



Mediating Effect of Teachers' Job Satisfaction on the Link between Principal Path Goal Leadership Behaviors' and Teachers Job Motivation in Government Secondary Schools in Wollega Zones, Oromia Regional State, Ethiopia

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ABSTRACT

The Study examined the mediate role of teachers' job satisfaction in the relationship between school principals' path-goal leadership behavior and teachers' job motivation in government secondary schools across the wollega zones of the Oromia Regional State, Ethiopia. A quantitative research design was employed. Utilizing stratified proportional sampling, 26 government secondary schools were selected. From these schools, teachers were selected using random sampling techniques. Data were collected using questionnaires. The collected data were analyzed using Structural Equation Modelling (SEM) via AMOS software. The structural model demonstrated a robust fit to the data (CMIN/df=1.506, GFI=0.924, CFI=0.953, TLI=0.949, and RMSEA=0.046). The path goal analysis revealed that principal path goal leadership behavior exerted a significant positive, direct effect on both teachers' job motivation ($\beta=0.300$, $p<0.05$) and job satisfaction ($\beta=0.149$, $P<0.05$). Conversely, teachers' job satisfaction has a significant negative direct relationship with job motivation ($\beta=-0.183$, $p<0.05$). Crucially, bootstrap resampling (5000 samples) confirmed that job satisfaction acts as a statistically significant inconsistent mediator ($\beta=0.027$, 95% BC CL: 0.020 to 0.140) between leadership behavior and job motivation. Because the direct effect ($\beta=0.300$) and indirect effect ($\beta=-0.027$) possess opposing signs, the total effect of leadership behavior on motivation was suppressed to $\beta=0.273$. These finding, implies while a principal path goal leadership behavior serves as a powerful catalyst to boost both motivation and satisfaction. Independently, the resulting job satisfaction structurally overturns the leadership behaviors' overall impact on work motivation. Secondary school principals should carefully recognize how specific leadership actions simultaneously drive these two related but distinct psychological constructs in the school environment.

Key terms: Path-goal leadership, job satisfaction, job motivation, inconsistent mediation

INTRODUCTION

Principals' leadership behaviors are widely recognized as key drivers of teachers' job motivation, particularly in secondary schools in which the soft skills of school principals are vital. Teachers' job motivation has been specified as a main factor in improving student academic performance (Liu et al., 2025). Teachers' job satisfaction is defined as the positive situation resulting from individual values attributed to their work (Miller & Langerhans, 2025). It reflects the overall attitude towards their teaching career and can be measured qualitatively and quantitatively. Job satisfaction is a combination of positive and negative feelings that teachers have toward their professions (Bariar et al., 2026). Particularly in developing countries remain challenging due to different variables that exist in the system. Numerous studies have investigated the relationship between leadership behaviors and both teachers' job satisfaction and motivation. (Ma & Marion, 2025). Path-goal leadership behaviors that stimulate teachers' motivation and satisfaction by directing, supporting, participating and promoting high achievement-oriented teachers. Promoting positive behaviors which boost their morale (Katıtaş et al., 2025; Bariar et al., 2026). Nevertheless, findings across. Different setting remains inconsistency. While some studies report as strong positive correlation between principals' leadership behavior and teachers' job satisfaction (Bariar et al., 2026) and (Alaeké & Onyali, 2025).

Other studies even finds that weak negative relationship in leadership behaviors. The conceptualization of path-goal behaviors has been approached from various theoretical perspectives (House, 2018). It has four sub dimensions of directive, supportive, participative, and achievement oriented behaviors. Teachers' job satisfaction is one of the variables that has a significant impact on the motivation of teachers. It is an external filling desire to their teaching professional negatively or positively (Alaeké & Onyali, 2025). Teachers advance their performance, if they are satisfied. Teachers' job satisfaction has played a vital role in shaping the actions of teachers toward their teaching-learning tasks. Teachers' job satisfaction has been shown to act either negatively or positively on word job performance (Alaeké & Onyali, 2025).

Teachers' job satisfaction plays a crucial role in enhancing teachers' job motivation. It encourages and reinforces teachers to devote extra effort to their professional tasks. Foster adaptability to create an innovative teaching and learning environment. Job satisfaction concepts emphasizing on providing additional payment incentive creating safe secured work environment allow an upgrade in teachers' motivation. Furthermore, research demonstrates a significant link between leadership

behaviors, job satisfaction, and motivation. Suggest that healthy job satisfaction of teachers leads to improving motivation of teachers, which in turn improves students' learning outcomes. Teacher job satisfaction is maximizes teachers' commitment; it sacrifices teachers for student learning. Both intrinsic and extrinsic factors of motivation internally affect satisfaction of teachers. For this reason School principals adjust their leadership behaviors to meet teachers' needs and motivation to improve students' academic achievement. Leaders can use various leadership behavior based on, such as directive, supportive, achievement-oriented, and participative, to make decisions based on follower needs, the nature of the task and the situation in which it is performed. It removes obstacles that affect the performance of the school.

The impact of leadership behavior on motivation of teachers is manifested through mechanism s such as : instructional quality, class room management, effective evaluation ,engaging student in the lesson ,developing much time in the class room ,identify weakness and strength of each students who teach them, solve school problem by itself without waiting other concerned body external body . Empirical study evidence indicate that leaders who uphold high expectation form student academic results significantly to improve teachers job motivation.((Kumar, 2023))School principals' confidence in their leadership ability linked to their hope for improvement of students' academic result , directly shape their leadership behaviors in the word environment

The effectiveness of school principals can be seen through teachers' school leadership satisfaction, which in turn motivates them for goal achievement of teachers(Sismiati et al., 2025)..The multidimensional nature of leadership behaviors and its role on motivation of teachers to pursue their teaching profession. Principals are essential for inspiring both teachers and students, fostering enhanced student learning (Sismiati et al., 2025).

