

**THE RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP
STYLES AND TEACHERS' MOTIVATION IN SECONDARY
SCHOOLS OF WEST SHOWA ZONE**

BY

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JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

**DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

SEPTEMBER, 2015

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DECLARATION

Title: The Relationship between Principals' Leadership Styles and Teachers' motivation in Secondary Schools of West Showa Zone

I declare that this is my original work and has not been presented for any university and the materials used for this study have been duly acknowledged.

Name of the student: _____ Signature: _____ Date _____

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Abstract

School principals' leadership styles play a major role in teachers' motivation. Hence, this study investigated the relationship between principals' leadership styles and teachers' motivation of secondary schools in West Showa Zone. Descriptive survey research design was employed to conduct the research using both quantitative and qualitative methods through questionnaires, interviews and document analysis data gathering tools. In this study, simple random sampling, purposive and available sampling techniques were used to select a total of 355 respondents. The data were analyzed by using descriptive statistics and Pearson Correlation Matrix. The findings of the study revealed the three leadership styles were moderately used in the schools. Besides the finding of the study revealed that there was a significant positive relationship between principals' democratic leadership style and teachers' intrinsic and extrinsic motivations. Moreover, the study revealed that teachers' intrinsic and extrinsic motivation was negatively related to autocratic and laissez-faire leadership styles employed by school principals. Thus, in order to adequately enhance teachers' motivation to the required level school leaders should dominantly use the democratic style over laissez-faire and authoritative leadership styles. Additionally, secondary schools leaders, as good governance, should revise and implement their rewarding strategies to improve their teachers' motivation.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

The success of an organization depends on many factors of which no one is more important than the impact of its leaders. They make decisions that determine both organizational purpose and the means by which that purpose is filled. Particularly, their actions in schools determine whether the members will be actualized or lie dormant and whether their emotional tone will be warm, cooperative and goal oriented or cold, hostile and self-defensive (William, 1986). Leaders in schools accomplish those roles organizing curriculum and supervising operations (Rousmaniere, 2007).

Leaders are those who practice leadership guide, direct, coach, counsel and inspire others (plunkett, 1989). On the bases of the concept of leadership and its powers, there is dynamic interaction between a leader and other people. The perceived behaviors and approaches a manager uses to influence others constitute the manager's leadership style (Davis, 1989). leadership style is also known as the sum total of all the traits, behavioral tendencies, and characteristics of a person in a leading position Rue & Bayars, (2000).

There are different leadership styles based on various aspects of the leaders. Namely, they differ on the bases of their philosophies, decision making and areas of emphasis. For instance, Rue and Byars, (2000) have also categorized leadership styles as autocratic, democratic and laissez-faire based on decision making which is the major focus area of the researcher. In other words, based on the areas of emphasis in the work environment, task oriented and/or people oriented styles are identified.

Many Scholars like Northouse, (2004) and Yukl (2006) have also identified alternative leadership styles and traits to determine which one works best. If one best style had been identified, it would have been possible to train people how to use it to achieve leadership success. But there is no a single and universal leadership style that fits to all conditions and achieves the leadership success by motivated employees (Hollenbeck & McCall 2006).

Employee motivation is one of the strategies of leaders to enhance effective job performance among workers in organizations as it is the process that arouses, energizes, directs, and sustains behavior and performance. Motivation is said to be a fundamental topic in psychology and organizational studies. This is because motivation describes the reasons that drive actions. Moreover, motivation is further said to be central in explaining both individual and organizational behavior (Steers, 2004). Motivation is defined as psychological processes that direct, energize and sustain action (Latham, 2005). This means that motivation is an inner desire that triggers enthusiasm in a person to make him or her take part in an activity (Latham & Pinder, 2005).

Deci, (1985) reveal that there are two most basic distinctions of the concept of motivation. These are intrinsic motivation and extrinsic motivation. According to Ryan, (2000) intrinsic motivation is defined as doing something because of its inherent satisfaction, interesting or enjoyable. That is a person is inwardly ignited and decides to act for the fun or challenge at a particular situation and not because of the external influence (Amabile, 1994). Extrinsic motivation on the other hand, is defined as the desire to expend effort in order to attain some external rewards, incentives or recognition to achieve the desired aims (Ryan, 2000).

In order to achieve school aims, the form of leadership exists between the principal and teachers in the school are a great issue. In his findings, Yones (2007) showed that there were statistically significant correlations between school principals' leadership styles and teachers' achievement motivation. Gallmeier (1997) also studied leadership styles has a relationship to teachers' motivation. Hence teachers need support to increase their satisfaction and motivation, and this will come about through principals' effective leadership style (Johnson, 2007). Therefore, leaders must take action to satisfy employees and increase their motivation.

A school principal can play many roles in setting the direction for the school that are positive and productive in the work places for teachers and learners creating conducive learning environments. An effective principal has a great effect on school effectiveness in the teaching-learning activities supporting teachers' motivation in the school (Almansour, 2012).

It is argued that effective leadership has a positive influence on the performance of teachers through job satisfaction and motivation (Charlton, 2000). But if teachers are not properly treated by the principals, the teachers may not handle their work properly since it may lessen their motivation. Ultimately it is the performance of many motivated individuals that culminates in the performance of the organization, or in the achievement of organizational goals. Effective leadership is instrumental in ensuring organizational performance (Hellriegel, 2004).

It seems however that many principals have not considered their styles of leadership as determinants of teachers' motivation in their schools as it can be observed from their everyday activities. Hence, some of them seem to find it difficult to effectively administer their schools (Adeyemi, 2004). In highly effective schools the school principal is in a unique position as a manager or administrator to motivate teachers for the purpose of attaining organizational goals.

In schools which have a reversed trend of poor performance and declining achievement, the head teacher sets the pace leading and motivating pupils and staff to perform to their highest potential (Bush and Oduro, 2006). Thus principals of secondary schools in West Showa Zone, as good governance, need to exercise suitable leadership styles in their school situations to enhance their teachers' motivation for better work achievements. Hence, the aim of this study is to determine the relations between principals' leadership styles and teachers' motivation with particular attention to public secondary schools in West Showa Zone.

1.2.Statement of the Problem

The relationship between principals' leadership style and teachers' motivation has been a subject of controversy by many researchers (Adeyemi, 2006). The controversy has been centered on whether or not the school principals' leadership styles influences teachers' motivation. It is argued that effective leadership style has a positive influence on the performance of teachers through job satisfaction and motivation (Charlton, 2000).

Ultimately, it is the performance of many motivated individuals that culminates in the performance of the organization. Common observation in the school system also shows that the styles of leadership of a principal have serious impact on teachers' job performance through job satisfaction and motivation. Yones (2007) also showed that there were statistically significant

positive correlations between school principals' leadership styles and teachers' achievement motivation if the styles are used fitting to the school situations.

But it seems that many principals have not considered their styles of leadership as determinants of teachers' job satisfaction and motivation in their schools as it can be observed from their everyday activities. Hence, some of them seem to find it difficult to effectively administer their schools (Adeyemi, 2004). This could be occurred due to the principals lack the appropriate leadership skills such as human, conceptual and technical skills to fit their school situations in order to motivate their teachers adequately.

Motivating workers to implement prominent performance work systems is one of the basic aims of management principles that a successful business can have. In light of this, quality of education is achieved effectively when teachers are qualified and motivated (VSO, 2007). The motivation level of teachers has a significant factor in influencing the delivery of quality education (Robbins and Coulter, 2009). Moreover, it determines the school environment, the quantity and quality of knowledge children receive, the level of skills to enhance the development of young minds and the sense of security children feel (VSO, 2007).

Thus, the education sector managers should identify the motivation factors of teachers under their organization. Because understanding of these factors is important to create an environment that allows and encourages an employee to be his or her best and it is a win-win for the employee and the organization (Robbins and Coulter, 2009). A survey conducted recently on teachers' motivation and job satisfaction in 12 countries of Asia and Sub-Saharan Africa raises concerns about the influence of low teacher job satisfaction on teachers' absenteeism, lateness and lack of commitment to their work (Bennell & Akyeampong, 2007).

Accordingly Shann (2001) describes teacher satisfaction has been shown to be a predictor of teacher retention, determinant of teacher commitment, and, in turn, a contributor to school effectiveness. In addition, the commitment and effectiveness of teachers solely depend on their motivation, morale and job satisfaction. This implies that teacher job satisfaction and

motivation is an important phenomenon for secondary school teachers, their employers and students at large.

Therefore, it is widely asserted that low teacher motivation is reflected in weakening standards of professional conduct, including serious misbehavior (in and outside of work) and poor professional performance (Bennell, 2004). To minimize this problem, different countries educational reform focuses on improving teacher competence, the learning and working environments, and greater decentralization, all of which can improve teacher motivation. Regarding to this Ethiopian education and training policy (MoE, 1994) gives a mandate for schools to implement various activities which improve the teachers' motivation.

In addition, as Bennell (2004) described when teachers had a problem of motivation, they reflect poor time keeping habit, which is expressed in arriving late at school, finishing the lesson early and leaving their classes during the day. In line with this, majority of teachers in the study area reach their school after September 10 of the New Year and also they were not committed to compensate the lost classes properly. Similarly, large proportions of teachers had been searching alternatives to leave the teaching profession.

As the compiled data indicates the number of teachers who left the teaching profession in 2001 and 2004 were 35. It reveals that the teachers who leave their profession were high. This indicates the presence of factors that forced teachers' to leave their profession. Despite the above problems, there has been deteriorating standards of professional conduct, including misbehavior in and outside of work, poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance.

Hence, teachers need support to increase their satisfaction and motivation, and this will come about through principals' effective leadership style (Johnson, 2007). In his findings, Yones (2007) showed that there were statistically significant correlations between school principals' leadership styles and teachers' achievement motivation. Gallmeier (1997) also studied leadership styles has a relationship to teachers' motivation. Therefore, leaders must take action to satisfy employees and increase their motivation.

Although all the above studies have been conducted, no study on the relationship between leadership style and teachers motivation in secondary schools of Ethiopia was encountered at the time this study was undertaken. It is such a situation that prompted the researcher to conduct a study on assessing teachers' motivation extent in relation to the principals' leadership styles of secondary schools in West Showa Zone.

In light of this the researcher tried to seek answer to the following basic questions:

1. Which leadership style is commonly exercised by school principals in secondary schools of West Showa Zone?
2. To what extent teachers are intrinsically motivated in the schools?
3. To what extent teachers are extrinsically motivated in the schools?
4. What is the relationship between principals' leadership styles and teachers' motivation both intrinsically and extrinsically in the schools?

1.3.Objectives of the Study

1.3.1. General Objective

The main purpose of this study is to assess the relationship between principals' leadership styles and teachers' motivation.

1.3.2. Specific Objective

The specific objectives of this study are:

1. To identify commonly practiced leadership styles by school principals in secondary schools of Western Showa Zone.
2. To determine teachers' intrinsic motivation extent in the schools.
3. To determine teachers' extrinsic motivation extent in the schools.
4. To show the relationship between principals' leadership styles and teachers' motivation in the schools.

1.4. Significance of the Study

As any research may have its own importance, this research may have significance to the field of education in that it builds upon the available body of knowledge relating to leadership styles and teachers' motivation.

This study may go a long way to help principals on ways to enhance their leadership behavior. The outcome of the study may help stakeholders such as school principals, educational managers and other researchers those who have an interest to conduct a research on this area.

It also may help school principals to identify and recognize their leadership styles strength to be encouraged and weakness to be improved in administrating the schools. The research may help educational managers to design and give appropriate training for the principals on leadership to make them more relevant to the present and future needs of development.

1.5. Delimitation of the Study

This study addressed the perception of the respondents about the relationship between principals' leadership styles and teachers' motivation in secondary schools of West Showa Zone.

The researcher was restricted to authority based types of leadership styles classification to identify the principals' leadership styles. Teachers' motivation factors were assessed in relation to principals' leadership styles.

The researcher delimited his study to Public Schools found in West Showa Zone. The sample size of the study was restricted to 9 schools and 355 Participants (20%) of total population randomly selected from these schools.

1.6. Limitation of the Study

There were inadequate previous studies in general and the absence of local previous studies particularly in our context, which might affect the strength of the frame, work of the study.

The data analysis and its interpretation might not be ample enough as the SPSS base knowledge of the researcher was limited which in turn might affect the depth of the study.

Moreover, the dynamic natures of leadership styles and motivation might affect the perceptions of the respondents, which in turn might affect the reliability of the study.

1.7. Definition of key terms

For the purpose of this study the definitions of the key terms were taken as follows.

Extrinsic motivation: refers to behaviors that are motivated by factors external to the individual.

Intrinsic motivation: refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure.

Leadership: is the process of influencing the activities of a group of people by a leader in efforts towards goal achievements.

Leadership style: refers to the pattern of leadership behavior that characterizes a leader. It is the perceived behavior and approaches a manager uses to influence others.

Motivation: is the extent to which persistent effort is directed toward a goal.

Teachers' Motivation: Teachers' willingness, drives or desire to be engaged in good teaching

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Introduction

This chapter presents literature review related to the purpose of this study. The main purpose of reviewing the literature is to determine what has been done already relating to the research problem to be studied. Literature is reviewed under the following subheadings; leadership theories, leadership styles, teachers' job satisfaction and motivation.

2.1. Leadership

2.1.1. Definition

Leadership is the most important concepts in the business of organization success today. Leadership continues to evolve as need of an organizational change and occurs among peoples. It involves the use of influence, and is used to attain goals. Influence in the context refers to the quality to persuade others to seed defined objectives enthusiastically or to inspire confidence and trust among peoples so that there is maximum cooperation in achieving organizational goals. Thus, leadership is the ability to influence peoples toward the attainments of goals. It is dynamic and involves the use of power.

Management is the process of planning, organizing, staffing and controlling through the use of formal authority whereas leadership is the process of inspiring others to work hard to accomplish important tasks (Shermerhorn, 1995). Leading focuses on maintaining the commitment and enthusiasm need for people to apply their talents fully to help accomplish plans.

The success of organization depends on many factors no one is more important than the impact of its leaders. They make decisions that determine both organizational purpose and the means by which that member will be actualized or lie dormant and whether the emotional tone of the organizational will be warm, cooperatives and goal oriented or cold, hostile and self-defensive (Williams and Humer, 1986).

Effective leadership in organization creates a vision of the future that considers the legitimate long term interest of the parties involved in the organizational and develops a strategy. Vision refers to having clear sense of future and action needed to get there successfully. A manager leadership styles results from their philosophies, decision making, areas of emphasis and etc. So, as leadership is a process of influencing an individual or a group to meet the intended goal, school principals should understand and practice it for the success of their schools.

2.1.2. Theories of leadership

The concept of leadership is clearly understood through its three theories based on trait, behavior, and situation. Leadership styles, or more specifically effective leadership, are very crucial in secondary schools of Ethiopia as it is throughout the world. As organizations and their environments continue to transform quickly into the future, a new style of leadership, that is less bureaucratic and more democratic, is required to ensure organization's survival and performance. According to Mester, and Roodt (2003) most managers and organizations realize that they face a future of rapid and complex change. It is believed that, organizations that are over-managed and under-led inhibit organizations from growth and change (Swanepoel and Schenk, 2000).

Discussions of leadership in the 20th century essentially began with the trait approach. While this perspective is now seen as incomplete, there has been recent renewed interest in characteristics of effective leaders. In spite of the questionable premise of trait theory as originally conceived, recent research has identified some traits associated with effective leaders: intelligence, self-confidence, determination, integrity, and sociability (Northouse, 2004).

In an extensive review of the trait research, Yukl (2006) found several traits that were related to leadership effectiveness: a high energy level and tolerance for stress, self-confidence (including self-esteem and self-efficacy), an internal locus of control orientation, emotional stability and maturity, and personal integrity. Little is known about how a combination of traits may impact effectiveness. Researchers do agree that it is important to note that traits are important only to the extent that they are relevant to a particular

leadership situation. In fact, one of the weaknesses of the trait approach is that it does not provide detailed descriptions of how traits affect organizational outcomes (Northouse, 2004).

The skills approach suggests that leadership abilities can be developed, whereas traits are more inherent in an individual. This approach is most prominent in leadership development programs that focus on identifying specific competencies that are important in a leadership setting. Leadership competencies have been defined as “the combination of knowledge, skills, traits, and attributes that collectively enable someone to perform a given job” (Zenger & Folkman, 2002, p. 83). The use of competencies in leadership development has become somewhat controversial (Hollenbeck, McCall, & Silzer, 2006).

According to Likert (1967), optimal performance can only be achieved if attention is paid to human aspects of subordinates’ problems and behavioral aspects, such as motivating forces, processes in communication, goal setting, and control and performance characteristics. Based on these premise, leadership styles could be either job-centered or employee centered.

The employee centered style has an ideal consultative style of leadership. Although control is basically a top management job, it is shared by managers at middle and lower levels. Many modern leadership gurus like Bennis (1990), Kouzes (1995) and Posner (1993) argued that a fundamental competency for a leader is continuous learning with an attitude of curiosity and openness to new information. They used formal and informal education to gain the knowledge and skills vital to their leadership work. It is also important to focus on emotional as well as logical intelligence to recognize, understand and respond to the view and feelings of diverse others (Goleman, 1995).

2.1.2.1. Trait Theory of leadership

Early attempts at analyzing leadership were aimed at identifying a finite number of intellectual, physical, social, emotional and other personality characteristics that would distinguish leaders that are more effective. This approach was based on the “Great man” hypothesis, holding that leaders are born not made (Agarwal, 2003, P. 225).

Physical traits such as height, health, vigor, appearance; Intelligence and ability traits such as ability to conceptualize, plan etc; Personality traits such as tolerance of ambiguity and task related traits such as achievement. Study of leadership traits has led to the identification of such a large number of traits that it is difficult to list them and rather impossible to find all the traits in even one effective leader.

However, as Behavioral Theory states it, Leadership is the learned action of leaders obtained through teaching and observation as it can be seen from everyday activities. Hence, leaders are expected to practice it in their everyday activities according to the situations.

