table 1: Data Normality Test in Shapiro Wilk Theory Derived Numerical Method

Variables	Statistics	Df	Sign
Transactional leadership style	.985	110	.245
Laissez-faire leadership style	.978	110	.068
Teachers Job Satisfaction	.969	110	.005

Source: own survey data (2023)

The output presented on Table 1 indicates that there is a significant difference on the data distribution of transactional and laissez-faire leadership style (at p. value of both styles is $> .05$) and teachers' job satisfaction (at p $> .01$). This result reveals that data are normally distributed so that one can easily conclude as means are considerably good representatives of the data. The normality test managed for transactional, laissez-faire and satisfaction on histogram also much coincided with Shapiro Wilk test method in such a way that data were normally distributed

4.2 The prominence of leadership styles

One of the objectives of this study was to identify weather transactional or laissez-faire leadership style is the most prominent leadership styles practiced in the secondary schools of Konso zone.

Table 2: Cross-Tabulation of Mean and Standard Deviation for Transactional and Laissez-faire Leadership Styles and Satisfaction

Variables	N	Mean	Std. Deviation
Leadership Styles	110	1.908	.478
Organizational Outcomes	110	2.209	.929

Source: own survey data (2023)

The data presented in Table 2 shows that leaders of the secondary schools of Konso zone are loosely transactional and laissez-faire leaders. However, comparatively, transactional leadership style is more dominant in those schools (M = 1.908, SD = .478). Regarding job satisfaction, it was found that teachers' job satisfaction is very low (M = 2.209, std. deviation = .929).

Table 3: Cross-Tabulation of Mean and Std. Deviation for Transactional and Laissez-faire Leadership Styles Factors

Leadership Styles	Leadership Factors	N	Mean	Std. Deviation
Transactional Leadership	Contingent Reward	110	2.181	.799
	Management by Exception Active	110	1.986	.607
	Management by Exception Passive	110	1.550	.806
Laissez-faire Leadership	Laissez-faire leadership	110	1.843	.780

Source: own survey data (2023)

Regarding the components of the transactional leadership style, the contingent reward as a component of transactional leadership factor forms the basis of the constructive components of transactional leadership behavior (Bass, 1998; Bass and Avolio, 1997). Here leader focuses on providing rewards to followers who addressed the predetermined goals of the organization through the process of exchange, promises and delivers rewards to the followers. On the other hand, management by exception works on the bases of time leaders give to the intervention process. The contingent reinforcement factor has been categorized into two distinct factors:

(a) management-by-exception active and (b) management-by-exception passive. The former, is a corrective transaction, whereby the leader actively watches for deviations from the norm, and takes action when outcomes do not match standards whereas the later mainly accompanied by the delayed intervention of the leaders (Avolio et al., 1995). It also involves waiting, and intervening only if standards are not met, or when things go wrong that is accompanied with the longer delay (Bass, 1998; Avolio and Bass, 1997).

The data presented on Table 3 shows that although the mean value is low (M = 2.181, SD = .799). However, when compared to the three components of transactional leadership styles the contingent reward is slightly available in secondary schools of Konso zone. On the other hand, management by exceptional active and management by exceptional passive factors are very low (M = 1.986, SD = .607) as compared to the three component variables. In this regard, Bizhan et al. (2013) argue that transactional leadership style contributes to the school performance indicators such as creates teachers' satisfaction, in their work in the schools. On the other hand, the laissez-fair leadership style is relatively low (M = 1.843, SD = .780) as compared to the transactional variable in secondary schools of the zone.

That means leaders of the schools do not adequately practice either of the leadership styles secondary schools of Konso zone. Therefore, the null hypothesis transactional or laissez-faire leadership style is the most prominent leadership styles practiced in the secondary schools of Konso zone is rejected.

This finding is consistent with Valldeneu et al. (2019) findings that disclose laissez-faire leadership style has the lowest mean. In fact laissez-faire leadership style is not considerably effective in increasing job satisfaction. For instance, Bizhan et al. (2013) argue that the more managers use laissez-faire style in their leadership; the more employees' performance is reduced. In addition to that, Antonek and House (2002) realized that laissez-fare leadership style contributed to high to medium decrease teachers' satisfaction in their work in schools. However, the results show that both transactional and laissez-fare leadership style has not been practiced in secondary schools of Konso zone.

4.3 The relationship between transactional leadership style and teachers' job satisfaction

Table 4: The Relationship between Transactional Leadership Styles and job Satisfaction

		Transactional	Satisfaction
Transactional	Pearson Correlation	1	.449**
	Sig. (2-tailed)		.000
	N	110	110
Satisfaction	Pearson Correlation	.449**	1
	Sig. (2-tailed)	.000	
	N	110	110

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

Source: own survey data (2023)

The data presented on the table above shows that transactional leadership style and teachers' job satisfaction are positively correlated having moderate level of relationship and this relationship is statistically significant ($r = .449$, $p < .01$). That means there is a direct proportionality between the two measured variables in that when one variable increase the other also increase and vice versa and thus the null hypothesis should be rejected. This finding is consistent with the findings of Dumdum et al. (2002) and Judge and Piccolo (2004) verified that the correlation of transactional leadership style with followers' satisfaction is positive and statistically significant. Similarly, For Alloubani et al. (2015) verified that transactional leadership style is positively correlated to job satisfaction and statistically there is a significant relationship with organizational outcomes. However, in contrary to the findings of this study, the study by Alloubani et al. (2015) asserted that there was negative correlation between transactional leadership and job satisfaction even though there is statistically significant relationship between the mentioned variables.