The importance of this study is underlined by shocking declines in the country at large in student academic attainment of grade 12 national exams, with specific rates in Wollega Zone of Oromia Region, Ethiopia reflecting a decline down mass fail (Zonal Educational annual report 2025). These reports illustrate the degree of academic performance disaster and highlight the need for a study on teachers' motivation and satisfaction as potential contributing factors. Accordingly, this study seeks to examine how applying effective leadership behavior can improve teacher motivation and satisfaction toward achieving expected student academic results.

Objective

The objective of this study is to examine the mediating role of teachers' job satisfaction in the relationship between principals' leadership behaviors and teachers' job motivation and to address implications for addressing the current quality education crisis in the study.

Research Question/Hypothesis

1. What is the relationship between leadership behaviors and teachers' job motivation?
2. What is the relationship between leadership behavior and teachers' job satisfaction?
3. What is the relationship between teachers' job motivation and satisfaction?
4. What is the mediating effect of teachers' job satisfaction on the relationship between leadership behavior and teachers' job motivation?

Hypothesis

H1: School principals' leadership behavior has a significant effect on teachers' job motivation

H2: School principals' Leadership behaviors has influence on teachers' job satisfaction

H3: Teachers' job satisfaction positive, significant relationship with job motivation

H4: Teachers' job satisfaction mediates the leadership relationship between behaviors and teachers job motivation

Theoretical review

Figure1: Illustrates a conceptual framework that delineates the relationship between leadership behaviors and teachers job motivation. It encompasses both the direct and indirect effect mediated by teachers' job satisfaction . The frame work identifies three variables such as independent variables , leadership behaviors , mediating variables teachers job satisfaction and dependent variable, teachers job motivation were consider.

Leadership behavior refers to the actions of leaders in the work environment, based on followers, the nature of the task and the situation in which the work is done. Leaders direct how to do the work, support followers in difficult situations, participate in the decision-making process, initiate

follower to achieve high performance to improve organizational effectiveness (Varshney & Varshney, 2025).

Job satisfaction is a feeling of an employee about their formal professional occupation. This may be negative or positive because different internal and external factors affect the satisfaction of teachers in the teaching profession (Varshney & Varshney, 2025).

Motivation is about enforcing agent to perform tasks effectively and efficiently. Factor that affect motivation comes from two direction: internal feeling and external agent were affect motivation (Varshney & Varshney, 2025)

Conceptual Framework

The study conceptualized the relationship between the teachers' principals' leadership behaviors effect on teachers' job motivation, and the mediating role of teachers' job satisfaction

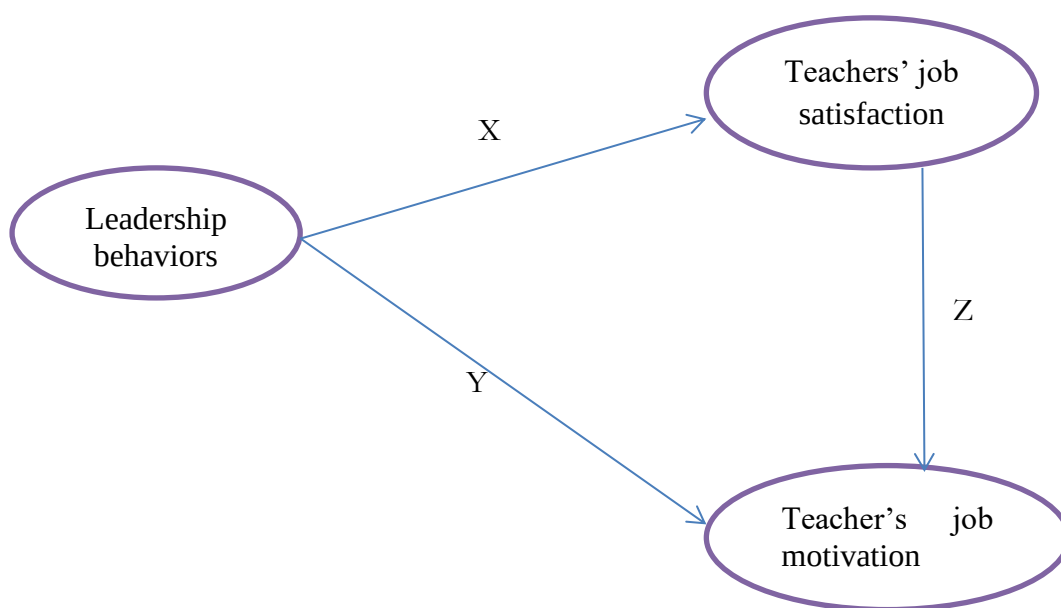


Figure 1: Conceptual mediation model for the study.

METHODOLOGY

Study area

The study is intended to examine the mediating role of teachers' job satisfaction on the relationship between principal-path-goal leadership behaviors and teachers job motivation in government

secondary schools of Wollega zones of Oromia regional state of Ethiopia. Wollega has four zones: Horo Guduru Wollega, East Wollega, West Wollega, and Kellem Wollega; they lay at Western parts of Ethiopia. They have wollega has 252 government secondary schools in four zones, and male 6489 female 940 total 7429 government secondary teachers were exist(Wollega Zones Educational Offices,2024) .