2.1.2.2. Situational theories of leadership

Many leadership theorists attempt to understand the condition for the leadership success in widely varying situations. Since there are potentially many situational factors that could be influence the effectiveness of leaders, several situational approaches have evolved the most popular theories in areas included are the following.

I. Fielder's contingency theory

A good leadership depends on a match between leader ship style and situational demands.

Fielder suggests that the effectiveness of the leader is partially contingent up on situational factors. These are leader member relations, the task structure and leader position.

II. Hersey- Blanchard's situational theory

This theory suggests that successful leaders adjust their styles depending on the readiness of followers to performance in a given situation. Readiness is based on how able/skilled, knowledgeable, experienced and willingness (confident, committed and motivated) the followers are in performing required tasks.

III. Hose's path-Goal theory

Hose suggests that an effective leader is one who clarifies paths through which followers can achieve personal and task-related goals. A good leader helps people progress along these paths, removes any barriers and provides appropriate rewards for task accomplishment. He/she analyzes the situation; the task and the employees' need. The four leadership styles can be used in this theory are directive, supportive, achievement oriented and participative leadership.

1. Directive leadership

Letting subordinates know what is expected, what to do and how scheduling work to be done, maintaining definite standards of performance and clarifying the leader's role in the group.

2. Supportive leadership

Doing things to make them more pleasant, treating group members as equals, being friendly and approachable, and showing concern for the well-being, status and needs of subordinates.

3. Achievement oriented leadership

Setting challenging goals, expecting the highest level of performance, emphasizing continuous improvement in performance, conveying high degree of confidence in subordinates are exercised.

4. Participative leadership

Involving subordinates in decision making; consulting with subordinates; asking them for suggestions and using these suggestions in making a decision are some of the leaders' behaviors.

When job segments are unclear, the effective manager provides directive leadership to clarify task objectives and expected rewards. When worker self - confidence is low ,the effective managers provides supportive leadership to clarify individual abilities and offers needed task assistance. When performance incentives are poor, the effective manager provides participative leadership to identify individual needs and provides appropriate rewards. When task challenge is insufficient, the effective manager provides achievements oriented leadership to clarify job challenges and raise performance aspirations.

2.1.2.3. Theory 'X' and theory 'Y' Assumptions

Theory "X" and theory "Y" deals with the assumptions leaders make about people and type of power examine the actions of leaders and the basis of those actions .

Douglas mc Gregory (1960) developed theory X and theory Y to describe two conflicting assumptions that leaders make about worker motivation behavior and performance

1. Theory “X” leader believe

The average human being has an inherent dislike of work and will avoid it if at all possible.

Most people must be coerced, directed, controlled and threatened towards with punishment to get them to put forth adequate effort toward achievement of organizational objective.

The average person prefers to be desired, wishes to a very responsibility, has little ambition and desires security.

The behaviors of school leaders with theory X assumptions involve a very directive style of leadership they direct teachers and staff members monitor them loosely, and have a heavy-handed in organizing most actions within the school.

2. Theory ‘Y’ leader believe

It is quite the opposite of theory X. Theory Y is based on the following assumptions:

The expenditure of physical effort in working is as natural as play or rest. People will exercise self-direction and self-control in serving objectives to which they are committed.

The average human being not only accepts responsibility but also keeps it.

Commitment to objectives is the function of the rewards associated with their achievement, specifically ego and self-actualization.

The school leaders who embody the assumptions associated with theory Y are must more empowering to their staff members believing that commitment to objectives is a key component of worker motivation and productivity. These school leaders devote considerate time and effort to create a school culture that at all staff members can and usually do feel committed to. A theory Y leader uses recognition, responsibility and achievement to motivate employees. It is important to note that theory X and theory Y refers to the assumptions that managers make of workers.

Generally, it is possible to understand that the leaders should flexibly use their leadership styles to meet the intended goals according to the situations need them.

2.1.3. Types of leadership styles

The leadership style is defined by Rue & Bayars, (2000, p.20), as “the sum total of all the traits, behavioral tendencies, and characteristics of a person in a leading position.” The styles include personal, political and institutional aspects of leadership. It also gives

direction to leaders or administrators to act in accordance with organizational rules and regulations. Although the administrative styles are individual related, they influence employees' productivity and motivation.

An educational leader has to undertake a number of functions like planning, organizing, directing, motivation, control, coordination, decision-making, evaluation, recording and reporting etc. in order to make the education process more effective as the basic purpose of educational leader is to provide conducive environment to enhance teaching and learning process.

The head of an institution plays a vital role as a leader in achieving the goals set for the organization. The extent to which a leader succeeds in attaining the objectives and fulfilling the principles depends on how skillfully a suitable leader style is developed and used in a specific context.

To understand the leadership styles of a principal, a review of the different definitions of leadership is necessary. Description of leadership can sound very passionate, even evangelical because leading is a human activity. Leadership was defined by Terry (1987) as the activity of influencing people to strive willingly for group objectives while Tannenbaum *et al.* (1959) define leadership as the interpersonal influence exercised in a situation and directed, through the communication process toward the attainment of specialized goal or goals.

The role of the principal in schools has been in a constant state of change since its emergence. The issue has been mostly around whether the principal is a manager of the building or a leader of the school. Additionally, there has been discrepancy in the expectations of the principal in regard to curriculum and instruction. The emergence of the school principal began in the mid-nineteenth century. The head teacher or principal teacher as the authority in the school, organizes curriculum, is the disciplinarian and supervises operations (Rousmaniere, 2007).

Into the twentieth century, the principal continued the emergence from teacher to administrator with professional requirements and licensing becoming required for the position of principal. For much of the twentieth century, the role of the principal was that of

manager where the principal was expected to uphold district mandates, manage personnel, manage the budget, and handle other operational issues necessitated the inclusion of leadership. This role of principal was further developed stating that principals must serve as leaders for student learning (Usdan & Podmostko, 2000). Continuing research on effective schools has verified the common sense observation that schools are rarely effective, in any sense of the word, unless the principal is a good leader (Cawelti, 1984).

Leadership style could be described in various ways. It refers to the underlying needs of the leader that motivate his behavior. It is also manifestation of the dominant pattern of behavior of the leader. Furthermore, the process through which person or group influences others in the attainment of group of goals (Akinwumiju and Olaniyan, 1996; Adeyenmi, 2006). There are various types of leadership styles and each one is successful in a specific situation. Therefore, leadership style may be adopted in accordance with the situation.

Musaazi, (1988) has described leadership styles as types of leadership including autocratic, democratic and laissez faire. These are the three basic leadership styles. The main difference among various leadership styles depends normally on the manner in which the decision is made in any situation.

Rue and Byars, (2000), have discussed leadership styles. They have also categorized the styles as autocratic, democratic and laissez faire.

Plunkett, (1994) also categorized the managers leadership styles in three groups based the degree to which a leader shares decision-making authority with subordinates. In this study, some of the major leadership styles such as Autocratic, democratic and free reign together with managerial grid approaches are discussed below of which the researcher will take into account the first 3 styles assumed to be common.

2.1.3.1. Autocratic style

In this leadership style, leaders alone determine policy and make plan, tell subordinates what to do and how to do, power is centralized only to the leader, workers under the leader have little freedom, and show greater concern for work than for his/her worker. Musaazi, (1988), has described that it is a common trait of an autocratic leader to make decisions for the whole group without seeking any inputs.

Whereas according to Rue and Byars, (2000), a person with an autocratic style considers himself omnipotent and feels more Superior to the people around. In relation of autocratic style, a description of leader and group member is given as follows:

Leader: The leader behaving in an autocratic style has the following characteristics:

- The person is egoistic and status conscious.
- He does not have trust on the capacity of the members of the group.
- He believes in material rewards for work and ignores relations and other soft incentives for motivating members for higher performance.
- He demands complete compliance to the orders without seeking any feedback or comments.

Group members: The group members under an autocratic style demonstrate the behavior as follows:

- No ownership of the results and tasks is assumed and they work passively.
- Looking busy but doing nothing causes slackness in productivity effort.

In fostering this, Lunenburg and Ornstein (2000) pointed out that autocratic leaders were very directive and not to allow participation in decision-makings. They structured the complete work situation for their subordinates.

The autocratic style is appropriate for instance when:

- Employees have not been empowered to make decision
- Subordinates do not want to share authority

Content objective spacing and execution of decision properly remain in the hands of the manger. To use autocratic style effectively, mangers must know what needs to be done and they must possess expert's power.

2.1.3.2. Democratic (Participative style)

A manger that uses the participative style share decision-making authority with subordinates. Participative management involves others to bear on issues and let them bring their unique view points, talents and experiences. Musaaazi, (1988), has described that the democratic leader consults his/her group for arriving at important decisions.

According to Rue and Byars, (2000), a person with a democratic style has a balance between his/her preference for the work and the people who do that work. In relation of the democratic style, a description of leader and group members is given as under:

Leader: The leader behaving in a democratic style has the following characteristics:

- Decision making process is mutual between the leader and the group.
- Complete picture of the scenario and enough explanation is given to the group when any decision is made independent of the group.
- Criticism and appreciation are made fairly.

Group members: The group members under a democratic style demonstrate the behavior as follows:

- Innovation is openly exchanged.
- Ownership is felt within the group.
- Results are up to the mark.
- Success is commonly owned and celebrated.

This style is strongly emphasized today because of the trends toward downsizing autocracy, employee empowerment and worker teams.

This management styles is used effectively when mutual trust and respect exists between manger and subordinates, subordinates are willing to participate in decision making, subordinates' possess the skills and knowledge to solve the problems and mangers have time, means and patience to participate peoples.

According to Thierauf, Klekamp& Geeding(1977, p.4), “the democratic, group - oriented leader provides general rather than close supervision and his/her concern is the effective use of human resources through participation.”

2.1.3.3. Free rein style (Laissez-faire style)

This management style empowered individuals of groups to function on their Owen, without direct involvement from the mangers to which they report. There is a delegation of authority to the employee and mangers set limits and remain available for consolation. Musaaazi, (1988), has described that the laissez-fair leader shows policy of non-interference. As a result, the group makes all decisions independent of the leader.

According to Rue and Byars, (2000), a person with Laissez Faire style wants to please everyone around and ignores the tasks. In relation of the laissez faire style, a description of leader and group members is given as follows:

Leader: The leader behaving in a laissez faire style has the following characteristics:

- He has doubts about his/her own capacity to perform independently.
- He never defines goals and performance standards to the group.

Group members: The group members under a laissez faire style demonstrate the behavior as follows:

- Decisions are made by fits and starts.
- Performance is at average level and pace is slow.
- There is no deep interest or love for the work.
- The engagement is short and no extra effort is made.

This leader style can be effective when employees know how to use the tools and techniques for their tasks and they are well experienced professional and able to resist other supervision.

The particular leadership style will affect the institutional tone either positively or negatively.

Leadership style based on task orientation versus people's orientation

Leaders can adopt a focus on task orientation or focuses on employees' orientation. Depending on the managers perspective and situation, these two approaches can be used separately or in combination. The managerial grid approach to leadership behavior, developed by Black and Mouton focuses on various blends of leadership styles.

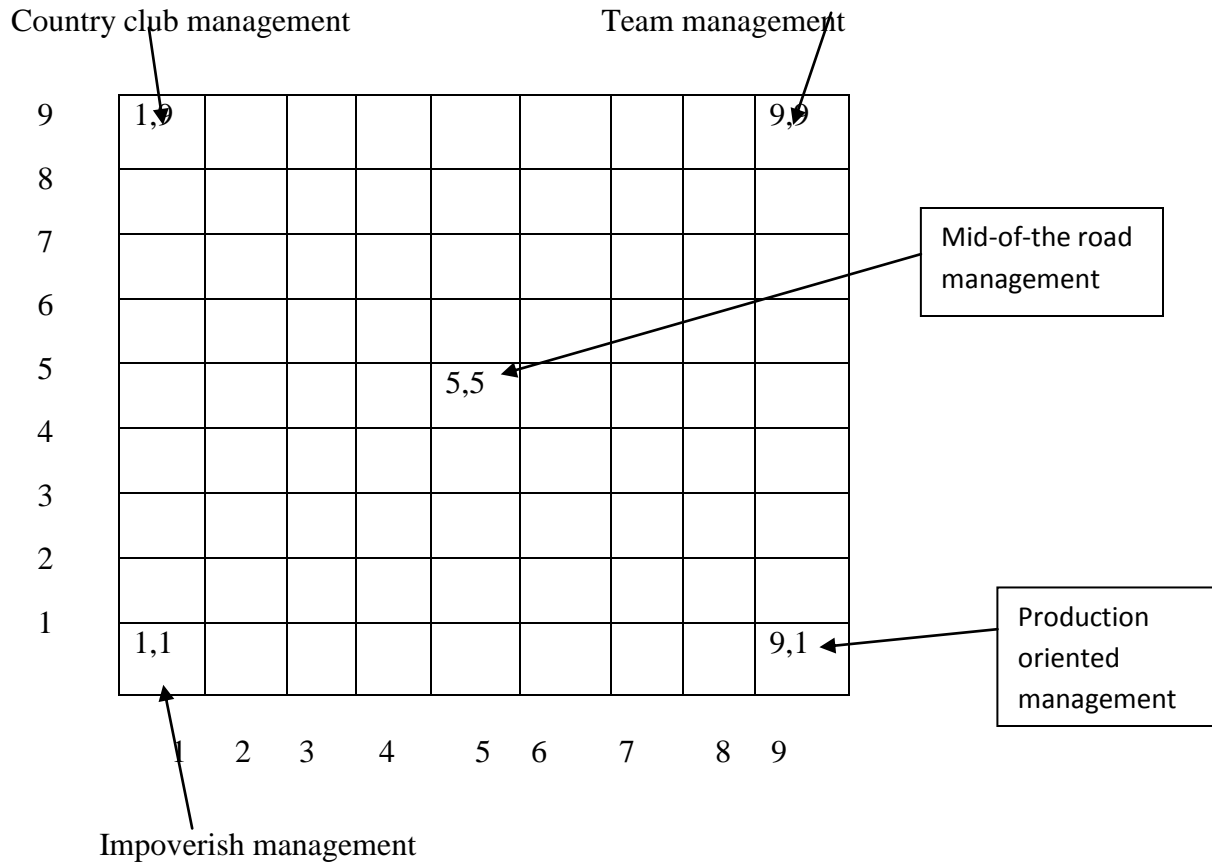


Figure 1: Managerial grid approach to leadership behavior

Source: Black and Mouton (1964) Concern for production/people approach

The two dimensions of the grid show concern for production and concern for people on the Horizontal and vertical axes respectively indicating the extent of concern for production and / or people. “1” indicates minimum and “9” maximum concern on each dimension.

(1, 1) style leader: shows very little concern either for production or for people. It is also called impoverished management and very much like laissez-faire leader who just left things drift. He/she neither satisfies production requirements nor employee needs.

(9, 1) Style leader: is described as production-oriented leader who shows maximum concern for production and minimum concern for people. He/she is an authoritarian, demands compliance by using mainly threats and coercion, exercise close supervision, and allows employees little or no influence on decision.

(1,9)Style leader: According to Agarwal(2003) this style leader is described as “country club manager” who just aims at keeping the boys happy and shows little concern for production. He thinks that if he takes care of employees, production will take care of itself. Unfortunately happy workers are not necessary highly productive.

(5, 5) Style leaders: adopt mid-of the road approach and they emphasize both on production as well as employees’ need satisfaction but not maximally. They obtain adequate but not optimum performance. They involve people in decision making use and seek their ideas, engage in up and down communication, provide an environment for employees’ need satisfaction, though they do not optimize on any of these dimensions.

(9, 9) Style leaders: place maximum emphasis on production as well as people. According to Agarwal they are called “team managers”. They integrate the individual and group goals with organizational goals; thus optimization both dimensions employee involvement and need satisfaction as well as production (Agarwal, 2003).

The same case is true, high performance of teachers depends on the degree of leader to integrate the individual teacher and group goals with school goals. If the school principals apply team management leadership behavior he can maximize both side i.e. production and the satisfaction of teachers needs.

2.1.4. Factors Affecting Leadership Styles

These factors are important components in the leadership style to determine the behavior a leader should choose to influence the followers. Plunkett, (1994) grouped these factors in three groups. These are philosophy of the managers, the followers’ maturity level and the situations.

2.1.4.1. Managers Management philosophy

This includes - The family and early school environment

- Experience and training in the area of leadership
- Theory “X” and “Y”

Manager’s Assumptions about the nature of people: philosophy is the way in which someone understanding some things such as culture, customs and values. It is the way in

which a leader understands the people or followers. It refers to the psychological perceptions of managers.

Experience and training in the area of leadership: having the experience and knowledge related to the leadership is the other determinant factor in management practices. In order to incorporate the number of ways in which performance can be deemed successfully to clear away barriers to successful outcomes and to help subordinates to see the desirable outcomes, the leader is expected to have the leadership knowledge and skills.

Theory ‘X’ and Theory ‘Y’ assumptions: theory ‘X’ stated that the average employees (workers) expect the manager’s instruction unless they may lose their activity. Thus, leader must provide them with specific guidance, standards and work plans including rules and regulations. Theory ‘Y’ stated that the average workers can perform any activity without the leader direction due to their responsibility. They also participate in organizational problem solving. Thus a leader consults with them and embodies their suggestions in the decision making.

2.1.4.2. Followers’ Maturity Level

This includes the state of a person drive need for achievement, maturity in ability and willingness of subordinates.

2.1.4.3. Situational Factors

These are the situations or conditions faced by managers. These include the nature of the work, the type of assignments and the functioning of the organization/ unit. These situational factors can be categorized as personal characteristics of subordinates and work environment.

Personal characteristics of subordinates include their abilities, self-confides, personal need and motivations and perceptions of their leaders. When subordinates exhibit low level of performance, leaders must provide coaching, training and direction.

The work environment includes the organization’s culture and how power is exercised, polices and rules the extent to which tasks are structured. These factors are beyond the ability of employees to control affect their abilities to accomplish task and achieve goals.

So, the leader must provide to each person the appropriate leadership depending on the employees and the work environmental conductions.