4.4 The relationship between laissez-faire leadership style and teachers' job satisfaction

Table 5: The Relationship between Laissez-faire Leadership Styles and Satisfaction

		Laissez-faire	Satisfaction
Laissez-faire	Pearson Correlation	1	-.105
	Sig. (2-tailed)		.277
	N	110	110
Satisfaction	Pearson Correlation	-.105	1
	Sig. (2-tailed)	.277	
	N	110	110

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

Source: own survey data (2023)

The result presented on the table 5 shows that the laissez-faire leadership style and job satisfaction are negatively correlated with a negligible level of relationship and this relationship is statistically insignificant ($r = -.105$, $p > .05$). That means the increase of

one variable results in a decrease of the other variable and visa verse. Therefore, null hypothesis was accepted or failed to be rejected. The results are consistent with other findings. For instance, Alloubani et al. (2015) verified that laissez-faire leadership style is negatively correlated with job satisfaction. Similarly, Hina and Zafar (2018) asserted that there is negative correlation between laissez-faire leadership style and teachers job satisfaction.

4.5 The relationship between teachers' age and work experience and their job satisfaction

Table 6: Correlation between Moderator Variables (age and work experience) and Organizational Outcome (Satisfaction)

Variables	Age	Work Experience	Transactional	Laissez-faire	Satisfaction	
Age	Pearson Correlation	1	.850**	-.137	.090	-.130
	Sig. (2-tailed)		.000	.152	.352	.175
	N	110	110	110	110	110
Work Experience	Pearson Correlation	.850**	1	-.151	.045	-.064
	Sig. (2-tailed)	.000		.116	.647	.506
	N	110	110	110	110	110
Transactional	Pearson Correlation	-.137	-.151	1	.292**	.449**
	Sig. (2-tailed)	.152	.116		.002	.000
	N	110	110	110	110	110
Laissez-faire	Pearson Correlation	.090	.045	.292**	1	-.105
	Sig. (2-tailed)	.352	.647	.002		.277
	N	110	110	110	110	110
Satisfaction	Pearson Correlation	-.130	-.064	.449**	-.105	1
	Sig. (2-tailed)	.175	.506	.000	.277	
	N	110	110	110	110	110

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

The data presented on Table 6 above shows the correlation between moderator variables (age and work experience) and teachers' job satisfaction. The results show that translational leadership style is moderately, positively and significantly correlated with teachers' job satisfaction (at $r = .449$, $p < .01$). However, teachers age didn't moderate the relationship between the two variables with ($r = -.130$, $p > .05$). Therefore, teachers' age didn't have an effect on the relationship between transactional leadership style and teachers job satisfaction. Therefore, the null hypothesis there is no significant relationship between teachers' age and their job satisfaction is accepted.

4.5.1 The relationship between teachers' work experience and their job satisfaction

Moreover, teachers work experience did not moderate the relationship between the two variables with ($r = .064$, $p > .01$). This result indicates that teachers' work experience and their job satisfaction are not correlated. On the other hand, there is negligible, negative and no significant correlation between laissez-faire leadership style and teachers' level of job satisfaction (at $r = -.105$, $p > .05$). Similarly, teachers age is negligibly moderate the relationship between the two variables with no significant correlation ($r = -.130$, $p > .05$). There is very weak/negligible correlation between teachers' age status and their job satisfaction. Nevertheless, teachers' job satisfaction has too minimal alteration on the correlation exists between the mentioned two variables.

In the case of laissez-faire and level of teachers job satisfaction there is negligible, negative and no significant correlation between them (at r = -.105, p > .05). But, teachers work experience status doesn't has alteration on the relationship between laissez-faire leadership style and level of teachers satisfaction with no significant correlation (r = .064, p > .05). To this end, teachers' age status and work experience didn't bring significant alteration on the correlation exist between transactional and laissez-faire leadership styles and teachers job satisfaction. Therefore, the null hypothesis there is no significant relationship between teachers' work experience and their job satisfaction is accepted.

5 Conclusions

The study was aimed at identifying the leadership style that have been dominantly employed and examining the extent to which transactional and laissez-fair leadership styles are related with teachers' job satisfaction and also exploring the extent to which age and work experience of teachers mediate the relationship between transactional and laissez-fire leadership styles and their job satisfaction. Based on the results obtained the following conclusions are made.