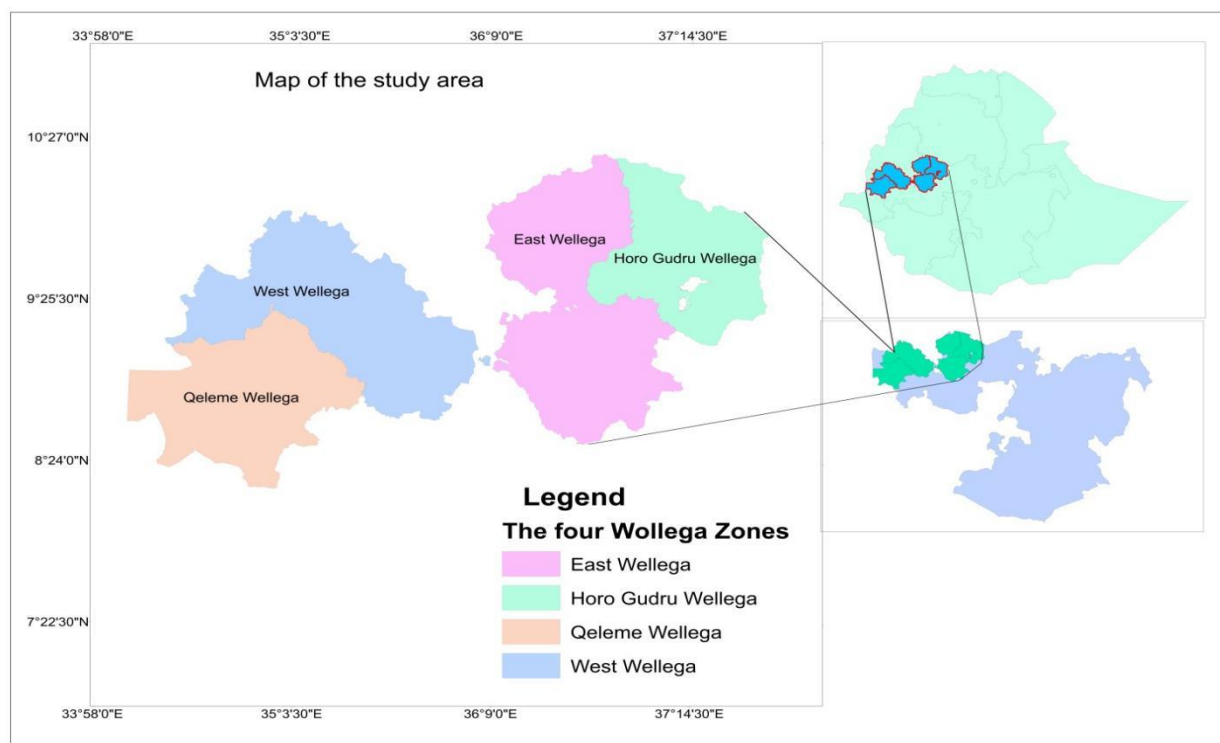


Figure 1: Map of study area

Research Design

This study employed an explanatory quantitative design, which employee quantitative approach to give a whole picture of the issue being studied. Based on this , idea one theoretical framework that has been developed. This method is appropriate for assessing the strength and direction of relationship exist in the variables and for testing mediation effects (Jamaluddin et al., 2025). It assumes the hypothesized direct and indirect effects between leadership behavior and teachers' motivation and satisfaction. The adopted structural equation modelling (SEM) allows for the one-click estimation of multiple relationships among various variables in the construct, making it suitable for testing the mediation model developed (Fresno-Guillem, 2025)

Sampling Techniques

All government secondary schools with their teachers in Wollega zones such as: West Wollega zone has 97, East Wollega zone has 68, Horo Guduru Wollega zone has 51, and Kellem Wollega zones has 36, totalling 252 government secondary schools, were targeted as the population of the study. From those, proportional stratified sampling technique was employed to determine the actual sample size of secondary schools. As result, 10 from West, 7 from East, 5 from Horo Gudhuru Wollega and 4 from Kellem Wollega zone, totalling 26 government secondary schools, were selected and participated in the study. Proportional stratified sampling is important for a group of population that have different representative with different numbers of samples to make fair representation of the number of school participate in the study from each zone (Ahmad et al., 2025).

Teachers population in study area in terms of zone : West Wollega zone has total of 3270 government secondary school teachers, East Wollega, zone has 2265 teachers and ,Horo Guduru Wollega zone 1894 has, total of 1894 teachers and Kellem Wollega has 1177 teachers . In total, the four Wollega zones have 8606 government secondary school teachers. Finally, by using Daryle W. Morgan's (Krejcie, 1970) sample sized determination formula totally 364 secondary schools were selected to participate in the study. , Because Morgan's sample size determination formula was recommended for a large-scope study area. As a result, 140 teachers from West Wollega Zone, 91 teachers from East Wollega Zone, 72 teachers from Horo Guduru Wollega, and 61 teachers from Kellem Wollega Zone were selected because simple random sampling techniques give an equal chance to be selected as the target sample. In total, 364 teachers were selected by simple random sampling techniques, lottery method.

Specifically, 72 from Horo Guduru Wollega Zone government secondary school teachers participated in the study with their schools, as follows: 15 Amuru, 14 Aliba, 17 Finca'a, 16 Shambu and 10 from Agemsa Government Secondary School. In addition to this, 91 teachers from Eastern Wollega Zone, with their respective schools are, 12 Sire, 12 KIRAMU, 14 Limu, 16 Gida Ayana, 14 Diga, 10 Gute and 12 teachers from Burka Jimata Secondary School. In a similar way, 61 teachers participated. In a similar way, from 61 from Kellem Wollega zone : 16 Kellem, 13 Biftu Gawa, 15, Hawa Galan and 17 Haro Sabu secondary school teachers

Data collection Instrument

The primary data for the study were collected by Questionnaires which is the basic data collection instrument (Permatasari et al., 2025). The questionnaires were carefully designed to match with objective of the study. It encompasses both closed ended items. It allowed the researchers to capture quantitative response on issues of under study. The closed –ended question were used to gather standardized data that appropriate for statistical analysis by software (Sarun, 2026)

All the three types of instrument was standardized and carefully adopted going through expert rating take account of their response from related professional though give due attention on key identified variables in the study. Finally items were measured using Likert scale and confirmatory factor analysis was done to ensure validity and reliability of the questionnaires (Lim, 2025).