2.2. The concept of motivation

Motivation is purely a psychological topic but it is observed and taken as a multidiscipline one, each different discipline introducing a new definition from its own point of view. But overall the study of motivation is concerned, basically, with why people behave in a certain way. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period and in the face of difficulties and problems. Based on this concepts different scholars define motivation in numerous way. Some of which are presented as follows.

Kondalkar (2007, p.101) defines motivation as "... the inner burning passion caused by need, wants and desire which propels an individual to exert his physical and mental energy to achieve desired objectives". Another scholar Ivancevich (2009) defines motivation as:

"... is the set of attitude and values that predisposes a person to act in a specific goal directed manner." The author also describes motivation as "... an invisible inner state that energizes human goal-directed behavior, which can be divided into two components; (1) the direction of behavior (working to reach a goal) and (2) the strength of the behavior (how hard or strongly the individual will work)." p.304

In the same way Schermerhorn, Hunt, Osborn and Uhl-Bien (2011, p.110) defines motivation as "...the individual forces that account for the direction, level, and persistence of a person's effort expended at work." These writer used the word direction, level and persistence when defining motivation; direction refers to an individual's choice when presented with a number of possible alternatives, level refers to the amount of effort a person's puts forth, and persistence refers to the length of time a person sticks with a given action. In addition Halepota (as cited in Ajang, 2007, p.10) defines motivation as "a person's active participation and commitment to achieve the prescribed results." Halepota further presents that the concept of motivation is abstract because different strategies

produce different results at different times and there is no single strategy that can produce guaranteed favorable results all the times.

Pinder (as cited in Latham and Pinder, 2005, p.486) also define work motivation as "... a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity, and duration." Therefore, the underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfill some need or expectation (Robinson, 2004).

In general speaking, motivation is the great force that makes individual more effective as well as organizations. Therefore, teachers' motivation is also important to achieve quality education. Regarding to teachers, Ofojebe and Ezugoh (2010) asserts that teachers' motivation is a key to guaranteed quality education. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved. That is why they should be motivated properly in order to enhance quality in the educational system.

2.2.1. Characteristics' of motivation

Cole (2004) states that understanding human motivation is a complex matter. Sometimes a person's motives may be clear to him, but quite puzzling to others. In other situations both the individual and those affected by his behavior understand what is driving him. In some situations, especially where stress is involved, the individual concerned may be totally unaware of his motives, whereas others may see them quite clearly. It is important for those in managerial and supervisory positions to be aware of these issues, and to take account of their own prejudices in this area of their work. This is because our efforts to understand others are colored by our attitudes towards them and the assumptions we make about their behavior. If we assume that a particular group of workers is hardworking and reliable, we tend to treat them with respect and trust; if, however, we see them as lazy and unreliable, we are likely to treat them as requiring close control and supervision.

Therefore, as Bennell and Akyeampong (2007) describe measuring the determinants and consequences of work motivation is complex because these psychological processes are not

directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. Hence, understanding the characteristics of motivation has critical importance for effectiveness of the organization. Accordingly Kondalkar (2007) asserts the following unique characteristics of motivation.

- (a) Motivation is a psychological phenomenon: It is the inner desire of an individual to accomplish something more.
- (b) Motivation is a continuous process: Since need is a continuous phenomenon if one need is satisfied the other need emerges and so does individual propels to work and thus the continuous chain is created.
- (c) Motivation is caused due to anticipated perceived value from an action: Perceived value is the probability or the expectancy. Therefore, motivation is the result of value or valance and expectancy.
- (d) There are unsatisfied needs: A person remains disturbed till they are satisfied. This disturbance or tension causes disequilibria in human behavior. More the motivation level the higher will be efforts to get over the tension and in the process job accomplishment would take place.

2.3. Importance of motivation

As scholars defined, work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks (Bennell & Akyeampong, 2007). Therefore, employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Shadare et al, cited in Manzoor, 2012). A motivated employee is responsive for the definite goals and objectives he/she must achieve, hence he/she directs his/her efforts in that direction Because the individual's basic human needs, his ability and willingness to perform and his past experience, education and perceptions of the position he holds affect his performance in the entire system (Robinson, 2004).

Motivation formulates an organization more successful, because provoked employees are constantly looking for improved practices to do a work, so it is essential for organizations to persuade motivation of their employees. Getting employees to do their best work even in

strenuous circumstances is one of the employees most stable and greasy challenges and this can be made possible through motivating them (Manzoor, 2012). For this reason, motivation is very important for an organization and the individuals because of the following benefits it provides (Manzoor, 2012);

- (a) High level of performance: It is the duty of every manager to ensure that the employees have a high degree of motivation. Highly motivated workers would be regular for work, and have a sense of belonging for the organization. Quality of product will be improved, wastage will be minimized and there will be increase in productivity, and performance level will be high.
- (b) Low employee turnover and absenteeism: Employee turnover and absenteeism is caused due to low level of motivation practice on the part of managers. When dissatisfaction is increased employees do not enjoy on the work assigned to them. Therefore, there is a tendency of absenteeism. The workers hunt for an alternative job and leave the organization whenever they get an opportunity. High level of absenteeism causes low level of production, wastages, poor quality and disruption in production schedules. Increased turnover is disastrous for any organization as it puts strain on financial position of the organization due to additional recruitment, selection, training and development.
- (c) Acceptance of organization change: Management must continuously scan the external and the internal environment. There has been a great impact of social change and technology evolution on the motivation level of employees. Social change increases aspirations of workers and put an additional demand on the organization, which must be considered positively so that conducting working environment is created. Management must ensure that the changes are introduced in the organization and its benefits explained to the employees so that there is no resistance to change and organizational growth is achieved. Re-engineering, empowerment, job enrichment, job rotation, introduction of new technology and processes will go a long way to boost employee morale and achieve high degree of motivation.

- (d) Organizational image: Employees are the mirrors of any organization. Training & development programs should be regularly organized and employee skill improved. It will have a positive impact on the employees and the image of the organization. It will also reduce employee turnover and better employee will look forward to join the organization. High organizational image will contribute towards brand image of the product and services the organization is marketing.
- (e) Puts human resources into action: Every concern requires physical, financial, informational and human resources to accomplish the goals. It is through motivation that the human resources can be utilized by making full use of it. This can be done by building willingness in employees to work. This will help the enterprise in securing best possible utilization of resources.

2.4. Types of motivation

In seeking to understand the motivational processes, it is perhaps necessary to distinguish two types of motivation namely: the intrinsic and the extrinsic (Robinson, 2004). Each of them will be described clearly here under.

2.4.1. Intrinsic motivation

Intrinsic motivation is related to ‘psychological’ rewards such as the opportunity to use one’s ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. The psychological rewards are those that can usually be determined by the actions and behavior of individual managers. It also refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure (Kondalkar, 2007). Intrinsic motivation is based on taking pleasure in an activity rather than working towards an external reward. It is positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources (Schermerhorn, et al., 2011). Regarding to this Herzberg believes that people are turned on and motivated by high content jobs that are rich in intrinsic reward. Therefore, intrinsic motivation increases the individuals’ job satisfaction as well as the organization bargaining power.

2.4.2. Extrinsic motivation

Extrinsic motivation is related to ‘tangible’ rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible rewards are often determined at the organizational level and may be largely outside the control of individual managers. Extrinsic motivation is deals with behaviors’ that are motivated by factors external to the individual (Robinson, 2004). In other way extrinsic motivations are positively valued work outcomes that are given to an individual or group by some other person or source in the work setting. They might include things like sincere praise for a job well done or symbolic tokens of accomplishment such as ‘employee-of-the-month’ awards (Schermerhorn, et al., 2011). External motives indicate the presence of specific situations where internal needs arise.

Accordingly Staw (as cited in Robinson, 2004) examined the evidence of intrinsic and extrinsic motivation and concluded that the administration of both intrinsic and extrinsic rewards can have important effects on a person’s task attitudes and behavior. The joint effect of intrinsic and extrinsic rewards may be quite complex, but the interaction of intrinsic and extrinsic factors may under some conditions be positive and under other conditions negative. In practice, however, extrinsic rewards are relied upon heavily to induce desired behavior and most users of rewards will positively affect an individual’s interest in a task. Besides, teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Thus, administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education, and systematic, supportive evaluation.

2.5. Theories of motivation

There are many competing theories that attempt to explain the nature of motivation. These theories may all be at least partially true and help to explain the behavior of certain people at certain times. These motivation theories can be divided into two broad categories; content theory and process theory of motivation. Theories of both types contribute to our understanding of motivation to work, but none offers a complete explanation. Efer (2005, p.110) asserts “in studying a variety of theories, our goal is to gather useful insights that can

be integrated into motivational approaches that are appropriate for different situations.” Even if, the general concept of motivation has been established in developed countries and most research on teacher motivation has also been carried out there, this part begins with the major motivation theories that plays as the overall framework to this study is assessed and presented as follow.

2.5.1. Content (Need) theory of motivation

As the name implies the content theories of motivation focuses on “what” motivates a person (Efero, 2005). Content theories of motivation focus primary on individual needs; that is, physiological or psychological deficiencies that we feel a compulsion to reduce or eliminate. Furthermore, the theory tries to explain work behaviors based on pathways to need satisfactions and the influence of blocked needs (Schermerhorn, et al., 2011). Content theory of motivation suggests that managers should be able to understand individual needs and create work environment that respond positively to them. Some of the known content theories of motivation are Maslow’s hierarchy of need theory, Alderfer’s ERG theory, McClelland’s acquired needs theory, and Herzberg’s two-factor theory. Robbins and Coulter (2009, p.357) describe “although more valid explanations of motivation have been developed, these early theories are important because they represent the foundation from which contemporary motivation theories were developed and because many practicing manager still use them.”



Figure 2: Maslow's hierarchy of need

Source: Rue, L. W. and Byars, L. L. (2009). *Management Skills and Application*. (13th ed.). p.268

Physiological needs are basically the needs of the human body that must be satisfied in order to sustain or survival life, which include: shelter, food, water, air to breathe, clothing, rest, sleep and sex.

Safety and security needs are about a human's desire to live in safe, secure, stable, not hostile and peaceful environment. Since all employees have (to some degree) a dependent relationship with the organization, safety needs can be critically important. This would include: physical safety, health safety, and job security.

Love and affiliation needs which could be described as belongingness needs or is people's desire to be affiliated to something or person and the desire to have a sense of belonging to others. This would include: friendship, affection, social activities and family union, receiving and giving love, feelings of belonging and human contact.

Ego and self-esteem needs are human needs which include: desire to achieve, properly founded self-respect, confidence, reputation, independence and freedom, prestige, recognition, respect from others, attention, appreciation and alike. These needs influence the development of various kinds of relationships based on adequacy, independence and the giving and receiving of indications of esteem and acceptance (Rue & Byars, 2009).

Self-Actualization needs which represent the highest level of self-fulfillment, that is, the need of people to reach their full potential in applying their abilities and interests to functioning in their environment. These describe the desire to develop and demonstrate one's creativity, abilities, capabilities and a desire to be a specialist in an area of knowledge. The need for self-actualization is never completely satisfied; one can always reach one step higher (Rue & Byars, 2009).

Maslow went further and explained that people would seek to satisfy the physiological (basic) needs first. That there is an automatic mechanism which exists so that once the physiological needs are satisfied, the safety and security needs automatically presents themselves to be satisfied and once the safety and security needs are satisfied, then the next layer of needs (love and affiliation) present themselves to be satisfied and so it goes up to self-actualizations needs (Robinson, 2004). Once a need has been satisfied, it is no longer a motivator, which means that there is a constant desire to satisfy the next layer of needs. Maslow believed that by helping staff to satisfy their needs, they would be motivated on the job. If this is so, then managers should endeavor to know and understand their staff quite well to successfully apply the provisions of this theory.

Towards this theory Schermerhorn et al., (2011) describes that the concept of a need hierarchy assumes that some needs are more important than other and must be satisfied before the other needs can serve as motivators. Moreover, Schermerhorn et al., studies also report that needs vary according to a person's career stage, the size of the organization, and even geographic locations.

2.5.2. Alderfer's ERG theory

Clayton Alderfer was a psychologist whose motivational theory was derived from that of Abraham Maslow's hierarchy of needs theory (Efere, 2005). Alderfer believed that Maslow's five hierarchies (layers) of needs could be condensed into three layers called Existence, Relatedness and Growth needs (ERG). He explains these needs as follow (Efere, 2005).

- a) Existence needs are concerned with sustaining human existence and survival and cover Maslow's physiological and safety needs plus fringe benefits like money.
- b) Relatedness needs are concerned with relationships to the social environment and which covers Maslow's love or belonging, affiliation and meaningful interpersonal relationships of a safety or esteem nature.
- c) Growth needs are concerned with the development and creativity of personal potentials and as the name suggests it includes Maslow's self actualization needs and the remnant of the Ego and self esteem needs.

Like Maslow, Alderfer suggests that individuals' progress through the hierarchy from existence needs to relatedness needs to growth needs as the lower-level needs become satisfied. However, Alderfer suggests these needs are more a continuum than hierarchical levels (Schermerhorn et al., 2011). More than one need may be activated at the same time. Individuals may also progress down the hierarchy. There is a frustration–regression process. For example, if an individual is continually frustrated in attempting to satisfy growth needs, relatedness needs may reassume most importance. The lower-level needs become the main focus of the individual's efforts.

2.5.3. McClelland's acquired needs theory

While recognizing that people have many different needs, the work of David McClelland identified three needs: achievement, power and affiliation (Schermerhorn et al., 2011). The use of the term need in this approach is different from the hierarchy of needs approach in that, under this approach, the three needs are assumed to be learned, whereas the need

hierarchy assumes that needs are inherent (Rue & Byars, 2009). The three needs of McClelland are discussed below.

Need for achievement (nAch) - is the desire to do something better or more efficiently, to solve problems or to master complex tasks than it has been done before (Rue & Byars, 2009). McClelland's suggests that nAch is not hereditary but results from environmental influences, and he has investigated the possibility of training of people to develop a greater motivation to achieve (Robinson, 2004). According to Eferé (2005) the people with high achievement motive are innovative, prefer moderate task difficulty, prefer personal responsibility for performance of their work, prefer unambiguous feedback on their performance and to them money is not normally a motivator as it serves only as an evidence of their performance

Someone with a high need for achievement prefers individual responsibilities, challenging goals and performance feedback. On the other hand McClelland believes that for people with a high achievement motivation, money is not an incentive but may serve as a means of giving feedback on performance (Robinson, 2004). High achievers seem unlikely to remain long with an organization that does not pay them well for good performance. Money may seem to be important to high achievers, but they value it more as symbolizing successful task performance and goal achievement. But money is a direct motivator for people with low achievement motive (Robinson, 2004).

Need for power (npower) - is the desire to control others, to influence their behavior, or to be responsible for others. Someone with a high need for power seeks influence over others and likes attention and recognition. McClelland has also suggested that the effective manager should possess a high need for power. However, the effective manager also scores high on inhibition. Power is directed more towards the organization and concern for group goals, and is exercised on behalf of other people. This is 'socialized' power. It is distinguished from 'personalized' power, which is characterized by satisfaction from exercising dominance over other people and personal aggrandizement (Robinson, 2004).

Need for affiliation (nAff) - is the desire to establish and maintain friendly and warm relations with others. Someone with a high need affiliation is drawn to interpersonal relationships and opportunities for communication.

This approach assumes that most people have developed a degree of each of these needs, but the level of intensity varies among people. For example, an individual may be high in the need for achievement, moderate in the need for power and low in the need for affiliation. This individual's motivation to work will vary greatly from that of another person who has a high need for power and low needs for achievement and affiliation. Thus, under this approach to motivation, when a need's strength has been developed, it motivates behaviors or attracts employees to situations where such behaviors can be acted out (Rue & Byars, 2009). Therefore, because each need can be linked with a set of work preference, McClelland encouraged managers to learn how to identify the presence of nAch, nAff, and npower in them and in others (Efer, 2005).

2.5.4. Herzberg Two-Factor theory

In the 1950's psychologist Frederick Herzberg proposed a theory of motivation that focuses on the job and on the environment where work is done. Herzberg, however, has concentrated on studying how Maslow's needs operate at work, in the employment situation (Robinson, 2004). To Herzberg, there are two groups of needs. One set of the needs causes dissatisfaction; these related to the job environment or the context in which the job was performed and thus extrinsic to the job itself. Herzberg labeled these as the Hygiene or Maintenance factors. Rue and Byars (2009, p.270) describes "maintenance factors are preventive in nature", this means, they do not produce motivation but can prevent dissatisfaction from occurring. Thus, proper attention to maintenance factors is a necessary but not sufficient condition for motivation. The presence of the second set of needs leads to feelings of satisfaction. This relates to the job itself, and Herzberg named this as Motivators or Growth factors. The next figure indicates the clear distinction that occurs between hygiene and motivator factors of Herzberg.



Figure 3: Maslow’s hierarchy of need

Source: Retrieved from

http://www.examstutor.com/business/resources/studyroom/people_and_organisations/motivation_theory/4-herzbergstwofactortheory.php

The key distinction between the motivators and the hygiene factors is that whereas motivators can bring about positive satisfaction, the hygiene factors can only serve to prevent dissatisfaction. A hygiene factor does not positively promote good health, but only acts to prevent ill health (Cole, 2004). So, the two scales are independent and occurred in two different continuums. To be effective both of them can be high on practice. The diagram below shows their different continuums.