The sum of all means for both transactional and laissez-faire leadership style indicates that although the mean scores of both leadership styles is very low transactional leadership style is slightly employed than laissez-faire leadership style. That means leaders of the schools are not adequately practicing either of the leadership styles in secondary schools of Konso zone. Regarding teachers' job satisfaction although leaders of Konso zone secondary schools are more of transactional than laissez-faire teachers' job satisfaction is very low.

Regarding the relationship between transactional leadership style and teachers job satisfaction there is a positive and moderate level of correlation between the two measured variables. This relationship is statistically significant. That means when transactional leadership style increases the satisfaction also increases and vise-versa. On the other hand, the laissez-faire leadership style and job satisfaction are negatively correlated with a negligible level of relationship and this relationship is statistically insignificant. That means as leaders practice a more laissez-faire leadership style job satisfaction decreases.

Regarding the relationship between the components of transactional leadership style such as age, gender, work experience and level of education and teachers' job satisfaction the results show that teachers' work experience averagely moderate the transactional leadership style and teachers job satisfaction secondary schools of the zone. On the other hand, teachers work experience did not moderate the relationship between laissez-faire leadership style and teachers job satisfaction of the zone. The relationship existing between laissez-fair leadership style and teachers' job satisfaction display that it has negative and negligible level of relationship which is statistically insignificant. As far as there is an inverse proportionality between the two variables, there is the increase of one variable with the decrease of another variable and vise-versa. The result verifies that when the laissez-faire leadership style decreases, the teachers' satisfaction increases in the secondary schools of Konso zone. There is also a negligible, negative and insignificant correlation between laissez-faire leadership style and teachers' level of job satisfaction. Similarly, teachers age is negligibly moderate the relationship between the two variables with no significant correlation. There is very weak/negligible correlation between teachers' age and their job satisfaction. Therefore, teachers' job satisfaction has too minimal alteration on the correlation exists between the mentioned two variables. Therefore,

6 Recommendations

Transactional and laissez-fare leadership styles are no longer effective in the view point of teachers in relation to age, gender, work experience and level of education. Nevertheless, comparatively transactional leadership style is slightly effective than laissez-faire leadership style. Indeed, leaders are expected to employ both transactional and laissez-faire leadership styles, due to no absolute leadership style. This concept is highly supported by contingency theory in that it assumes the better approach is one that can be suitable for the existing statuesque rather than inevitably try to apply different leadership styles at the same time. The important idea is to "match the leader's style with the situation most favorable for their [leaders] success" (Daft and Marcic, 2006). Where the situation allows transactional or laissez-faire leadership style, it is not important to use further leadership style. Therefore leaders are suggested to use leadership styles on bases of organizational environment and existing statuesque. They are also expected not to practice a particular leadership style as something mandatory.

The school leaders of secondary schools of Konso zone attributed a quality of transactional leadership in terms of contingent reward. Thus, the school leaders' give help to teachers in exchange for their efforts, discuss who is responsible for attaining specific performance goals, and make it clear what each one can expect to receive when performance targets are reached and express satisfaction when teachers meet with their expectations.

Transactional leadership style such as management by exceptional active and passive were perceived as no longer effective in secondary schools of Konso zone. Hence, leaders don't pay attention on irregularities, mistakes, exceptions and which may be deviated from expected standards, don't devote teachers to give attention to mistakes, complaints and failings, are not always aware of all mistakes and direct their attention to failings so as to attain the expected standards. Furthermore, according to the study result laissez-faire leadership style is totally ineffective. Along of leaders converse about teachers most important beliefs and values, avoids getting involved when important matters arise, are absent when teachers need them and avoids making decisions. Therefore, to fill the mentioned gaps, the zone and Woreda government are requested to facilitate capacity building trainings on the title labeled "the relationship between leadership styles and organizational outcomes and the likes."

The types of research designs employed for this research were descriptive survey and explanatory correlational research designs in which the mean and std. deviation and Pearson product moment correlation coefficient were employed to determine the prominent leadership styles and the relationship exists between the leadership styles and organizational outcomes. Therefore, the further study researchers are requested to conduct their study under the theme "the effects of leadership styles on organizational outcomes". For this title the researchers are recommended to exert liner regression type of analysis via using inferential statistics. Besides, the researchers are also suggested to calculate ANOVA and t-test type of statistical analysis in that the former is employed to comprehend the most different variable from the others whereas the latter is exerted to distinguish the existence of statistical difference between the variables. The researchers employed quantitative research method using only questioner. Hence, for more accuracy of the result the researchers suggest other researchers to employ qualitative method of data analysis using interview and focus group discussion tools of data collection which are used to triangulate the obtained results or/and findings. Moreover, the results of this study can be used as the source of data for the further researchers. Thus, other researchers are suggested to use this research to advance further studies who are interested in conducting their study on the related title.

Funding

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for profit sectors.

Data Availability

Data can be made available on the behavior of the request

Declaration of interests' statement

The author declare no competing interests.

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