Reliability and Validity

Reliability of the instrument refers to its capacity to yield consistent results over repeated application (Hossan et al., 2025). Validity pertains to the extent to which an instrument exactly measures what it is expected to measure. Ensuring both validity and reliability will be important for the truthfulness of research findings (Hossan et al., 2025). For this reason, a pilot study has been employed before the main data collection. Amos software application (Analysis of Movement Structure) was used to estimate model parameters and assess the recommended model fit using appropriate indices. Accordingly, construct reliability and validity were stated below.

Table 1: construct reliability and validity

No	Dimension	CR	AVE	Cronbach's alpha
1	Principals leadership behavior	0.827	0.60	0.967
2	Teachers job satisfaction	0.83	0.62	0.753
3	Teachers job motivation	0.83	0.40	0.758
4	Average	0.829	0.53	0.942

Presents the composite reliability (CR), Average variance extracted (AVE) and Cronbach's alpha for each construct, confirming the reliability and convergent validity of the measurement model

Table 1 : Discriminant validity: Shows the square root of the AVE for each construct compared with correlations between constructs, confirming discriminant validity as per the criteria established by (Hossan et al., 2025). Accordingly, the measurement model's reliability and validity were evaluated

through confirmatory factor analysis (CFA). Reliability was assessed using Cronbach's alpha with a value above 0.7. Indicating consistency, validity was checked for convergent and discriminant AVE greater than or equal to zero point five ,CR was greater than zero point seven validity ensuring constructs were distinct . In this case, it was able to assess the influence of leadership behaviors on teachers' job motivation and satisfaction. Model fit is also evaluated using several indices, including chi-square, p-value, GFI, SRMR, RMSEA, TLI, and CFI, all confirming good fit and supporting the study findings (see in table five below.

Measurement review of the construct

Table 2 Measurement review of construct

No	Variable categories	Variables	No of items	Adopted from
1	Endogenous variable	Leadership behaviors	20	R.J. House & Mitchell (1975)
2	Exogenous variable	Teachers job motivation	5	Hackman & Oldham's (1976)
2	Mediating variable	Job satisfaction	5	Minnesota job satisfaction questionnaire MSQ (1977)

A standardized questionnaire was used to conduct the study . Accordingly, behavior was measured by path goal leadership behavior questionnaires (House & Mitchell, 1975). This Survey assessed path-goal leadership behaviors with 20 items. To measure teachers' job satisfaction, Minnesota questionnaires with 20 items, and teachers' job motivation questionnaires adopted from Herzberg two factor theory of motivation (Hackman & Oldham, 1976). All questionnaires on leadership behavior, twenty items) and job satisfaction and motivation questionnaires five items from each were used in the construct structural model. Closed ended question based on Likert five scales were employed to rate all questionnaires items: Strongly agree, =5, Agree =4, Neutral =3, disagree =2 and strongly disagree =1 Principals leadership behavior as exogenous variable, teachers job motivation as endogenous variables, teachers Job satisfaction as: intimidating variable were stated in this study. Items were examine variable, in this study were modified

Data Analysis

The analysis was conducted using structural equation modelling (SEM) in two stages. The measurement model and structural model . The hypothesized measurement model was evaluated using confirmatory factor analysis (CFA) with SPSS version 26 and AMOS 17.0. Structural equation

modelling (SEM) is a robust statistical model extensively employed in the field of educational research to examine intricate hypotheses that encompass latent variables with multiple indicators and measurement error . The full raw data can be found under the data.

RESULT AND DISCUSSION

RESULTS

Question Response Rate

The target respondents were government secondary schools in four Wollega zones. Such as :west wollega East Wollega, Kellem Wollega, and Horo Guduru Wollega zones . A total of 364 questionnaires were distributed to teachers; all were returned. This is seen as excellent to produce effective results (Shiati et al., 2014). It exceeds the suggested threshold, confirming the reliability of the findings.

Demographic Characteristics of respondents

Table 3: Demographic Characteristics of respondents

No	Demographic Characteristics	N	%
1	Zone	HoroGuduru Wollega Zone	72
		East wollega zone	91
		West wollega zone	140
		Kellem wollega zone	61
		Total	364
2	Sex	Male	283
		Female	81
		Total	364
3	Age	20-25 years	19
		26-30 years	136
		31-36 years	116
		Above 36	93
		Total	364
4	Work experience	1-5 years	50
		6-10 years	120
		11-15 years	86
		16-20 years	73
		21 and above years	35

5	Educational qualification	Total	364	100.0
		Diploma	-	-
		Frist degree	262	71.97
		Second degree	102	28.02
		Other	-	-
6	Current work position	Total	364	100.0
		Normal teacher	294	80, 76
		Department head	36	9.89
		Unit leader	4	1.09
		Vice principal	30	8.24
		Total	364	100.0

Regarding gender, demographic characteristics of respondents indicate that 77.7 % of them were male. Others were female. Concerning age categories 37.4 % of teachers' respondents were in the 26- 30 age range. Large share 33% of respondent work experience were between 6-10 years. In relation to educational qualification, most of them hold a first degree 71,97 % the rest were secondary degree holders. In terms of current work position, a large number (80.76%) of respondents were normal teachers.