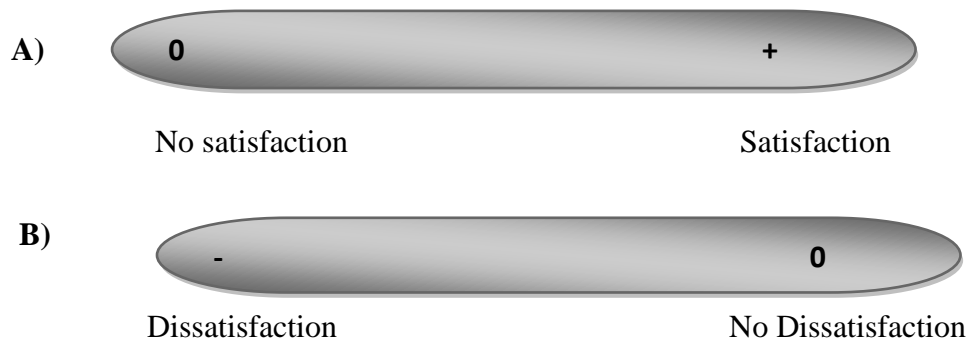


Figure 4: (A) Motivator Continuum and (B) Hygiene Continuum

As Cole (2004) describes hygiene factors are more related to the context or environment of work than to its content. When in line with employee requirements, such factors could smooth the path of working life, but in a taken-for-granted way. When these factors were out of line with employees expectations, they could be a source of difficulty and complaint and definitely provide grounds for dissatisfaction at work. Hygiene factor includes:

Organizational policy & administration- Organization policy and its administration have relation with the effectiveness of organization as well as employees performance. As Bennell & Akyeampong (2007) noted lack of clear rules tend to generate conflict, power vacuum, and overlap and duplication of effort. Therefore, organization policy and administration is focused on the feelings about the adequacy or inadequacy of organization's management. This includes the presence of good/poor communications, have/lack of delegated authority, policies, procedures and rules.

Supervision- Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Ogunsaju, 1983). Supervision requires the competency or technical ability of the supervisor. This includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge. Supervision in school is a vital process and it is the combination of activities which is concerned with the teaching and improvement of the teaching in the school.

As Ogunsanya (n.d) describes supervision is a professional, continuous and cooperative exercise that covers all aspects of the life of a school. Supervision does not mean as inquisition or fault finding, rather supervision means guidance, assistance, sharing of ideas to all those involved in the process of teaching and learning. It is also the means of facilitating or creating continuously improved learning and teaching environment. As Ogunsanya in National Open University of Nigeria also describes the function of supervision spell out the various activities, the major and common functions are goal development, program development, control and coordination, motivation, problem solving, professional development and evaluation of educational outcomes

Work relationship- In any organization, very few things can be accomplished alone. Typically, work is done in teams or through partnering with colleagues, suppliers and customers. The employees are part of a web of relationship within, across, between and among many individuals and organizations (Sargent & Hannum, 2005). These relationship must develop quickly and productively to allow for high trust and creative collaboration. Therefore, work relationship is the relationships between the worker and his other superiors, subordinates and peers. This includes both job related interactions and social interactions within the work environment. In order to build effective working relationship, employees must be able to engage with others in a positive and productive way. Building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement (Barnes & Conti Associates, 2009).

Working conditions- Working condition is the factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. If the working conditions of an institution/organization are conducive, its performance will improve dramatically (Leithwood, 2006). The working conditions are conducive when administration provides their employees to safe and healthy environment. Furthermore, the availability of necessary equipments and other infrastructures are one that may reduce the effectiveness of employees as well as the organization. Therefore, organization managers put their effort in making the working conditions safe, health, adequately furnished and attractive to use the employees' knowledge, skill and creativity for the organization effective competitive advantage (VSO, 2002).

Job security- Job security is an employee's assurance or confidence that they will keep their current job. Employees with a high level of job security have a low probability of losing their job in the near future. Certain professionals or employment opportunities inherently have better job security than others. Job security is about an individual's perception of themselves, the situation and the potentials. There are some external factors that have an influence on our job security. Our individual job security is influenced more by personal factors, like education, our experience, the skill we have developed, our

performance and our capability (Simon, 2011). When we have a high level of job security, we will often perform and concentrate our effort into work more effectively than an employee who is in constant fear of losing their job. Job security has significant effect on the overall performance of individuals, teams as well as organizations.

Salary- It is a form of periodic payment from an employer to an employee, which is specific in an employment contract (Sharma & Bajpai, 2011). In addition incentive is something that triggers a particular course of action. When incentives is offered for meeting specific goals, the employee is likely to expend more energy and effort into the job and thereafter the incentive will be given to the employee as a reward when the goal is met (Ahuja & Shukla, 2007). Incentives are useful mechanisms to induce positive attitude and motivate employees.

Effects on personal life- it is the features of the work that have influence on employee life, such as work time, travel requirements, place of work and entertainment requirements.

On the other hand, motivator factors are intrinsic in nature and have a positive effect on job satisfaction and often results in increase output (Kondalkar, 2007). They enhance morale, satisfaction, efficiency and productivity. If these factors are present they motivate but if absent does not leads to dissatisfaction. Motivator factors tend the employees to enjoy working for an organization that allows them to use their personalities and abilities to create a fun work environment. Many organizations are beginning to employ methods to give employees more responsibility and control and to involve them more in their work, which serves to motivate them to higher levels of productivity and work quality. Motivator factor includes:

Growth and development- Training is defined as the organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill (Saeed & Asghar, 2012). Other scholar describes training as the formal and systematic modification of behavior through learning which occurs as a result of education, development and planned experience (Armstrong, 2006). In addition, staff development refers to the development of

supporting, technical and professional staff in organizations, in which such staff form a large proportion of those employed (Collin, 2001).

Scholars believe that the development activities help a person to make positive contributions to the organizations. Training helps for the proper utilization of resources; that further helps employees to achieve organizational as well as personal goals. As Saeed & Asghar (2012) pinpoints training and development improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee. Therefore, training is a motivational factor which enhances the knowledge of the employee towards the job. By the help of training employees become proficient in their jobs and they become able to give better results. Thus, an organization should identify employees training need and tried to run the program by collaborating with necessary stakeholders.

Challenging work- it is the nature of the tasks to be carried out on the job. Job design is the process through which managers plan and specify job tasks and the work arrangement that allows them to be accomplished. The best job design is always one that meets organizational requirements for high performance, offers a good fit with individual skills and needs, and provides valued opportunities for job satisfaction (Schermerhorn et al., 2011). In general it is the actual content of the job and its positive or negative effect upon the employee whether the job is characterized as interesting or boring, varied or routine, creative or stultifying, excessively easy or excessively difficult, challenging or non-demanding.

Responsibility- This includes both the responsibility and authority in relation to the job. Responsibility refers to the employee's control over his or her own job or being given the responsibility for the work of others. Gaps between responsibility and authority are considered under the company policies and administration factor.

Achievement- This includes the personal satisfaction of completing job, solving problems, and seeing the result of one's efforts.

Advancement- The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under

responsibility. The Teacher Advancement Program (TAP) counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation. Teacher Advancement Program provides an integrated and comprehensive solution to these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession. TAP is a whole school reform intended to motivate, develop and retain high quality teachers in order to increase student achievement (TAPF, n.d).

Recognition- In the context of managing people, the reward and recognition system underlines a core feature of the employment relationship. According to Bratton and Gold (2007) reward refers to all the financial, non-financial and psychological payments that an organization gives for its employees in exchange for the work they perform. It is given to show appreciation for the employees' efforts and positive contribution and at the same time reinforce and encourage similar future behavior. Recognition takes place only after the behavior has occurred. If the recognition system could be clear and equity in the view of the staff members, it facilitates effective achievement of personal as well as organizational goals with great interest. Towards this Ahuja & Shukla (2007) describes good motivation is dependent on proper proportioning of rewards and recognitions among persons and for the person at different time.

In general as Cole (2004, p.39) describes "Herzberg's motivation-hygiene theory was generally well received by practicing managers and consultants for its relatively simple and vivid distinction between factors inducing positive satisfaction and those causing dissatisfaction." In addition, to improve job satisfaction, Herzberg suggests the technique of job enrichment as a way of building satisfiers into job content. "If you want people to do a good job, give them a good job to do" (Schermerhorn et al., 2011, p.115). Accordingly, Herzberg argues that both factors are equally important, but that good hygiene will only lead to average performance and preventing dissatisfaction, but not, by itself, creating a positive attitude or motivation to work.

Herzberg's two factor theory and its implications for management

If the motivation-hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself in order for employees to be satisfied with their jobs (Robinson, 2004). Herzberg argued that job enrichment is required for intrinsic motivation, and that it is a continuous management process. Designing jobs that provide for meaningful work, achievement, recognition, responsibility, advancement and growth is the key to job enrichment (Rue & Byars, 2009). According to Herzberg when enrich the job:

- The job should have sufficient challenge to utilize the full ability of the employee.
- Employees who demonstrate increasing levels of ability should be given increasing levels of responsibility.
- If a job cannot be designed to use an employee's full abilities, then the firm should consider automating the task or replacing the employee with one who has a lower level of skill. Because, if a person cannot be fully utilized, then there will be a motivation problem.

Job enrichment model for teacher

One of the important methods for increasing teachers' interest and dedication within the province of administrators and supervisors is the structure of the teachers' job. Jobs can be altered in a fashion which increases opportunities for teachers' and others to experience intrinsic satisfaction. That is, administrators and supervisors can deliberately plan to build into the teacher's job increased opportunities for experiencing achievement, recognition, advancement, growth opportunity and increased competence. Changing the job of teaching to improve opportunities for experiencing intrinsic satisfaction is called job enrichment (Sergiovanni & Carver, as cited in Ayalew, 1991). Staw (as cited in Ayalew, 1991) identifies a number of ways in which the work of teachers' can be enriched. These include:

Task variety: implies building into the teaching job a greater assortment of tasks. It is assumed that varied work increases interest. Task variety emphasizes breaking down teaching episodes into small parts and assigning them to 'specialists'.

Task uncertainty: refers to tasks which involve information processing and cognitive stimulation. Teaching tasks are viewed as problems to be solved rather than details to be conveyed to students. Tasks arranged in a mechanical way may not be very satisfying to many teachers.

Social interaction: recognizes that individuals at work generally derive satisfaction from interacting with others and for many, this source of satisfaction can be an inducement for working (Hackman & Oldham, cited in Ayalew Shibeshi, 1991) or at least a stimulus to building commitment and loyalty to the work group and school. Despite the wide acceptance of importance of social interaction among workers, and recognizing that significant gains are being made in schools in using teaching teams, teaching is still a relatively private activity.

Task significance: refer to the perceived importance by teachers of the work to be done. Task significance requires an understanding and appreciation of what the educational program as a whole tries to accomplish and how one's individual efforts fit into the largest view.

Responsibility for results: requires that teachers be given a great deal of discretion over task activities but held more accountable for obtaining results. A caveat is in order here. To many, results only imply learning objectives achieved. But in education process and product, means and ends, are indistinguishable that both should be included in results. Therefore, characteristics such as class room learning climate and general ambience, energy level of teachers and students, and pattern of verbal interaction should be considered, along with reading achievement, as results.

Knowledge of results: refers to feedback as to the quality of one's performance. Clearly, without feedback it is difficult to derive satisfaction from accomplishment.

2.5.5. Process theories of motivation

Process or cognitive theories of motivation focus on conscious human decision processes as an explanation of motivation. The process theories are concerned with determining how

individual behavior is energized, directed and maintained in the specifically willed and self-directed human cognitive processes. Process theories of motivation are based on early cognitive theories, which posit that behavior is the result of conscious decision-making processes (Cole, 2004).

Process theories of motivation attempt to identify the relationships among the dynamic variables, which make up motivation (Robinson, 2004). They provide a further contribution to our understanding of the complex nature of work motivation. Many of the process theories cannot be linked to a single writer, but major approaches and leading writers under this heading include: Expectancy-based model – Vroom, Equity theory – Adams, and Goal theory – Locke. These theories of motivation clearly described with their distinct features and implication for workers job satisfaction as follow.

2.5.5.1. Expectancy theory of motivation

Victor Vroom expectancy approach to motivation is based on the idea that employee beliefs about the relationship among effort, performance and outcomes as a result of performance and the value employees place on the outcomes determine their level of motivation (Rue & Byars, 2009). According to the theory, an employee will work smarter and/or harder if he believes his additional efforts will lead to valued rewards. The expectancy approach postulates that an employees' level of motivation depends on three basic beliefs: expectancy, instrumentality and valence. Expectancy refers to the employee's belief that his or her effort will lead to the desired level of performance. Instrumentality refers to the employee's belief that attaining the desired level of performance will lead to certain rewards. Lastly, valence refers to the employee's belief about the value of the rewards.

All three of these factors are expected to influence motivation in a multiplicative fashion, so that for an individual to be highly motivated, all three of the components of the expectancy model must be high. And, if even one of these is zero (e.g., instrumentality and valence are high, but expectancy is completely absent) the person have not motivation for the task (Kondalkar, 2007). Thus, managers should attempt to ensure that their employees believe that increased effort would improve performance and that performance will lead to valued rewards. The next diagram shows the relationship that exists between the three factors.

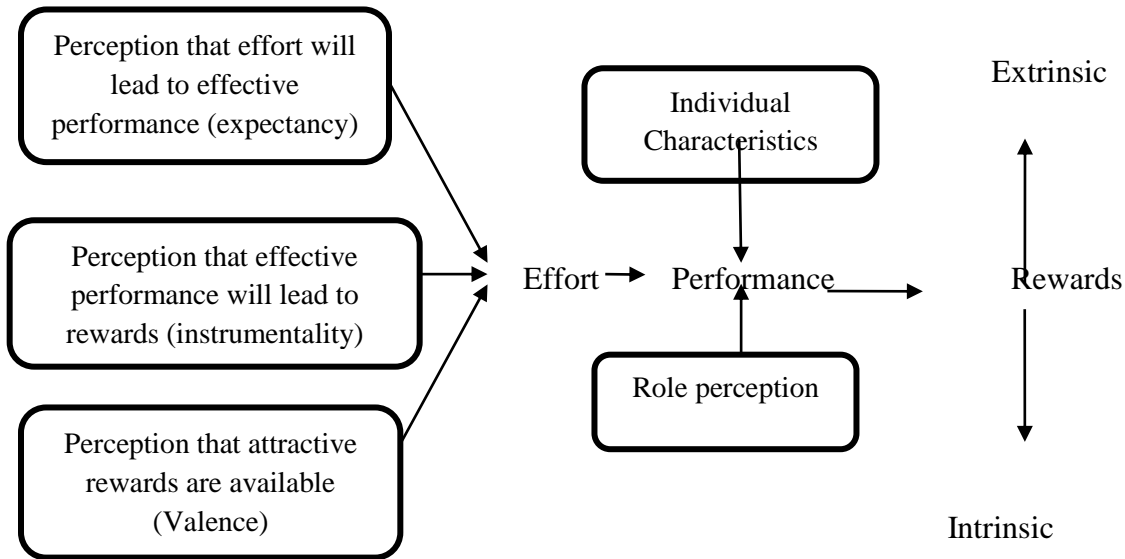


Figure 5: Basic models of expectancy theory of motivation

Source: Cole, G. A. (2004). *Management theory and practice*. (6th ed.). London: TJ International Ltd. P. 43

Each of the separate components of the expectancy approach can be affected by the organizations practice and management. The expectancy that increased effort will lead to increased performance can be positively influenced by providing proper selection, training and clear direction to the workforce. The expectancy that increased performance will lead to desired rewards is almost totally under the control of the organization. The final component, the preference for the rewards being offered, is usually taken for granted by the organizations (Rue & Byars, 2009).

As Rue & Byars (2009) asserts the external factors are beyond the employee's control and often negatively influence expectancies and instrumentalities because they introduce uncertainty into the relationship. Organizational policies and efficiency of the equipment being used are examples of external factors. Expectancy theory has been shown to have useful applications in designing a reward system. If policies are clearly and fairly implemented then the instrumentality would be high. If the rewards are substantial enough to be meaningful to an employee, then the valence would be also considered high. A precursor to motivation is that the employee finds the reward(s) attractive. In some instances, the reward or outcome might inadvertently be unattractive, such as increased

workload or demanding travel that may come with a promotion. In such an instance, the valence might be lower for individuals who feel work–life balance is important, for example.

2.5.5.2. Equity theory of motivation

Ejiogu (as cited in Ofojebe and Ezugoh, 2010) identifies the equity theory as an important motivational theory which focused on fairness and justness. Equity theory asserts that the main way in which a person evaluates his job is by comparing his own work experiences with those of other people. Such affects his feelings and performance in the job. Therefore, according to the equity theorists, a person's feeling to job satisfaction or dissatisfaction is a product of his computation of the ratio of the person's job inputs (such as educational qualifications, experiences, skills, age and effort) to the outcome he/she gets from the job example his salary, status and fringe benefits including the person's comparison whether just or unjust with others in the same cadre in other places.

The presence of inequity in a person creates tension in that person that is proportional to the magnitude of the inequity (Robinson, 2004). Furthermore, the tension motivates someone to achieve equity or to reduce inequity. The strength of the motivation varies directly with the amount of inequity. As Rue & Byars (2009) and Robinson (2004) indicate a person might take several actions to reduce inequity like:

- Increase inputs on the job if his or her inputs are low relative to the other. For example, a person might work harder to increase his or her inputs on the job
- Reduce inputs if they are high relative to the other person's inputs and to his or her own outcomes
- Quit the job
- Request a pay increase

If the employee is able to achieve a ratio of inputs to outputs that he perceives to be equitable, then the employee will be satisfied. The employee's evaluation of input-to-output ratios and subsequent striving to achieve equilibrium is an ongoing process. As Ofojebe and Ezugoh (2010) describe the equity theory is normally associated with pay satisfaction as the

case may be. In the school system, it is usually associated with teachers' salary, remuneration, working conditions and other benefits. Generally, equity theory draws attention to one role of social comparisons in influencing satisfaction.

The implication of this model in management is that the manager must always ensure not only that he is fair. This calls for a more dynamic approach to problem of employee motivation in an organization. The notice of equity is the major force.

2.5.5.3. Goal setting theory of motivation

The goal-setting theory posits that goals are the most important factors affecting the motivation and behavior of employees. This motivation theory was developed primarily by Edwin Locke and Gary Latham. Goal-setting theory emphasizes the importance of specific and challenging goals in achieving motivated behavior. Specific goals often involve quantitative targets for improvement in a behavior of interest. Research indicates that specific performance goals are much more effective than those in which a person is told to 'do your best.' Challenging goals are difficult but not impossible to attain (Lunenburg, 2011). Empirical research supports the proposition that goals that are both specific and challenging are more motivational than vague goals or goals that are relatively easy to achieve.