Descriptive statistics of the study variables

Table 4: Descriptive statistics of the study variables

Descriptive Statistics								
	N	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
leadership behavior	364	63.4603	.83295	12.87715	.448	.157	-1.621	.314
Teachers Job motivation	364	23.2803	.11237	1.73716	-.467	.157	-1.204	.314
job satisfaction	364	21.1046	.09528	1.47298	1.274	.157	.630	.314
Valid N (listwise)	364							

Table 4 contains the descriptive statistics for the study variables, including mean, standard deviation, skewness and Kurtosis for leadership behavior teachers' job satisfaction and motivation. Examination of descriptive statistics showed participants gave positive ratings to all variables, with mean scores ranging narrowly from 63.4603 to 21.046.

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All variables displayed negative skewness, meaning responses were concentrated toward the higher end of the score, reflecting overall favorable perception. This indicates that respondents have similar perception on the to be studied Alhosani, 2025)

Measurement Model Analysis

As demonstrated (Gaskin et al., 2025), the measurement model was evaluated using criteria such as construct reliability and model fit. Therefore, the model's accuracy was assessed. Reliability and variables were first evaluated, along with tests for convergent validity using average variance extracted (AVE), and divergent validity was tested using discriminant validity, as stated in Table 1 above.

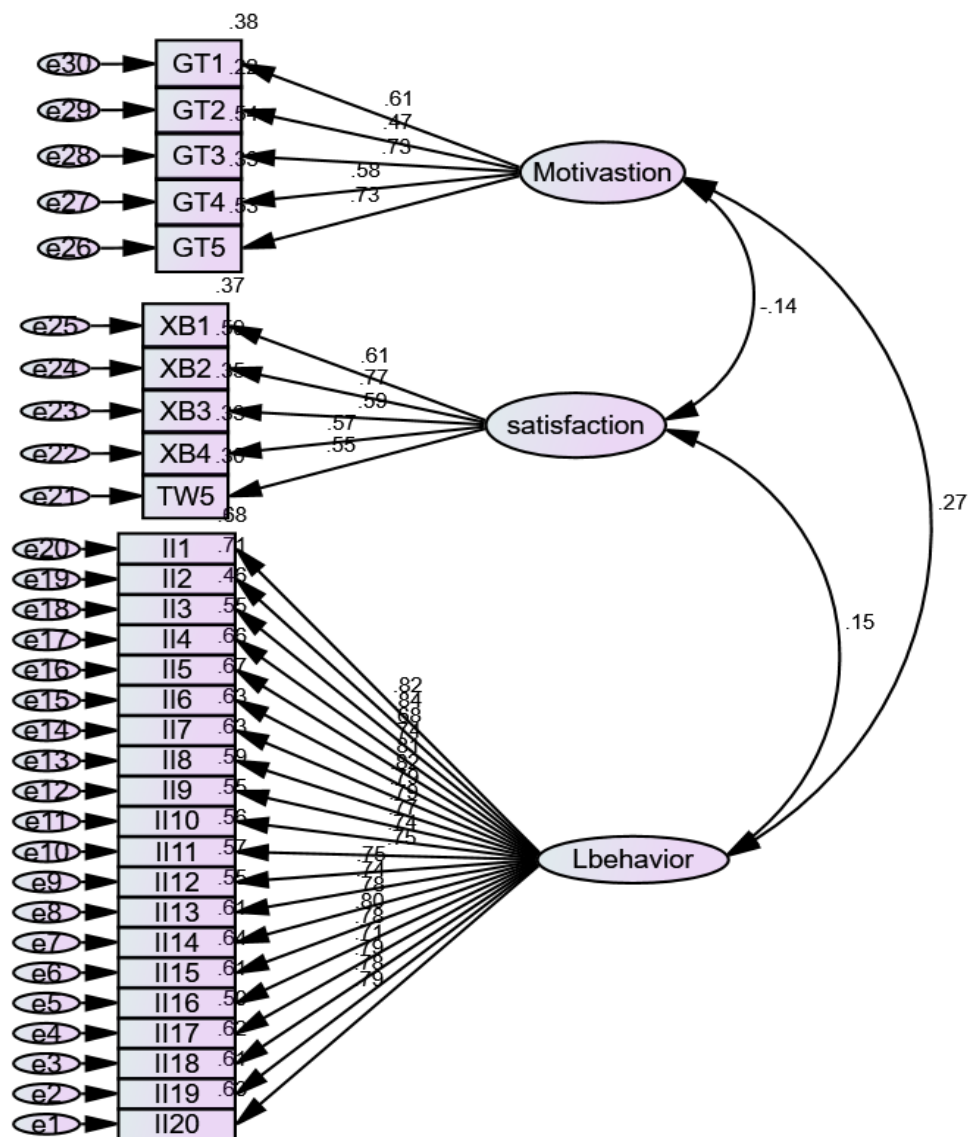


Figure 2: Factor loading analysis AMOS outsource: Survey Analysis, 2025

Table 5: Discriminant validity matrix

No	Latent construct	Job Motivation	Jo satisfaction	Leadership behavior
1	Teachers Job motivation	0.64		
2	Teachers job satisfaction	0.61*	0.62	
3	Leadership Behavior	0.59*	0.41*	0.77

Key: Diagonal values in all cases are the highest of their respective row and column.

.Show the square root of the AVE for each construct compared with correlations between constructs ,confirming discriminant validity as per the criteria established by(Fornell & Larcker, 1981).