Goal setting theory involves the conscious process of establishing levels of performance in order to obtain desired outcomes. If individuals or teams find that their current performance is not achieving desired goals, they are motivated to increase effort or change their strategy (Locke & Latham, 2006, as cited in Cramer, 2012).

The decision to set a goal results from dissatisfaction with current performance levels. Setting a goal provides structure to direct actions and behaviors to improve the unsatisfactory performance. Locke and Latham (2002) found a direct linear relationship between goal difficulty, level of performance and effort involved. The direct linear relationship will stay positive, as long as the person is committed to the goal, has the requisite ability to attain it, and does not have conflicting goals (Locke & Latham, 2006). The goal setting theory states that several conditions are particularly important in successful

goal achievement. These include goal acceptance and commitment, goal specificity, goal difficulty and feedback.

However, because of the tunnel vision focus created by goal-setting theory, several studies have shown this motivational theory may not be applicable in all situations. In fact, in tasks that require creative on-the-spot improvising, goal-setting can even be counterproductive (Lunenburg, 2011). In addition, because clear goal specificity is essential to a properly designed goal-setting task, multiple goals can create confusion for the employee and the end result is a muted overall drive.

Locke suggested several reasons why goals are motivating: they direct attention, lead to task persistence and the development of task strategies for accomplishing the goal. In order for a goal to be motivating, the employee or work group must first accept the goal. While difficult goals can be more motivating, a goal still needs to appear achievable, which in turn will lead to greater goal acceptance. Specific goals that set a performance expectation are more motivating than those that are vague. Similarly, more proximal goals have greater motivation impact than those that are very long range or distal goals.

Under the right conditions, goal setting can be a powerful technique for motivating organization members. Towards this, Lunenburg (2011) provides the following practical suggestions for managers to consider when attempting to use goal-setting to enhance motivation and performance; goals need to be specific, goals must be difficult but attainable, goals must be accepted and feedback must be provided on goal attainment.

2.6. Theory of motivation and its educational implications

James (as cited in Rue and Byars, 2009, p.265) asserts that “highly motivated employees will work at approximately 80 to 90 percent of their ability.” Thus, highly motivated employees can bring about substantial increase in performance and substantial decrease in problems such as absenteeism, turnover, tardiness, strikes and grievances. As a result, the motivational theories and strategies have great implications in the educational system, which includes the following:

- Satisfaction of the motivational factors leads to quality performance and high productivity which enhances the achievement of quality educational system.
- The motivational theories are essential for schools' administration when it comes to coordinating and controlling activities within the school environment. With this notion, Ejiogu (as cited in Ofojebe and Ezugoh, 2010)) opined that teachers' motivation provides the essential means for control and coordination of activities within a given school system. For instance, staff training and development is one of the most important elements in efficient administration which is assumed to make workers realize better what they have to do to acquire skills required for proficient performance in order to enhance quality education.
- When the motivational factors applied negatively in the school system causes no satisfaction on teachers' which result into withdrawal, neglect of duty and negative outcomes but when applied positively causes satisfaction resulting to increase in commitment, productivity and quality performance.
- There is also a close relationship between stability in the teaching profession and their efficiency of the educational system. If experience on the part of the teacher contributes in general to increased efficiency in the classroom, a large turnover is certain to produce poorer educational products which have serious implications to education. Teachers' motivation count when it comes to their stability and turnover in the teaching profession.
- Another important thing is that motivational factors involving the motivators and hygiene factors as well influence teachers' job retention, their level of participation in decision making and quality contributions in the school and commitment to duty. When they feel dissatisfied with their job rewards, they will become frustrated, regularly absent from duty and may eventually quit.

2.7. Teachers' motivation and job satisfaction

Before defining teacher motivation, it seems useful to briefly look at job satisfaction, as motivation and satisfaction are complex and pragmatic concepts, and are often applied interchangeably. Evans (as cited in Tanaka, 2010, p.15) defines satisfaction as "... a state of mind determined encompassing all those feelings by the extent to which the individual

perceives her/his job related needs to be being met.” Furthermore, in her quantitative analysis of the five francophone countries, Michaelowa (as cited in Tanaka, 2010, p.15) defines teachers job satisfaction as “... an indication of teachers well-being induced by the job” and motivation as “their willingness, drives or desire to engage in good teaching, to examine whether job satisfaction does or does not translate into motivation.” Similar to job satisfaction, the concept of teacher motivation is not uniform. Hoy and Miskel (as cited in Bennell and Akyeampong, 2007, p.4) define motivation as “... a combination of factors that start and maintain work-related behaviors’ toward the achievement of personal goals.” Alternatively, Bennell and Akyeampong (2007) emphasize motivation as a teacher’s state rather than the set of factors themselves that influence such a state.

Therefore, it is certainly true that nearly all national education strategies and reforms now focus on improving teacher competence and the working environment and the promotion of greater school autonomy, all of which can improve teacher motivation (Bennell & Akyeampong, 2007). Teachers are powerful tools for improving quality of education through effective classroom practices (Rashid & Dhindsa, 2010). According to Bess (as cited in Rashid & Dhindsa, 2010) the primary factor that contributes to effective classroom practices of teachers’ is strong motivation. Therefore to bring about a change to an educational system, improvements to improve teacher motivation are essential. A planning for such improvements would require the planner to know the existing state of teacher motivation and factors affecting teacher motivation. When studying the existing state of teacher motivation, it is essential to examine both the intrinsic and extrinsic factors affecting them.

Accordingly, Tufail et al. (2012) states a teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some external rewards. Extrinsic motivation plays an important part in people's life. It is very important to strong in influencing a person's behavior. Therefore, the aim of the school should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement to achieve quality

education (Tufail et al., 2012). By supporting this, Rue & Byars (2009) asserts satisfied employees are preferred simply because they make the work situation a more pleasant environment.

According to Zhou (cited in Sargent and Hannum, 2005) a successful principal believes in teachers' and works hard to foster teacher motivation and autonomy, harnessing the collective force of all of the teachers to carry out the work of the school. Such principals love, protect, support, understand, trust, and care for teachers. They give reasonable work assignments, encourage teachers to participate in management, listen to suggestions and ensure that teachers can spend most of their time and energy on instruction and research. Furthermore, a successful principal provides a well-maintained, pleasant working environment, establishes a happy atmosphere, gives teachers' opportunities for professional advancement, places great importance on making ample teaching resources available and gives teachers encouragement and feedback using both emotional and material rewards.

Towards this, the current education and training policy of Ethiopia (MoE, 1994) announced that educational management will be democratic, professional, coordinated, efficient and effective and will encourage the participation of stakeholders. This article provides teachers' with accountability and responsibility to achieve millennium development goals by coordinating among all educational stakeholders without any inhibiting barriers. The effective implementation of the article promotes the motivation of teachers, this also improve quality education.

2.8. Factors associated with teacher job motivation and satisfaction

To date, only a handful of studies have been undertaken that comprehensively analyze in a robust manner the key determinants of teacher motivation in the developing country context. In developing countries, teachers' tend to value factors that are more extrinsic, such as non-salary benefits, working conditions and professional status, many of which are inadequate in these countries (Tanaka, 2010); while they also tend to be strong in the conviction that they can make a significant contribution to society. A survey in Mozambique suggests that the most common factor that can improve teachers' performance and happiness is salary,

followed by material working conditions, training and administrative procedure (VSO, in Tanaka, 2010).

Another survey from five Francophone countries (Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar and Senegal), Michaelowa (as cited in Bennell & Akyeampong, 2007) finds that large class size, double-shifting, rural location, high educational attainment and active parental involvement are all negatively correlated with teacher job satisfaction in these countries. Even more surprisingly, a lower salary is not always associated with lower satisfaction. By means of a quantitative analysis of teacher satisfaction in five francophone countries, Michaelowa finds that in countries where teachers' are relatively well paid, such as Côte d'Ivoire and Senegal, they seem to be less satisfied with the situation. Conversely, taking the case of Madagascar, she argues that a very low salary might paradoxically be compatible with relatively high job satisfaction.

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many low income developing countries (LIDCs) are poorly motivated due to a combination of low morale and job satisfaction, poor incentives and inadequate controls and other behavioral sanctions (Bennell & Akyeampong, 2007).

According to Shann (2001, p.69) "teachers were uniformly dissatisfied with their level of participation in decision making." This implies that denial of opportunities for teachers to participate in decision-making may make them dissatisfied with their job. A study by Moses (as cited in Berhan, 2007) tended to support the view that levels of dissatisfaction relate to extrinsic factors. She concluded that tenured and well-paid employment provides satisfaction of the lower-order needs, whereas prestigious and autonomous work enables academic staff to satisfy to a greater degree higher-order needs than is possible for the general population (e.g., esteem need and the need for self actualization).

Moreover, teachers are subject to environments that are shaped by the community, local authorities and the central government. There is a tendency to blame teachers, they are not

capable, effective, regular, punctual and so on, for the unimpressive performance of pupils. There has also been little research into the ways in which these environments affect teachers. An observation made by VSO in the report ‘what makes teachers tick?’ is pertinent and convincing:

Despite the pivotal nature of teachers’ contribution to education, there is a tendency on the part of national and international policy-makers to bypass teachers in decision-making and to neglect their needs when considering new policy directions. Teachers are rarely regarded as partners within education planning and reform and are frequently treated as passive implementers of decisions, or even as technical inputs. Academic and policy debates focus on teachers’ deficiencies and seldom take into account the difficulties under which they live and work (VSO, 2002, p.1).

Therefore, various factors that dissatisfy teachers’ in developing countries, as researched by different scholars, were numerous and majority of them are specific in some situations and others are common in all areas. Some of these factors are described clearly as follow.

The low and declining status of teachers in many LIDCs clearly impacts on the overall levels of teacher motivation. Teaching is a challenging occupation, which means that teachers have to strive hard in order to meet learning goals (Bennell, 2004). Occupational status depends on the ‘public valuing’ of the competence, role and overall contribution of a particular occupation to individual and societal welfare (Bennell & Akyeampong, 2007). Occupations that have attained professional status share a common set of characteristics including a high level of education and training, a strong ideal of public service with an enforced professional code of conduct and high levels of respect from the public at large.

Policy implementation, such as reform and incentive provision and teacher management may influence all teachers’ equally, but teachers’ are different not only in terms of their qualifications but also with regard to their identities and personalities, which are shaped by values and beliefs, and even the places in which they live and work (Tanaka, 2010). Thus, teacher management at all levels (school, woreda, region and Ministry of education) is critically important in ensuring that teachers are adequately motivated (Bennell

& Mukyanuzi, 2005). Bennell & Mukyanuzi also emphasized that management effectiveness is the combined outcome of management systems and the commitment and competence of individual managers. In most of Africa, for almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort (Bennell & Akyeampong, 2007).

Therefore, the quality of leadership and supervision affects a range of factors in the school environment, including the overall organizational climate of the school (Sargent and Hannum, 2005). Teacher management tends to be authoritarian, based on rigid hierarchical structures, which results in limited participation, delegation and communication by teachers with respect to major school management functions. Teachers subjected to these types of management regimes have little sense of self-determination, which seriously undermines job satisfaction and motivation.

Living and working conditions are more likely to be extrinsic and the individual may not be able to control them. Moreover, such preconditions could be the same for all teachers but the degree of comfort and/or difficulty may vary, as urban– rural disparities exist. The living conditions for most teachers are unsatisfactory and, for many, they are ‘intolerable’ (Bennell & Mukyanuzi, 2005). The work and living environment for many teachers’ is poor and lack basic amenities such as pipe-borne water and electricity, staff rooms and toilets, which tends to lower self-esteem and is generally dissatisfying (Bennell, 2004).

2.9. Teachers’ motivation strategies and its challenges

To some extent, a high level of employee motivation is derived from effective management practices. To develop motivated employees, a manager must treat people as individuals, empower workers, provide an effective reward system, redesign jobs and create a flexible workplace. Moreover, one of the policy changes implemented in many developing countries to motivate teachers’ is decentralization. The rationale for such a policy is to become more responsive to local needs, to utilize limited resources efficiently and to deliver services effectively (Prinsen and Titeca, 2008 and Crawford, 2008, as cited in Tanaka, 2010).

In decentralized education management, school level administrative systems have been adopted to enhance school autonomy, devolving decision making to teachers in collaboration with parents, community members and others (Behrman et al. 2002, in Tanaka, 2010). There are three areas of school level management control: budgeting, personnel and staffing, and curriculum/program – although normally, school committees can only control the use of funds allocated by the central government. Interestingly, decentralization, including training at school level, is perceived by some sub-Saharan Anglophone educators to motivate teachers, as their level of participation tends to be increased and empowerment takes place (Commonwealth Secretariat, 1995 cited in Tanaka, 2010).

As Manzoor (2012) emphasized empowerment and recognition have positive effect on employee motivation. More the empowerment and recognition of employees in an organization is increased, more will their motivation to work will enhance. Empowerment provides benefits to organizations and makes sense of belonging and pride in the workforce. In fact, it builds a win - win connection among organizations and employees; which is considered an ideal environment in numerous organizations and their employees (Manzoor, 2012).

In addition, employee recognition and employee motivation towards organizational tasks have positive relationship between them as exhibited by the empirical studies conducted by Kalimullah (2010), Rizwan (2010), Reena (2009) and Salman (2010) (as cited in Manzoor, 2012). Thus it is concluded that appreciation and recognition of employees and employees' tasks fulfillment stimulates them towards working with more energy and dedication to the organization.

Furthermore, various strategies that will enhance teachers' motivation in the educational system as identified by Ojedele and Fadipe (1999); Akale (2002) and Fredriksson (2004) (as cited in Ofejebe & Ezugoh, 2010) include the following: staff development and training, participatory decision making, good working conditions, good remunerations and salaries, job security, recognition of teachers', conducive working environment, provision of adequate instructional materials/teaching aids, financial rewards, teacher's scholarship and

sponsorship of both local and international seminars, conferences and workshop participations as it is done in other fields.

The proper availability of such motivational strategies in the school compound promote teachers' work motivation and job satisfaction which lead to improve the students' academic achievement, while it's inadequacy or poor handling influence teachers' motivation, quality education and job satisfaction negatively. In general, as Ofejebe & Ezugoh (2010) describes once teachers' lack majority of these motivational needs, it will result to work dissatisfaction which negatively influence quality education in the educational system.

2.10. Ethiopian teachers' motivation and job satisfaction

Motivating teachers' towards their profession is one of the reform ideas inherent in the Ethiopian education and training policy. Teachers' are the center to achieve quality education. Therefore, giving higher attention for their motivation and development is the core task to succeed effective nation and national wide development. Due to this, various researches were done by ministry of education and other concerned bodies to identify and improve the teachers' motivation level.

Although motivation as a construct is largely subjective and difficult to fully measure, the research conducted by MoE (2008) assumed various possible factors that could harm secondary school teachers. The factors that were analyzed as a de-motivating variable includes lack of incentive, low regard for teachers', poor conditions of service, large class size, lack of career promotion, inadequacy of teaching facility/material, irregular payment of teachers' salaries, lack of accommodation, lack of in-service training, poor supervision and professional support, lack of pupil interest in education, negative attitudes of parents, lack of transfer, too demanding nature of teaching, poor attendance in classroom, transportation problems and school locations. From these factors the higher de-motivating variables of secondary school teachers were lack of incentives, low regard for teachers and poor conditions of service respectively while the least dissatisfying factor was school location.

Similarly, the factors that hinder teachers motivation in the Ethiopia educational system as VSO (2007) identifies were inadequate salaries, low respect for and low status of teachers,

poor accommodation, poor management and leadership and school environment. As VSO describes these issues have a significant impact on classroom performance, that is, teachers' ability to deliver good quality education as well as on levels of teacher motivation.

Moreover, MoE (2006) grouped Ethiopian teachers' dissatisfying factors into two classes; incomes and living conditions in one hand and issues related to good governance on the other. Income issues include low salaries, lack of incentives and lack of teacher residences around schools. Issues of good governance include regular payments of salaries, poor supervision and professional support, low regard and social status for the profession, lack of transference from place to place. Both problems need to be gradually rectified with governance issues given the priority. This is because it is relatively simple for the government to rectify issues related to good governance. However, salary improvements might not be easy as salaries very much drain the education budget more than other expenditures. At the same time, it is impossible to disregard the improvement of incomes under the existing conditions of rising costs of living. Therefore, a gradual adjustment which corresponds with other sectors of government is essential.

Even if the researcher could not get similar works in the study area, the secondary school teachers' in west Showa zone shows some unique behaviors which inhibit them from achieving their responsibility effectively. Furthermore, most teachers' were forced to transfer into other sectors, engaged in distance education of non-teaching or leaved the profession for their private business. All these indicate the presence of some demotivating variables in the study area.

2.11. The Relationship between Leadership Styles and Motivation

An institutions' success is measured by its administration and achievements. Therefore, administrations need efficient leaders to take them toward that success. In this sense, leadership style is one of the main factors determining the effectiveness of any leader. Leadership style reflects a manager or leader's personality and how he or she manages work, which in turn affects the performance of institutions as well as employees (Lwasif, 1995). Because of its significance in an institution's success, Subramaniam (2011) pointed out the importance of studying leadership styles.

Educational process is to achieve its goals; it needs teachers with high achievement motivation. At the same time, teachers need support to increase their satisfaction and motivation, and this will come about through principals' effective leadership style (Johnson, 2007). Achievement motivation is a behavior connected to performance excellence, and this is what we are looking for in our educational institutions. In addition, motivation is a main factor in being successful in any job (Eres, 2011).

It is believed that following an appropriate leadership style can improve achievement motivation, which in turn will increase the level of productivity. A study for Isaac *et al.* (2001) mentioned that the level of performance of the employees increases in a motivating environment, inspiring individuals to achieve levels of performance beyond their expectations. Therefore, leaders must take action to satisfy employees and increase their motivation. After having their motivations improved, employees will work harder and feel responsible for achieving targets and goals (Almansour, 2012).

In his findings, Yones (2007) showed that there were statistically significant correlations between school principals' leadership styles and teachers' achievement motivation as there is a positive correlation between professional status for the person and his or her achievement motivation.