The results of the analysis show that the diagonal values of leadership behaviors and teachers' job satisfaction are larger than off- diagonal . It yields good discriminant validity . However in the case of job motivation the diagonal correlation value was greater than off diagonal the construct little overlap($0.64 > 0.61$, $0.62 > 0.59$, and $0.77 > 0.41$). The results indicated in Table 5 show that the validity analysis of construct dimensions confirms strong reliability, convergent validity and discriminant validity.

Table 1: model fit indices

	CMIN/df	GFI	CFI	TLI	RMSEA
Model	1.506	0.924	0.953	0.949	0.046
Acceptable range	<9	≥ 0.90	≥ 0.90	≥ 0.90	< 0.8

The indices for the structural equation model CMN/ df , GFI , CFI, TLI, RMSEA, SRMR, and RMR indicate an acceptable model fit based on established thresholds.

. According to table 6 in the study by (Azizi et al., 2025) a CMIN/Df values of 5, indicates a good fit. In this study, the degrees of freedom and chi-square yield a CMIN/df value of 3.599, which is considered acceptable as it is below the generally recognized upper threshold of 0.5. Furthermore, the majority of the fit indices (GFI, CFI, TLI, RMSEA and SRMR fell within acceptable ranges.

The goodness of fit indices (GFI,CFI, and TLI were all greater than 0.90, suggesting that the model accurately captured the data. Studies by Gaskin et al. 2025) confirmed that the acceptable values for

these indices should be greater than 0.9. According to Rahman et al. 2025), the RMSEA value should be less than 0.08. In this study, the RMSEA

CMIN/ df = chi square / degree of freedom, GFI = goodness-of-fit index, CFI = comparative fit index, TLI = Tucker-Lewis index, RMSEA = root mean square error of approximation. All thresholds of model fit were within an acceptable range according to (McNeish, 2025).

Structural Equation Modelling

The aim of structural model analysis was to check the hypothesized relationship between leadership behaviors and teachers' job satisfaction and motivation. Thus, the direct, indirect, and total effects of the dimensions in the constructs. The main type of analysis includes path coefficients significant level. After verifying the accuracy and credibility of the measurement model, a structural model was developed as stated below.

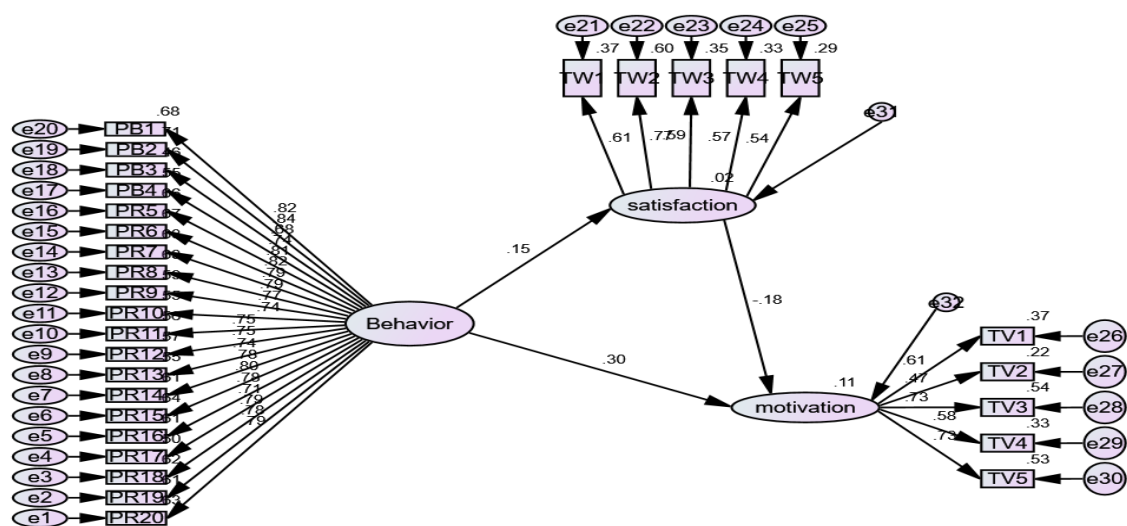


Figure 3: Structural model resulting from SEM analysis. Source: Survey Analysis, 2025

The analysis shows the standardized path coefficients among leadership behavior, teachers' job satisfaction, and teachers' job motivation. Arrows represent hypothesized directional relationships; significant positive and negative paths are indicated, demonstrating the mediating role of teachers'

job satisfaction in enhancing the influence of principals leadership behavior on motivation of teachers.

Figure 3 above of the structural equation model diagram delineates the interrelationship among leadership behaviors, teachers' job satisfaction and teachers' job motivation . Principals' leadership behaviors, varying degrees of impact on both teachers' job satisfaction and motivation in government secondary schools. How very direct negative relationship between teachers' job satisfaction and motivation. Conversely, leadership behaviors are associated with both direct and indirect positive effects on both teachers' job motivation and satisfaction. The model further substantiates the assertion that teachers' job satisfaction , that serves as a crucial mediating function in amplifying the impact of leadership behavior as evidenced by its positive correlation with job satisfaction and motivation of teachers. In summary, the diagram reinforces the notion that leadership behaviors is able to create a conducive environment, fostering motivation of teachers to work on teaching tasks.