Gallmeier (1997) studied leadership styles and their effects on teachers. His findings revealed teachers preferred a leader who clearly communicated expectations and expressed sentiments that made teachers feel "professional". He felt there was a proof that an administrator's leadership style has a relationship to teachers' motivation.

In his findings, Colin (2013) also indicated that principals' democratic leadership style was positively related to both intrinsic and extrinsic teachers' motivation confirming by the correlation coefficients ($r=0.55$) and ($r=0.68$) respectively whereas the autocratic and laissez-faire styles were negatively related to both intrinsic and extrinsic teachers' motivation as it was shown by the correlation coefficients ($r=-0.115$) between the autocratic style and the intrinsic motivation; ($r=-0.003$) between the autocratic style and the extrinsic motivation; ($r=-0.401$) between the laissez-faire style and the intrinsic motivation and ($r=-0.510$) between the laissez-faire and the extrinsic motivation.

Bass and Avolio (2004) also had shown that autocratic and laissez-faire leadership styles had negative impacts on teachers' motivation whereas the democratic leadership style had strong positive impacts on teachers' motivation as the idea was supported by Salem (2013).

This implies that democratic leadership style was better than autocratic and laissez-faire styles to enhance teachers' motivation. Thus, the principals of the secondary schools in West Showa Zone were expected to use democratic leadership style dominantly.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

Introduction

This part of the research presents the methodological aspects of the research, which includes research design, research method, study population, sample size and sampling techniques, data collection instruments, data analysis and interpretations and also ethical considerations.

3.1. Research design

In this study descriptive survey research design was employed together with Correlation. Because the major goal of this study is to describe the relationship between leadership style and teachers' motivation in secondary schools, as it exists at present, it is also relevant to gather detailed information concerning status of influence of leadership on teachers' motivation. Moreover, descriptive research design makes possible the prediction of the future based on findings on prevailing conditions. In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon, which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994) describes that descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events .

3.2. Research Method

In this study survey, method was selected and uses to collect quantitative data, while for the qualitative data interview will employed (Muijs, 2004). A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitates to have or to get in-depth data on the relationship between leadership style and teachers motivation from the respecting individuals. To this line, the qualitative approach was incorporated in the study to validate and triangulate the quantitative data.

3.3. Source of Data

Both Primary and secondary sources of data were used for this study.

3.3.1. Primary source

Primary sources of data were obtained from teachers, supervisors, principals, and department heads through questioner and interview on principals' leadership styles on teachers' motivation. Those sources helped the researcher to acquire first-hand information and to draw inferences.

3.3.2. Secondary source

Secondary sources of data were obtained through documentary analysis. For this purpose, the researcher observed the secondary schools and their relevant documents like yearly reports, munitities, to obtain data on leadership style and teachers' motivation strategies, to collect information for the study.

3.4. The Study Site

The site of the population for this study was West Showa Zone in the Oromia Regional State. The researcher preferred to make the study in West Showa Zone, because the researcher has been working for ten years there. So the researcher believed to get data easily about the study.

3.5. Population

“Population is the entire group of people to which a researcher intends the results of a study to apply (Aron, A., Aron, E. & Coups, 2008, p.130).” Therefore, the populations of this research are teachers, department heads, principals, vice-principals and supervisors of West Showa Zone secondary schools.

3.6. Sample Size and Sampling Techniques

In conducting research, it could be difficult to study the entire population of a given area particularly when their number is many and where problems of resources are common. Regard this, *Ritchie and Lewis (2003)*, point out that a study can be conducted in a small geographical region due to resources and the context of the study. Likewise, this study was conducted selecting 9Woredas from 18Woredas (50%) of the zone using simple random sampling

technique proportionally from the 4 clusters termed West, North, South and East by west Showa Zone.

From the 9 Woredas, 9 secondary schools (1 school from each Woreda) were taken as a sample by using simple random technique in each Woreda. This technique provides each school independent and equal chance of being selected for the study. As for this technique, Abiy et al. (2009) describe that its utilization gives an opportunity for each element to have an equal and a nonzero chance of being selected.

The 9 selected secondary schools (Tibe, Gedo, Ambo, Abuna, Gendebert, Shanan, Ginchi, Shino and Jeldu secondary schools) are found in 9 Woredas from four the clusters by considering the proportion (33%) of the schools in each woreda. To obtain the necessary sample units of the respondents: simple random sampling through lottery system for teachers, purposive sampling technique for the supervisors, availability sampling system for department heads and principals were employed. The summary of the sampling technique was presented as shown below.

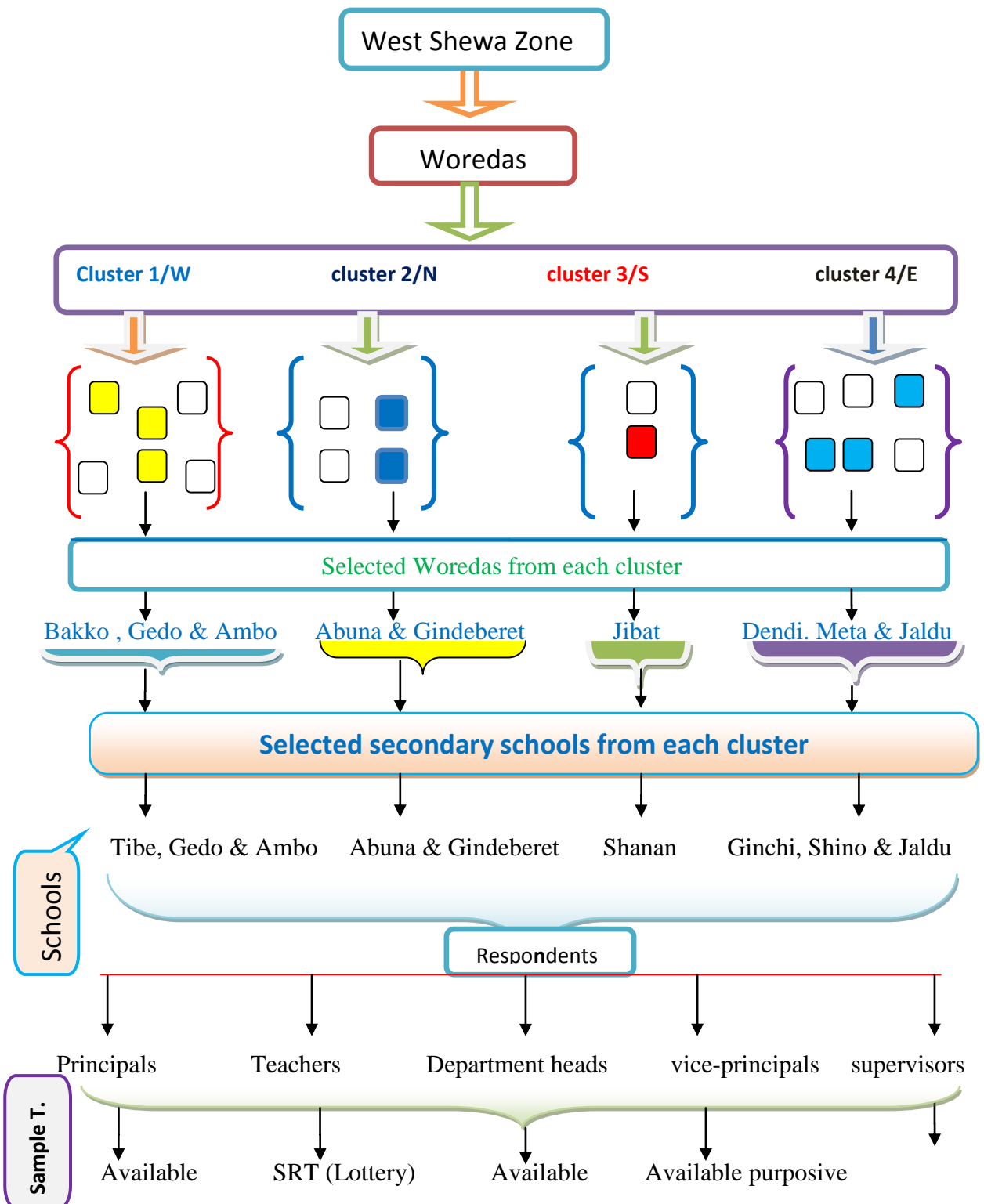


Figure 6: The summary of the sampling technique

The ever-increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. Hence, both

probability and non probability sampling technique were used to obtain the representative sample units for this research. First, to determine the sample size of teachers, in probability sampling technique, the formula of Paler-Calmorin and Calmorin (as cited in Workineh and Shimels, 2010) was employed. This formula is used because it is one that determines the sample size in probability sampling technique. Therefore, the total number of teachers who were included in the study was 232. The formula is presented as follows.

To determine the sample size of teachers (in probability sampling technique) the formula of Paler-Calmorin and Calmorin was employed. This formula was used because it is one of the formulas in determining the sample size in probability sampling technique. Then the sample sizes were computed as:

$$n = \frac{NZ + (Se)^2X(1-p)}{NSe + Z^2XP(1-P)}$$

Where;

n = sample size

N = total number of population (1526)

Z= the standard value (2.58) of 1% level of probability with 0.99 reliability

Se= Sampling error or degree of accuracy (0.01)

p = the population proportion (it is assumed to be 0.5 since this would provide the maximum sample size)

Therefore,

$$n = \frac{1526(2.58) + (0.01)^2X(1-0.5)}{1526(0.01) + (2.58)^2 X0.5(1-0.5)}$$

$$n = \underline{232}$$

To select these teachers, first from the total of 46 secondary schools 9(≈20%) were taken as a sample by the researcher personal judgment. The researcher decided to use those schools as a sample due to the available financial and material resources to conduct the study effectively.

The nine secondary schools were selected by using simple random sampling technique (lottery method).Because, most secondary schools in west Showa Zone have relatively

similar standards like in infrastructure, facility, availability of necessary human resources (both administrative and academic) and other, thus selecting them randomly prompted their representativeness for the whole secondary school teachers of the Zone.

The total numbers of teachers in the nine selected secondary schools were 372. Hence, to select 232 teachers through simple random sampling technique, proportional allocation to the size of teachers in each school was done. Selecting teachers through random sampling technique help the researcher to keep representativeness of the research work through giving equal chance for each teacher to be a sample unit. Making proportional allocation to teachers in each school, equalize the representativeness of the larger as well as the small secondary schools for the study. It was done by dividing the targeted sample teachers (232) with the total number of teacher in the nine secondary schools (372) and multiplied with total number of teachers' in each school. Mathematically;

$$Ps = \frac{n}{N} \times N_{\text{of teachers in each school}}$$

Where, Ps = *Proportional allocation to teachers' sample size in each school*

n = *Total teachers' sample size (232)*

N = *Total number of teachers in the nine selected sample schools (372)*

Based on the above formula, sample size of teachers in each secondary school is computed.

1. Abuna secondary school (teacher population = 55)

$$n = \frac{55 \times 232}{372} = 34$$

2. Gendeberet secondary school (teacher population = 61)

$$n = \frac{61 \times 232}{372} = 38$$

3. Shanan secondary school (teacher population = 26)

$$n = \frac{26 \times 232}{372} = 17$$

4. Shino secondary school (teacher population = 11)

$$n = \frac{11 \times 232}{372} = 7$$

5. Jeldu secondary school (teacher population = 57)

$$n = \frac{57 \times 232}{372} = 35$$

6. Ambo secondary school (teacher population = 60)

$$n = \frac{60 \times 232}{372} = 37$$

7. Tibe secondary school (teacher population = 10)

$$n = \frac{10 \times 232}{372} = 6$$

8. Gedo secondary school (teacher population = 38)

$$n = \frac{38 \times 232}{372} = 24$$

9. Ginchi secondary school (teacher population = 54)

$$n = \frac{54 \times 232}{372} = 34$$

After determining proportional allocation to size of teachers to each school, the researcher employed lottery method.

Secondary school cluster supervisors (6), school principals (9), vice principals (18) and, a total of 33 respondents, were selected using available sampling for the principals and purposive sampling technique for the supervisors. Secondary school cluster supervisors, principals and vice principals were taken from the Woreda in which the sample secondary schools were selected. Because, these respondents are the core to motivate teachers, to follow up the teachers current behavior and their work effectiveness, and also have deep information regarding to some factors that hinder the teachers work motivation and principals behavior. By supporting this Ball (as cited in Cohen, Manion, and Morrison, 2007) states that “purposive sampling is used in order to access ‘knowledgeable people’,

that is those who have in-depth knowledge about particular issues, may be by virtue of their professional role, power, access to networks, expertise or experience.” Purposively selected samples were used to get in-depth information through semi structured interview.

In general 232 individuals were included as the sample to extract sufficient evidence on teachers work motivation practices in secondary schools of West Showa Zone. The next table indicates the total study population in the study area.

The summary of the sampling technique was presented as follow:

Table 1: Sample of respondents

No	The 9 Sample Schools	Teachers			Dept. heads			Vice-Principals			Main-principals			Supervisors		
		N	n	%	N	n	%	N	n	%	N	n	%	N	n	%
1	Abuna	55	34	≈60	10	10	100	2	2	100	1	1	100	-	-	-
2	G/beret	61	38	≈60	10	10	100	2	2	100	1	1	100	1	1	100
3	Shanan	26	17	≈60	10	10	100	2	2	100	1	1	100	1	1	100
4	Shino	11	7	≈60	10	10	100	2	2	100	1	1	100	-	-	-
5	Jeldu	57	35	≈60	10	10	100	2	2	100	1	1	100	1	1	100
6	Ambo ₂	60	37	≈60	10	10	100	2	2	100	1	1	100	1	1	100
7	Tibe	10	6	≈60	10	10	100	2	2	100	1	1	100	-	-	-
8	Gedo	38	24	≈60	10	10	100	2	2	100	1	1	100	1	1	100
9	Ginchi	54	34	≈60	10	10	100	2	2	100	1	1	100	1	1	100
Total		372	232	≈60	90	90	100	18	18	100	9	9	100	6	6	100

Key: N=Population, n=sample

Sampling technique: - Simple random sampling through lottery system for teachers

- Availability sampling system for Dep’t heads and principals

- Purposive sampling technique for the supervisors

3.7. Instruments for data collection

In order to acquire the necessary information from participants, three types of data collecting instruments were used. These are Questionnaire, Interview and Document analysis as discussed below.

3.7.1. Questionnaire

Both closed and open ended questionnaires were employed to collect quantitative and qualitative data from selected teachers. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire was prepared in English language, because all of the sample teachers can have the necessary skills to read and understand the concepts that were incorporated.

The questionnaire has two parts. The first part of the questionnaire describes the respondents' background information, categories include: gender, age, area of specialization and length of service. The second and the largest part incorporate the whole possible work motivation variables and leadership style of both closed and open-ended question items. The closed ended items were prepared by using likert scales. The value of the scale was in between one and five. But the type of likert varied according to the type of questions.

The questionnaires were dispatched and collected through the assigned data collectors. To make the data collection procedure smart and cleared from confusions, the data collectors were properly oriented about the data collection procedures by principal investigator. In addition to this, nearby follow up was kept by the principal investigator.

3.7.2. Interview

Semi-structured interview was used to gather in-depth qualitative data from principals (9), secondary school cluster supervisors (6), school vice principals (18) on the current practices of principals' leadership style and work motivation in secondary school teachers. Employing semi-structured interview for the whole 33 academic staff has an immense importance. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (MoE, 1999). The data through interview was collected through the principal investigator for the sake of data triangulation.

3.7.3. Document analysis

Documents like school rewarding strategies, in-school teachers professional growth and development strategies and school reports on teachers evaluation results were consulted to supplement the data obtained through questionnaire and semi-structured interview.

3.8. Procedures of data collection

To answer the research questions raised, the researcher went through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the sample units. Thus, after having letters of authorization from Jimma University and Zone Education office (for additional letters towards Woreda and schools) for ethical clearance, the researcher directly went to Anfara and Chullute Secondary Schools to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher went to the Woreda education offices and the principals of respective schools for consent.

After making agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the selected schools. The participants were allowed to give their own answers to each item independently and the data collectors closely assisted and supervised them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and made it ready for data analysis.

The interview has been conducted *after* the participants' individual consent was obtained. During the process of interview the researcher attempted to select free and calm environment to lessen communication barriers that disturb the interviewing process.

3.9. Method of data analysis and interpretation

Both descriptive and inferential statistics were used to analyze the data collected through questionnaire. The data collected from teachers through closed ended questionnaire (the quantitative one) were processed and analyzed using several sets of statistical tools. Independent sample t-test and one-way ANOVA was used to analyze the respondents'

background information. Especially, independent sample t-test was used to see teachers' motivation regarding to their sex, while one-way ANOVA was used to examine the teachers' level of motivation with their age and experience. Likewise, mean and standard deviation were used to summarize the collected data, on independent variables, in simple and understandable way and to make it easy for further interpretation (Aron et al., 2008). It was also used to roughly judge which motivation factors (the intrinsic or extrinsic) practiced more in secondary schools of West Showa Zone.

To test the relationship between leadership style and work motivation of teachers in West Showa zone a correlation analysis was performed by using Pearson correlation coefficient. The qualitative data was organized according to concepts identified from research questions, transcribed and then analyzed according to their major concepts. The results of the qualitative data are then presented using narration.

3.10. Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Ayalew, 1991). To ensure validity of instruments, the instruments were developed under close guidance of the expertise and also a pilot study was carried out on 30 teachers of Anfara and Chullute secondary schools to pre-test the instrument. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007).

After the dispatched questionnaires' were returned, necessary modification on 5 items and complete removal and replacement of 2 unclear questions were done. Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As Table 2 shows the results of Cronbach's coefficient alpha is satisfactory (between 0.72 and 0.93 with the average 0.83) for the teachers' motivation items, indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

Table 2: Reliability test results with Cronbach's alpha

The job motivation variables	Number of items	Cronbach's alpha
Achievement	6	0.84
Responsibility	6	0.76
Growth and development	5	0.83
Recognition	6	0.82
School policy and administration	6	0.87
Supervision	7	0.92
Work relationship	6	0.89
School working condition	6	0.83
Incentives and benefit	4	0.73
<i>Average reliability result</i>		0.83

Similarly, it is also satisfactory as the coefficient is between 0.72 and 0.91 with the average 0.82 for the principals' leadership styles items.