Table 2: Hypothesis testing regression weight

			B	S.E.	C.R.	P	Label
Satisfaction	<---	Behavior	.061	.031	1.970	.049	supported
Motivation	<---	Satisfaction	-.201	.098	-2.055	.040	supported
Motivation	<---	Behavior	.135	.036	3.763	***	Supported

*** Indicates statistical significance at p,

Provides regression weights (B), standard error (S.E), Critical ratio (C.R) and p-values for the relationship between leadership behaviors and teachers' job satisfaction and motivation, indicating supported and unsupported hypotheses. Table 7 above presents the analysis of the regression of the multifaceted relationship between leadership behavior, teachers' job satisfaction and teacher job motivation

Regression Weight of Principals' Path Goal Leadership Behavior on Teachers' Job Motivation

The result of study shown that leadership behavior has positive influence on teachers job motivation the standardized coefficient of $\beta=0,135$ with p-value of $p=0.001$ Since the p-value yield less than 0.05 It confirm hypothesis HI . Suggesting the leader with effective behavior

has contribution in boosting teachers' job motivation in a school setting. Which intern create significant impact on student learning provide meaningful learning engagement. Both internal and external reward often seen as more powerful drivers of long-term success

Regression Weight of Leadership Behaviors on Job Satisfaction

School principals' leadership behavior has a positive, significant influence on teachers' job satisfaction by pass coefficient $\beta = -0.60$, P-value=0.049. The finding supports hypothesis H2 . This result indicates that the school principal can play an important role in satisfying teachers' needs in the work environment. In order to create health mind, happy teachers in the school

Regression Weight of teachers' job satisfaction on motivation of teachers

The result shown that teachers' job satisfaction has negative, significant relationship with motivation of teachers at significant level ,95% with pass coefficient of $B = -0.201$, and p-value is 0.040. This indicates that the relationship between teachers' job satisfaction and teachers' motivation is very complicated. This implies that the relationship between teachers' job motivation and satisfaction are linked but mediated by other factors, such as workload and leadership organizational culture. Work condition

The mediating role of teachers' job satisfaction on the relationship between leadership behavior and teachers' job motivation

Indicate , negative indirect pathways and positive pathways between leadership behavior and teachers' job motivation were obtained as a result; teachers' job satisfaction inconsistently mediates the relationship between leadership behavior and teachers' job motivation.

Table 8: Standardized Direct, Indirect and Total Effect of Teachers' Job Satisfaction on both Leadership Behavior and Teachers' Job Motivation

No	path			Direct Effect	Indirect Effect.	Total effect.	Bootstrap CL95%
1	Satisfaction	<---	Behavior	.149**	.000**	.149**	0.049
2	Motivation	<---	Behavior	.300**	-.027**	.273**	0.000
3	Motivation	<---	Satisfaction	-.0183**	.000**	-.183**	0.040

*P< 0.05,**

As stated in Table 8, the direct positive, significant effect of leadership behavior on satisfaction was 0.149, but there was no indirect effect on it. In the same ways, direct positive, significant effect on leadership behavior on motivation was 0.300 but it has indirect, negative significant effect with 0.273 of total effect on motivation of teachers. Moreover, job motivation of teachers on job satisfaction of teachers had a negative, significant direct effect of 0.183, however no indirect, significant effect on teachers' job satisfaction.

Total effect of principal leadership behavior on satisfaction of teachers positive, significant impact 0.149, Similarly, Behavior of leader has positive, significant total impact on motivation of teachers 0.273, And the total effect of job satisfaction of teachers on motivation was negative, significant relationship to each other -0.183. This shown that behavior of leaders affect both motivation and satisfaction of teachers. When school principals faced with supportive behavior teachers were motivated to work. This results in student academic improvement. Is motivation of teachers not necessary for the satisfaction of teachers? There were different dissatisfying factors that may negatively affect motivation

Discussion

Leadership behaviors and teachers job motivation

AS mentioned in the table eight, the relationship between leadership behaviors has a positive, significant, moderate impact on teachers' job motivation. The significant values ($P=0.001$) emphasizes that a school principals who apply appropriate leadership behavior in the work environment positively encourage teachers to ward student learning work,

This implies that every increase of one standard deviation in leadership behavior effectiveness is expected to increase by 0.27 standard deviations in motivation of teachers. Assuming all other variables in the model are held constant. This finding support with (Mutula, 2006) and (Arisoy & Cömert, 2021). This implies that when school principals adopt appropriate leadership behaviors teachers' work reinforcement will increase, if other variables remain constant.

Leadership behaviors and teachers job satisfaction

Leadership behavior positive significant effect on job satisfaction. Leadership behavior have direct impact on job satisfaction. This implies that, if principals' leadership behavior goes up,

teachers work satisfaction also goes up . It implies teachers' behavior increased by one standard deviation, will predict teachers' job satisfaction by 0.149 standard deviations. Effective leadership enhances job satisfaction of teachers. The findings aligned with the study by Cansoy (2019) and Adeoye (2025). This implies that teachers with full job satisfaction will power full class room instruction. Leaders able assess teachers fill toward their normal tasks.

Teachers' job motivation and job satisfaction

Surprisingly, teachers' motivation and satisfaction have a significant negative relationship. It has little direct impact on satisfaction of teachers; however, it has no indirect effect on each other. This may indicate that principals who focus on teachers' job motivation may not necessarily increase the job satisfaction of teachers. Job satisfaction and work motivation are conceptually related but distinct constructs. Satisfaction is an evaluative assessment of emotional attitude toward one's job, while motivation concerns forces and processes that influence the direction, intensity and persistence of work behavior or condition. According to Herzberg's two-factor theory of motivation, a raise is a factor of both internal feeling and external force.