3.11. Ethical Consideration

To make the research process professional, ethical efforts were made. The researcher informed to the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents: and confirm that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was their consents. The research was not personalized any of the respondent's response during data presentations, analysis and interpretation. Furthermore, all the materials used for this research has been acknowledged.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questionnaire and semi-structured interview. The summary of the quantitative data is presented by the use of Tables that incorporates various statistical tools. Similarly, the qualitative data was organized according to the themes, analyzed and used to strengthen or to elaborate more that of the quantitative one. Thus the qualitative data is used to support the result obtained from the interpretation of the quantitative data.

As mentioned earlier, among various data collecting instruments, questionnaire and semi-structured interview are used to collect necessary or relevant data for this study. Thus a total of 232 questionnaires are distributed to secondary school teachers; 90 to department heads and all are properly filled and returned. Among 33 interview respondents all are properly participated and gave necessary information on the issue under investigation. In general all of the respondents are participated and gave necessary information on the issue raised through semi-structured interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data.

4.1. Leadership style

The principal leadership style has great influence on teacher's motivation and effective implementation of school goals. Thus, the school leader would have to apply different leadership style that fit the school situation. To this end the researcher adapted 21 items (7 for democratic leadership style, 7 for lassies-faire and 7 for autocratic leadership style) to assess most frequently practiced the principal leadership style in the selected schools with likert scale rating from Strongly agree to Strongly disagree. For the case of analysis the mean value of each domain was interpreted as follows.

Table 3: Respondents View Mean-Value on Democratic Leadership Style

No	Item	Respondent	No	\bar{X}	S.D	G.M	t	sig
1	The school principal encourage teachers to participate in decision making	Teachers	232	2.82	1.02	2.91	0.43	0.64
		Dep. Heads	90	3.01	1.04			
2	Provide guidance without pressure	Teachers	232	3.61	1.29	3.55	0.13	0.66
		Dep. Heads	90	3.58	1.26			
3	Share school leadership role with the teaching staff	Teachers	232	3.34	0.95	3.29	0.78	0.31
		Dep. Heads	90	3.25	0.93			
4	Respect for teachers opinions regarding school improvement exist in the school	Teachers	232	3.58	0.95	3.54	1.26	0.90
		Dep. Heads	90	3.51	1.02			
5	Delegation of power to subordinate in this school strongly exist	Teachers	232	2.47	0.93	2.53	0.12	0.60
		Dep.Heads	90	2.60	1.10			
6	Teachers involvement in designing school program in this school highly supported	Teachers	232	3.65	0.92	3.59	1.01	0.06
		Dep.Heads	90	3.53	1.05			
7	The school principal believes that people are competent and if given a task will do a good job	Teachers	232	3.44	0.89	3.40	0.61	0.55
		Dep.Heads	90	3.37	0.95			
Average \bar{X}=3.25, SD=1.02, p=0.531								

Dep. Heads=department heads, SD=standard deviation, \bar{X} =Mean, G.M=Grand mean, p-value at $\alpha=0.05$ and degree of freedom=330

Scales: 0-1.49= very low 1.5-2.49=low 2.5-3.49=moderate 3.5-4.49=high

Above4.5=very high

As it can be seen in item number 1 of Table 3, teachers and department heads were moderate (\bar{X} = 2.82, SD=1.02) and (\bar{X} =3.01, SD=1.04) about whether or not the school principals encourage teachers to participate in decision making. The grand mean (\bar{X} =2.91) indicates that the moderateness of the majority of respondents with this particular point.

“During the Interview, cluster supervisors and vice principals indicated that for teachers are too busy with so many routines in the school, unable to participate them in school decision making process at expected level. This could happen due to shortage of time on the side of teachers.”

From the above stated information, it is possible to suggest that West Showa Zone secondary school principals are participating teachers in decision making process to some extent. This implies that the nature of principals in relation to participating teachers in school decision making process in the study area were moderately democratic. The significance level ($p=0.47$) is greater than 0.05, this indicates that there is no visible difference between the opinions of teachers and department heads regarding the school principal encourage teachers to participate in decision making.

“In the document analysis from school minutes, it was identified that most of school principals include teacher’s representative for decision making purpose for disciplinary problems during PTA meeting.”

One of the school principal had to say this,

“...for teachers are pre occupied by curricular and non-curricular activities in the school throughout the day they are hardly available to participate in each and every decision making process...”

Regarding item 2 of table 3, respondents were asked to show their beliefs on whether or not the school principal Provide guidance without pressure. Teachers and department heads expressed their agreement ($\bar{X} = 3.61$, $SD=1.29$) and ($\bar{X} =3.50$, $SD=1.26$) respectively. The G. mean ($\bar{X}=3.55$) indicates the agreement of the majority of respondents to the statement. Thus, based on the majority respondent’s response it is possible to conclude that principal are at good position in Providing guidance without pressure. This it implies that the style of principals concerning to Provide guidance without pressure in the selected school were highly democratic. The significance level ($p=0.66$) is greater than 0.05, this indicates that there is no statistically significance difference between the opinions of teachers and department heads regarding the school principal Provide guidance without pressure.

In response to item 3 of the same Table, teachers and department heads were moderate ($\bar{X}=3.34$, $SD=0.95$) and ($\bar{X}=3.25$, $SD=0.93$) in their response about principal share school leadership role with the teaching staff. The G. mean($\bar{X}=3.29$) is indicating the moderateness of the majority of respondents about the issue. *“The data obtained from open ended questions and interview held indicates that some times principals want to do things by their own. This is happened because of the fear to lose one’s own position.”*

From the above stated information, it is possible to suggest that there is a gap in sharing leadership role at the needed degree to the co-workers in the study area. This it implies that principals in the study area were moderately democratic concerning in sharing leadership role with teaching staff. The significance level ($p=0.31$) is greater than 0.05, this indicates that there is no recognizable difference between the opinions of teachers and department heads regarding the school principal share leadership role with teaching staff.

One school cluster supervisor had to say this,

“...even though we share information’s and communicate mostly, sometimes principals want to run things alone in their way without sharing the issue with their immediate co-worker ...”

One of the school vice principal also confirmed the above responses this way;

“...even though we share the leadership role in most cases, sometimes the school head overlook our part and keep things to his own ...”

With regard to item 4 of table 3, respondents were asked to tell whether school principal respect for teachers opinions regarding school improvement exist in the school or not. Accordingly teachers and department heads agreed ($\bar{X}= 3.58$, $SD=0.95$) and ($\bar{X}=3.51$, $SD=1.02$) that school principal respect for teachers opinions regarding school improvement exist in the school. The G. mean($\bar{X}=3.54$)shows the agreement of the majority of respondents to the issue. Thus, it is possible to conclude that the behavior of school principal in respecting for teachers opinions regarding school improvement exist in the school is encouraging in the sample schools.

This implies that principals in the study area were highly democratic concerning the issue giving respect for teachers opinions regarding school improvement exist in the school. The significance level ($p=0.90$) is greater than 0.05, this indicates that there is no recognizable difference between the opinions of teachers and department heads regarding the issue of respect for teachers opinions regarding school improvement exist in the school.

Regarding item 5 of table 3, respondents were asked to show their perceptions about whether delegation of power to subordinate in this school strongly exists or not. Apparently, teachers and department heads have moderate perception ($\bar{X}=2.47$, $SD=0.92$) and ($\bar{X}=2.60$, $SD=1.10$) about

the issue. The grand mean ($\bar{X}=2.53$) indicates the moderateness of the majority of respondents with this particular point. *“Interview held with cluster supervisors shows that at some school principals allowed the teachers to exercise their own right to do things good for the seeking of school improvement to some extent but not at satisfactory level.”*

This indicated that there is a gap in delegating power to subordinate in the school system. Based on the majority of teachers respondents and interview held it can be suggested that delegation of power to subordinate is at lower level in secondary schools of West Showa Zone. The significance level ($p=0.69$) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and department heads regarding the issue of respect for teachers opinions regarding delegation of power to subordinate in this school strongly exists.

As it is revealed in item 6 of Table 3, respondents were requested to rate the degree to which teacher’s involvement in designing school program in this school highly supported. Accordingly, teachers and department heads respectively expressed their agreement ($\bar{X}= 3.65$, $SD=0.92$) and ($\bar{X}=3.53$, $SD=1.05$). The G. mean ($\bar{X}=3.59$) is indicating the agreement of the majority of respondents to the issue. Thus, it is possible to understand that majority of the respondents believes that teacher’s involvement in designing school program in this school highly supported.

This indicates that school principals’ style in supporting teachers’ involvement in designing school program is highly democratic. The significance level ($p=0.06$) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and department heads regarding the issue of teacher’s involvement in designing school program in this school highly supported.

As can be observed in item 7 of the same table, respondents were asked to denote whether the school principal believes that people are competent and if given a task will do a good job or not. Teachers and department heads respectively expressed their agreement ($\bar{X}=3.56$, $SD=1.09$) and ($\bar{X}=3.66$, $SD=1.34$) consistently. The G. mean($\bar{X}=3.61$) is indicate the majority of teachers and department heads have the view that people are competent and if given a task will do a good job. The significance level ($p=0.68$) is greater than 0.05, this indicates that there is no

considerable difference between the opinions of teachers and department heads regarding principal believes that people are competent and if given a task will do a good job.

Based on data presentation, it is possible to say that there is moderate ($\bar{X}=3.25$, $SD=1.02$) democratic leadership style in secondary schools of West Showa Zone regarding participating teachers in decision making, provide guidance without pressure, Share school leadership role, teachers' involvement in designing school program and principal believes that people are competent without significant perception difference ($p=0.531$) between the teachers and department heads.

Table 4: Respondents View Mean-Value Regarding Autocratic Leadership Style

No	Items	Respondents	No	\bar{X}	S.D	G.M	t	sig
1	The school principals believe that teacher need to be supervised closely	Teachers	232	2.61	0.88	2.52	0.79	0.80
		Dep. heads	90	2.43	0.92			
2	Most teachers feel insecure about their Work and need direction	Teachers	232	2.42	0.92	2.47	-0.11	0.06
		Dep. heads	90	2.53	1.10			
3	Decision regarding school progress are Solely made by head teachers	Teachers	232	2.43	1.00	2.36	0.51	0.54
		Dep. heads	90	2.30	1.08			
4	The system of administration is top down	Teachers	232	3.59	1.00	3.48	1.93	0.64
		Dep. heads	90	3.37	0.95			
5	Say most employees in the population are lazy	Teachers	232	2.43	0.95	2.35	-1.20	0.21
		Dep. heads	90	2.28	1.01			
6	Give orders and clarify procedures	Teachers	232	3.01	1.03	2.90	1.63	0.18
		Dep.heads	90	2.80	1.13			
7	Power is centralized in our school	Teachers	232	2.56	0.94	2.51	1.53	0.39
		Dep.heads	90	2.47	0.99			
Average $\bar{X}=2.65$, $SD=0.99$, $p = 0.402$								

Dep. Heads=department heads, SD =standard deviation, \bar{X} =Mean, G.M=grand mean, p-value at $\alpha=0.05$ and degree of freedom=330

As it is revealed in item 1 of Table 4, respondents were requested to state their witnesses on whether the school principals believe that teacher need to be supervised closely or not. Concerning this, teachers were moderate($\bar{X}=2.61$, $SD=0.88$) about the description and department heads also didn't agree ($\bar{X}=2.43$, $SD=1.27$) that principals believe teacher need to be supervised closely. The G. mean ($\bar{X}=2.51$)shows the moderateness of the majority of respondent

with the issue. *“Interview held with vice principals and cluster supervisors shows that mostly school supervision held once in semester and teachers were freely do their work.”*

Thus, it is possible to suggest that principals were not inclined towards close supervision of teachers in the study areas. This it implies that principals were not autocratic concerning the raised issue. The significance level ($p=0.8$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and department heads regarding the issue of the school principals believe that teacher need to be supervised closely. *“In the document analysis of supervision feedback from vice principals, it was identified that most of teachers supervised once in a semester in their respective departments...”*

With regard to item 2 of table 4, respondents were asked to tell whether most teachers feel insecure about their Work and need direction or not. Regarding this, teachers disagreed ($\bar{X} = 2.42$, $SD=0.92$) with the point and department heads were moderate ($\bar{X}=2.53$, $SD=1.01$) about most teachers feel insecure about their Work and need direction. The G. mean ($\bar{X}=2.47$) shows the disagreement of the majority of respondent with the issue. *“Interview held with principals and cluster supervisors shows that most of the teachers in their respective schools were experienced and well mannered ,for that matter they know what to do, and need not to tell do this and that.”*

Based on the data and majority of teachers respondents it is possible to suggest that most teachers were secured and need no direction. The significance level ($p=0.06$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and department heads regarding the issue.

In response to item 3 of the same table, teachers and department heads disagreed ($\bar{X}=2.43$, $SD=1.00$) and ($\bar{X}=2.30$, $SD=1.08$) to the idea. The G. mean ($\bar{X}=2.36$) indicates the disagreement of the majority of respondents to the issue. Thus, it is possible to say that decision regarding school progress is not solely made by head teachers. This it implies that the nature of principals concerning the issue is not autocratic. The significance level ($p=0.54$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of teachers and department heads regarding the issue.

As it can be observed in item 4 of the same table, respondents were asked to denote whether the system of administration is top down or not. Accordingly teachers agreed ($\bar{X}=3.59$,

SD=1.00) that the system of administration is top down and department heads had shown their moderate perception ($\bar{X}=3.37$, SD=0.95) about the idea of system of administration is top down. The G. mean($\bar{X}=3.48$) is indicating the moderateness of the respondents about this.

“Data obtained from open ended question show that most of the principals need to give orders on what to do rather than consulting teachers and get suggestion from them. Supporting this the interview held with cluster supervisors indicate that for the implementation of the new policies and strategies the school principals disseminate information’s to the lower level workers and administrators without discussing the issue with them.”

Thus it is possible to suggest that principals in the study area were not at a good position to exercise the horizontal and down top administration system. The significance level ($p=0.64$) is greater than 0.05, this indicates that there is no considerable difference between the opinions of teachers and department heads regarding the system of administration is top down.

Regarding item 5 of table 4, respondents were requested to indicate their perception about whether school principal say most employees in the population are lazy or not. Teachers and department heads respectively expressed their disagreement ($\bar{X}=2.43$, SD=0.95) and ($\bar{X}=2.28$, SD=1.01) to the idea. The G. mean($\bar{X}=2.35$) indicates the disagreement of the majority of respondents to the issue. Thus, it is possible to say principals have no intention to say most employees in the population are lazy. This it implies that principals in the study area give respect for knowledge and status of their staff. The significance level ($p=0.21$) is greater than 0.05, this indicates that there is no considerable difference between the opinions of teachers and department regarding the issue.

Item 6 of the same table, respondents were asked to state whether principals give orders and clarify procedures or not. Concerning this, teachers and department heads express their moderate stand ($\bar{X}=3.01$, SD=1.03) and ($\bar{X}=2.80$, SD=1.13) toward the raised issue. The G. mean($\bar{X}=2.90$) is indicating the moderateness of the majority of respondent about this. *“The data obtained from document analysis and interview held with vice principals and cluster supervisors indicates that there are times principals give orders and clarify procedures to implement policy issue and new ideas.”*

This it implies giving orders and clarifying procedures was not intentionally done to show ones position/power rather to accelerate makes pressure for the acceptance of new things. Thus based on the above data it possible to suggest that principal's leadership style concerning giving orders and clarifying procedures has unautocratic nature. The significance level ($p=0.18$) is greater than 0.05, this indicates that there is no considerable difference between the opinions of teachers and department regarding the issue.

One school vice principal had to say this,

"... sometimes we all give orders and clarify procedures as a leader to not impose once authority rather to facilitate the implementation of new curriculum and government strategies ..."

One cluster supervisor also confirmed the above responses this way;

"...rarely for the seeking of obeying government rules we all give orders and clarify procedures as a school leadership otherwise not..."

In item 7 of the same table, respondents were requested to indicate if power is centralized in their school or not. Teachers noted that they have moderate ($\bar{X}=2.56$, $SD=0.98$) view regarding the issue and department heads were disagreed ($\bar{X}= 2.47$, $SD=0.99$) that power is not centralized in their school. The G. mean($\bar{X}=2.51$) is indicating the moderateness of the majority of respondent about this. The data obtained from open ended questions indicates that there is a delegation of authority to some extent to different departments to make some decision based on their position. *During the Interview, cluster supervisors, vice principals and school principals indicated that there is a delegation of power to different school leadership bodies like process owners, department heads and unit leaders.* This implies the nature of school leadership style regarding the raised issue is unautocratic .The significance level ($p=0.39$) is greater than 0.05, this indicates that there is no considerable difference between the opinions of teachers and department regarding the issue.

One cluster supervisor had to say this,

"...in the new school reform or BPR implementation power is devolved to different process owners and they have responsibilities to make some decision concerning their position..."

One school vice principal also confirmed the above responses this way;

"...in our school even the unit leaders have their own authority to some extent to make decisions regarding students and teachers miss-behaviors..."

Based on data presentation, it is possible to say that there is moderate ($\bar{X}=2.65$, $SD=0.99$) autocratic leadership style in secondary schools of West Showa Zone concerning principals believe that teacher need to be supervised closely, the system of administration is top down, giving orders and clarifying procedures, and power is the centrality of in the schools without significant perception difference between the teachers department heads ($p=0.402>0.05$).