The findings support, the findings of Anghelache (2015), conducted in Romanian on 150 teachers , that target to define the association between teachers job motivation and satisfaction and the result initiate that no statistically significant relationship between motivation and job satisfaction of teachers she further explain that even she found that higher practiced teachers , job satisfaction repeatedly decrease over the time. The finding was Against the finding of (Balakrishnan et al., 2025) conducted on Selangor , Malaysia , on relationship between stress job satisfaction and motivation on kindergarten teachers ,through arrangement of qualitative interview on six participant with quantitative review of forty one individuals in the study area. Was shown that strong negative correlation between job satisfaction and motivation

.But this study claims the findings of(Chinenye et al., n.d. 2025) conducted on the topic of motivational techniques as correlated with teachers' job satisfaction in public secondary schools in Anambra State adopted a correlational research design on 5147 teachers in six zones in Anambra State; simple random sampling methods were used for the study . the result of study shown motivational methods of teachers such as :fringe benefit , compensation of salaries , professional advance participation in decision making , group effort setting , positively related to teachers' job satisfaction in public secondary schools.

Furthermore, a similar study (Al Shuaili, 2025) used descriptive analysis, as was done; 680 teachers participated in the study, result indicate that a significant correlation was found between motivation and job satisfaction. This implies there was inconsistency of finding ere existing. But this study supports Angelate's study claim and Balakrishnan et al. (2025) findings; the theoretical implication of the finding shows that motivation is largely both an internal and external force that pushes teachers toward goal achievement. Factors like employee interest, commitment to teaching work, student support, and students' academic achievement have effective power.

But satisfaction is an emotional evaluation, a feeling toward the job that affects teachers' satisfaction and dissatisfaction toward an issue. But the findings contradict those of (Al Shuaili, 2025). This finding implies that the relationship between teachers' job motivation and job satisfaction is mediated by contextual factors rather than being a direct causal like work load, leadership and organizational commitment

Even though it differs from expectations, the direct relationship between principals' leadership behaviors and teachers' job motivation is strongly positive, it is indirect relationship is negative. This specifies that a leader influences teachers' motivation through enhancing their external rewards. Even though previous research has produced inconsistent results regarding the relationship between motivation and satisfaction, this study aligns with the study of Anghelache(2015) found that motivation and satisfaction have a negative relationship with each other, while Al Shuaili (2025)) found a positive relationship between teachers' job motivation and satisfaction .

In this scenario, the current study fills this inconsistency gap by supporting the negative relationship between motivation and satisfaction. This study revealed a significant positive relationship between path-goal leadership behavior and teachers' job motivation at a score of ($B=0.135, P=0.00$). This finding is inconsistent with previous studies conducted in the (Al Shuaili, 2025) However as indicated in table 8 above the in direct relationship through satisfaction in contrast to direct relationship was negative relationship with a score of $B= - 0.27$,The study revealed that the relationship between motivation and leadership behavior But it was statistically significant Nevertheless it had a minimal direct positive relationship at the score of $B= .300$. This finding supports the studies of(Chinenye et al., n.d.2025). Principals who demonstrated effective leadership behaviors can speed up teachers' motivation in the school environment. Finally, the link between leadership behavior and motivation is significant.

In general terms, job satisfaction of teachers inconsistently mediate their relationship between behavior of teachers and job motivation of teachers in the study area. This implies that the direct and indirect effects of leadership behavior on teachers' motivation have opposite signs

Conclusions

In the context of secondary school, the study offers insightful information about the connection among leadership behaviors and job motivation. The results show that leadership behavior directly, significant, moderate impact on the motivation of teachers. Similarly, it have direct, positive, significant values on satisfaction of teachers. It has little impact on it. Conversely, motivation has a direct, negative, significant relationship with the satisfaction of teachers. On the other hand, leadership behaviors of principals have a favorable and considerable impact on both motivation and satisfaction

Extrinsic motivation enriches job satisfaction more than intrinsic motivation. Extrinsic motivation is an external factor, which is out of the control of teachers. This emphasizes how crucial it is to develop satisfied teachers in school to enhance the academic achievement of students. Supportive leadership and team spirit of the staff members have consideration of teachers' workload, may satisfy teachers. Job satisfaction mediate function was investigated. The results showed that the association between the leadership behaviors of principals and motivation of teachers is inconsistently mediated by teachers' job satisfaction. It implies that it is better for school principals to use combined leadership behaviors in the schools to improve teachers' motivation and satisfaction in order to improve students' learning

Even if motivation and satisfaction are linked theoretically, different mediating variables might affect the relationship between them; these variables are external factors, which out of the control of teachers itself as result their satisfaction and motivation fluctuate from time to time based on conditions.

Recommendation

To improve quality instruction, the Ethiopian Ministry of Education should give top priority for improve profession motivation of teachers that can be achieved by emphasizing intrinsic and extrinsic motivation of teachers. School principals are able to use soft skills in the work environment

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to encourage teachers to ward their professions leaders' able use different leadership behavior based on followers, nature of task and situation of environment in order to enhance teachers task. Motivated teachers enhance effective classroom instruction, student discipline, and address different student learning strategies. For this reason, educational leaders maintain job motivation of teachers in their schools. Teachers' job motivation and satisfaction are interrelated, but they are affected by intermediate variables, so leaders are able to control that problem in the schools. Issue: school principals are able to identify dissatisfying factors and satisfying factors. Capitalise on satisfying factors in the work environment to improve teachers' tasks in the school. Teachers are able to improve their teaching skills and subject area knowledge to satisfy students' needs and differences in class and to address challenging questions around their field of study

CRedit Authorship Contribution Statement

Alemayyehu Feyisa: writing original draft, review and editing; Dr Kitessa Chemda (Associate Professor)

Declaration of competing interests

The author has no conflict of interest

Ethical Approval

This study was conducted according to the ethical standards of Wollega University, with ethical ID Ref-WU/REC/800 given on July16, 2025. Participation was voluntary, and participants were informed about the objective of the study . Before data collection, confidentiality and anonymity were maintained throughout the research process

Data availability statement

Data will be made available on request.

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