Table 5: Respondent View Mean-Value Regarding Lassies-Faire Leadership Style

No	Item	Respondent	No	\bar{X}	S.D	G.M	t	sig
1	The school principals give Subordinates complete freedom to solve problems on their own	Teachers	232	3.10	1.09	3.07	0.48	0.16
		Dep. heads	90	3.04	0.97			
2	The school principal allow teachers to appraise their own work	Teachers	232	3.26	0.91	3.18	1.35	0.68
		Dep. heads	90	3.10	1.07			
3	Leave decision to be made by teachers without intervention	Teachers	232	2.95	1.04	3.18	2.35	0.06
		Dep. heads	90	2.64	1.16			
4	Prefer collection decision making in the school	Teachers	232	3.04	1.12	2.78	3.76	0.83
		Dep. heads	90	2.52	1.13			
5	There is free delegation responsibilities and duties for academic progress	Teachers	232	3.56	0.99	3.59	1.13	0.08
		Dep. heads	90	3.62	1.13			
6	In most situation workers prefer little input from leaders	Teachers	232	2.80	1.03	2.72	1.13	0.73
		Dep. heads	90	2.65	1.07			
7	The school principal believe that it is best to leave the Subordinate alone.	Teachers	232	2.44	0.98	2.37	1.15	0.53
		Dep. heads	90	2.30	1.04			
Average $\bar{X}=2.98$, $SD=1.05$, $p = 0.438$								

As revealed in item 1 of table 5, respondents were asked to tell us if the school principals give Subordinates complete freedom to solve problems on their own. Regarding this, teachers and department heads express their moderate stand ($\bar{X}=3.10$, $SD=1.09$) and ($\bar{X}=3.04$, $SD=0.97$) toward the raised issue. The G. mean($\bar{X}=3.07$) is indicating the moderateness of the majority of respondent about this. *Data obtained from clusters supervisor and vice principals indicate that to some extent and based on the degree of the problem the school principals give freedom to subordinates to solve problems by their own.* This implies the nature of school leadership style regarding the raised issue is moderately lassies-faire. The significance level ($p=0.16$) is greater than 0.05, this indicates that there is no considerable difference between the opinions of teachers and department regarding the issue.

One cluster supervisor had to say this,

"...there are times that teachers get freedom to make decisions and solve problems concerning students' class room disciplines and their academic achievements..."

In item number 2 of Table 5, respondents were requested to indicate their perception about whether the school principal allows teachers to appraise their own work or not. Teachers and department heads express their moderate stand ($\bar{X}=3.26$, $SD=0.91$) and ($\bar{X}=3.10$, $SD=1.07$) regarding the issue. The G. mean ($\bar{X}=3.18$) is indicating the moderateness of the majority of respondent about this. *"Data obtained from clusters supervisors and vice principals indicated that teachers provided with the opportunity to plan their own continuous professional development program and at the end of the year appraise their own work."* Thus, it is possible to suggest that leadership style of secondary school principals in the study area were moderately lassies-faire regarding the issue. The significance level ($p=0.68$) is greater than 0.05, this indicates that there is no considerable difference between the opinions of teachers and department regarding the issue.

One vice principal said that,

"...mostly teachers' freedoms to appraise their own work were when they plan and implement continuous professional program..."

In the document analysis, it was identified that most of the teachers plan, implement and evaluate their CPD program by their own.

As can be observed in item 3 of the same table, respondents were asked to denote whether the school principals leave decision to be made by teachers without intervention or not. Accordingly teachers and department heads noted that they have moderate perception ($\bar{X}=2.95$, $SD=1.04$) and ($\bar{X}= 2.64$, $SD=1.16$) regarding the issue. The G. mean($\bar{X}=3.18$) is indicating the moderateness of the majority of respondent about this.

“Data obtained from clusters supervisors and vice principals indicate that there is a time that teachers made decisions by their own without interventions regarding students disciplines and class room learning and teaching. This it implies that school principal’s behavior concerning the issue were moderately lassies-faire in the study area.”

The significance level ($p=0.06$) is greater than 0.05, this indicates that there is no considerable difference between the opinions of teachers and department regarding the issue.

As can be seen in item number 4 of Table 5, teachers and department heads have moderate perception ($\bar{X}=3.04$, $SD=1.12$) and ($\bar{X}= 2.52$, $SD=1.13$) about school principals prefer collective decision making in the school. The G. mean($\bar{X}=2.78$) indicates the moderateness of the majority of respondents with this particular point.

Data obtained from document analysis of school minute’s shows as all teachers occasionally participate in decision-making process. During the Interview, cluster supervisors indicated that teachers’ collective decision-making is more common in monthly school and management meeting.

From the above stated information, it is possible to suggest that secondary schools leadership style were moderately lassies-faire regarding the issue. The significance level ($p=0.83$) is greater than 0.05, this indicates that there is no considerable difference between the opinions of teachers and department regarding the issue.

As it is shown in item 5 of table 5, teachers and department heads agreedwith ($\bar{X}=3.56$, $SD=0.99$) and ($\bar{X}=3.62$, $SD=1.13$) that there is free delegation of responsibilities and duties for

academic progress. The G. mean ($\bar{X}=3.59$) shows agreement of the majority of respondent to the idea. Thus, one can conclude that secondary school principals were in a good position to delegate responsibilities and duties for academic progress. This implies that leadership style of the principals concerning the raised issue is highly laissez-faire. The significance level ($p=0.08$) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and department heads regarding the issue.

With regard to item 6 of table 5, teachers and department heads with express their moderate stand ($\bar{X}=2.80$, $SD=1.03$) and ($\bar{X}=2.65$, $SD=1.07$) regarding the issue. The G. mean ($\bar{X}=2.72$) is indicating the moderateness of the majority of respondent about this. *Data obtained from interview held with cluster supervisors and vice principals indicate that for teachers believe that they are professional and qualified they don't need much support or input from others. Due to that reason school principals provide teachers with reasonable input for their activities. Thus, it is possible to suggest that leadership style of principals in the study area were moderately laissez-faire regarding the issue.* The significance level ($p=0.73$) is greater than 0.05, this indicates that there is no considerable difference between the opinions of teachers and department regarding the issue.

Concerning item 7 of table 5, respondents were asked to tell whether the school principal believe that it is best to leave the subordinate alone. Teachers and department heads disagreed ($\bar{X}=2.44$, $SD=0.98$) and ($\bar{X}=2.30$, $SD=1.04$) to the statement that principal believe that it is best to leave the subordinate alone without significant perception difference ($p=0.53 > 0.05$) between the teachers and department heads.

Based on data presentation, it is possible to say that there is moderate ($\bar{X}=2.98$, $SD=1.05$) laissez-faire leadership style in secondary schools of West Showa Zone without significant perception difference ($p=0.438 > 0.05$) between the teachers and department heads concerning the raised issue.

Generally, the leadership styles practiced by the principals of secondary schools in West Showa Zone in this finding were different from other scholars; like that of Salem, (2013) and Colin, (2013). In this finding, the three leadership styles (democratic, autocratic and laissez-faire) were moderately practiced with ($\bar{X}=3.25$, $SD=1.02$), ($\bar{X}=2.65$, $SD=0.99$) whereas according to

Salem, (2013), the democratic style was highly practiced ($\bar{X}=4.31$, $SD=0.55$) but the autocratic style practice was low ($\bar{X}=2.10$, $SD=0.63$) similarly, the laissez-faire style practice was low ($\bar{X}=1.53$, $SD=0.86$) as it was indicated in the finding of Colin, (2013).

This implies that the democratic leadership style practiced by the principals of secondary schools in West Showa Zone was not raised to the required level. Thus the principals should wake up on the matters and catch up with the leadership style of the time to be more effective in their work places.

Teachers' motivation and their personal background

Various scholars provide some insight into work motivation and how it may be affected by personal characteristics such as sex, age and service year (experience). Towards this, the study conducted by Simons and Enz (as cited in Petcharak, 2002) indicates that there is no difference in the motivation level of employees by gender. Male and female may require similar treatment for optimal workplace motivation. In addition the study conducted by Reiger and Rees (as cited in Petcharak, 2002) reflects that years of experience significantly affect the motivation levels of teachers. However, no significant differences were found in relation to gender and age. Thus, analyzing the effect of these factors on teachers' level of motivation in West Showa Zone is necessary. Therefore, the relation among teachers' level of work motivation and personal backgrounds are analyzed and presented hereunder.

In addition, the study conducted by Reiger and Rees (as cited in Petcharak, 2002) reflects that years of experience significantly affect the motivation levels of teachers. However, no significant differences were found in relation to gender and age. Thus, analyzing the effect of these factors on teachers' level of motivation in West Showa Zone is necessary. Therefore, the relation among teachers' level of work motivation and personal backgrounds are analyzed and presented hereunder.

4.1.1. Teachers motivation and sex

As Table-6 below indicates, out of 232 teachers 201 (86%) are male and 31 (14%) are female (see appendix D). It shows that majority of teachers in secondary schools of West Shewa Zone are male. To examine the presence or absence of motivation difference among male and female

teachers further statistical investigation is conducted. To this end, an independent samples t-test is used. As the test result, $t(232) = -0.271$, $p > 0.05$, indicates there is no statistically significant difference between male and female teachers mean on the level of their work motivation. But the mean score of female teachers on their motivation ($\bar{X} = 2.41$, $SD = 0.67$) is slightly greater than male teachers ($\bar{X} = 2.35$, $SD = 0.8$) as follows.

Table 6: Comparisons of Work Motivation between Male and Female Teachers

Sex	N	Mean	S.D	t-value	p-value
Male	201	2.35	0.80	-0.271	0.452
Female	31	2.41	0.67		

Overall Table- 6 above indicates male and female teachers in West Showa Zone have similar level of work motivation. Thus, sex might not influence the teachers' level of work motivation in the study area.

4.1.2. Teachers motivation and Age

In terms of age the compiled data indicates, 27.3%, 41.8%, 17.2% ,8.1%, 1.6%, and 3.01% of teachers are in the age 20-25, 26– 30, 31 – 35, 36-40, 41-45 and above 46 respectively (see appendix D). This confirms that majority of teachers in West Showa Zone are under the age 30 years old. As various scholars pinpoint age has its own influence on the employees' level of motivation. To check the presence of such differences among teachers of secondary schools in West Showa Zone a one-way analysis of variance is conducted. The result of the analysis, $F(2,230) = 3.13$, $p = 0.046$, indicates that there was a statistically significant difference between teachers of various age groups at 0.05.

To determine which age group plays role for the incidence of significance difference, Tamhane's analysis is conducted. Thus, statistically significant difference is existed between teachers in the age 20 – 30 and 31 – 40, as the value of $p = 0.042$ at significant level of 0.05 indicates. Therefore, age differences of teachers have its own influence on the level of work motivation in the study area. To this end the teachers in the age of 31 – 40 years old have relatively low motivation level than the other two age groups. Towards this Schulze and Steyn (2007) pinpoints motivation levels of younger employees fresh out of training faculties, as well as employees nearing retirement are significantly higher than those who are in-between.

4.1.3. Teachers motivation and service year

As the data indicates 69.3% of teachers have the service of 8 years and below. But the rest 28.8% and 1.7% have 9 -16 and more than 17 year of service respectively (see Appendix D). As the result reveals, more teachers are in the service year of eight and less, thus a critical support should be available for them, because they may face by various methodological problems which lead to reducing their level of work motivation.

To examine is there a significant difference between service year and teachers' level of motivation one-way analysis of variance is conducted. The result of the ANOVA analysis, $F(2,230) = 0.516$, $p = 0.589$ which indicates that no statistically significant difference is found between varying group of teachers in their work experience at 0.05.

4.2. The teachers' motivation Extent

Motivating teachers towards their profession is one of the reform ideas inherent in the current Ethiopian Education and Training Policy. Although motivation as a construct is largely subjective and difficult to fully measure, this research assumes about nine possible factors that could harm, if not attended, teachers motivation at school. To this end, secondary school teachers are asked to rate the extents of the practices that their schools undergo on those motivation variables, which answer the second and third basic research questions. The compiled results on the practices of schools in each motivation factor and the teachers' level of motivation are presented below. But it is difficult to predict the strong motivation factors of teachers by observing the mean and standard deviation.

4.3. The teachers' intrinsic motivation extent

4.3.1. Teachers work achievement

To obtain the teachers motivation on their work achievement in the school, a list of questions is administered. Table-7 below presents the overall mean and standard deviation of the teachers' response.

Table 7:Teachers’ work achievement

No	Items	N	Mean	SD
1	Teachers feeling in doing things worthwhile	232	2.91	1.16
2	The pride teachers take in a job	232	2.96	1.09
3	Teachers feeling in observing their work result	232	2.96	1.16
4	Teachers chance to do the work that they do best	232	2.92	1.15
5	Teachers feeling from the accomplishment of their job	232	2.90	1.14
6	Teachers chance to do works that suited to their ability	232	3.13	1.19
Overall score			2.81	1.14

Scales; $\leq 1.49 = \text{Not satisfied}$, $1.5 - 2.49 = \text{Slightly satisfied}$, $2.5 - 3.49 = \text{Satisfied}$,

$3.5 - 4.49 = \text{Very satisfied}$, $\geq 4.5 = \text{extremely satisfied}$

As the overall ($\bar{X}=2.81$, $SD=1.14$) indicates, the teachers’ motivation towards their work achievement lies between 2.5 and 3.49 the level satisfied. This shows that teachers are satisfied in their work achievements. As the value of standard deviation shows, the variation of teachers’ response from the mean score is small. Data obtained from interview result also indicates, sometimes teachers feels de-motivated due to the low academic achievements of students’ in their subject matter and when they are limited with scarce resources to use their skill and knowledge in practice. These might reduce their level of motivation. This implies that teachers in secondary school of West Showa Zone were not highly motivated regarding work achievements. Towards this Smith (n.d) pinpoints a work force that is poorly motivated may exhibit lower productivity, poorer quality, more numerous grievances, and increased turnover when compared with a highly motivated work force.

4.3.2. Teachers work responsibility

To measure the teachers satisfaction with the work responsibility in the school, five likert scale ($1 = \text{strongly Disagree}$, $2 = \text{Disagree}$, $3 = \text{Not Decide}$, $4 = \text{Agree}$, and $5 = \text{strongly Agree}$) questions were distributed. The result presents hereunder in Table

Table 8: Teachers' Responsibility to Their Work

No	Items	N	Mean	SD
1	Teachers are responsible for the work of students	232	3.65	0.91
2	Teachers use their own judgment to make teaching effective	232	3.42	1.05
3	Teachers prepare plan for their work	232	3.79	0.80
4	Teachers make decisions on their work	232	3.32	1.14
5	Teachers receive responsibility in relation to their job	232	3.50	0.96
6	Teachers support the work of others (mentee)	232	3.49	1.01
Overall score			3.52	0.97

Teachers, as professionals need to have responsibility to their own works to be effective and good performer. As Table above reveals, majority of the teachers' respondents had positive feeling towards their school on giving responsibility in their work. The overall (\bar{X} = 3.5- 4.49, SD= 0.93) indicate the teachers' agreement on the issue raised. The mean of each variable vary a little bit from the average mean. But data obtained from the interview held indicates that, majority of the teachers expected direction to some extent from their immediate supervisors to make decision to do their work. This it indicates the low initiation of teachers in making decision on their task without external pressure.

4.3.3. Recognition of teachers

Recognizing the good performance of individuals has strong effect on their future productivity as well as organizations effectiveness. The way recognition is given and its type promote the workers internal (intrinsic) satisfaction. Therefore to examine the recognition activities in secondary schools, items which have five likert scales are distributed to teachers. The result presents in the Table below.

Table 9: Recognition of Teachers on Their Job

No	Items	N	Mean	SD
1	Teachers prestige for the work they do	232	2.21	1.06
2	The way teachers get full credit for the work they do	232	2.66	1.00
3	The way teachers are noticed for their good work	232	2.49	1.03
4	The way the school management tell teachers when they do well	232	2.60	1.01
5	The teachers praise for their good job	232	2.20	1.07
6	School strategy to reward best activities of teachers	232	2.13	1.09
Overall score			2.38	1.04

Scales- ≤ 1.49 = Not satisfied, $1.5 - 2.49$ = Slightly satisfied, $2.5 - 3.49$ = Satisfied,

$3.5 - 4.49$ = Very satisfied, ≥ 4.5 = extremely satisfied

Table-9 above indicates that, teachers are slightly satisfied with the activities which are undergoing to recognize their achievement in the school. The ($\bar{X}=2.38,SD=1.04$) shows the insignificant efforts of the school to recognize the better achievement of teachers. The big factor that makes teachers feel gets low recognition of their work in the schools was the absence or weakness of school rewarding strategies ($\bar{X}= 2.13$). The way teachers praise and noticed in their school were also the other factors that makes teachers feel low recognition of their work ($X = 2.20$ and 2.49). Furthermore, the teachers response for an open ended item indicates that the rewarding system in the school is not based on the right criteria and actual performance of teachers, instead they simply delivering it through relationships and minor issues that far from their work achievement. This confirms that the rewarding systems in secondary schools of Showa Zone were not equitable. In addition majority of schools had no trend to document teachers' different activities in order to identify best teachers from the other and provide reward based on their performance. By supporting this one cluster supervisor said:

“Most of the schools had no formal criteria to select and reward good performing teachers rather using informal criteria that create conflict among teachers and develop negative attitude toward the school.”

So, this may lead them to inequitable rewarding system.

4.3.4. Teachers professional growth and development

Training and development constitute an ongoing process in any organization. The focus of training and development is to enable employees to perform their current and future role effectively (Collin, 2001). Scholars believe that the staff development activities help a person to make positive contributions to the organizations as well as motivate teachers to take high responsibilities in their work. Therefore to assess the practice of growth and development in secondary schools of West Showa Zone, the following questions are dispatched to teachers. The Table given below presents the overall mean and standard deviation of the questions.

Table 10: Teachers Professional Growth and Development Practices

No	Items	N	Mean	SD
1	Trainings opportunities based on teachers need assessment	232	2.44	1.23
2	Teachers opportunity to do different things on their job	232	2.88	1.01
3	Teachers opportunity for experience sharing with nearby schools	232	2.37	1.28
4	Teachers chance to improve their leadership skill	232	2.67	1.18
5	Teachers chance to participate in various on-job trainings	232	2.70	1.09
Overall score			2.61	1.15

Scales- $\leq 1.49 = \text{Very low}$, $1.5 - 2.49 = \text{Low}$, $2.5 - 3.49 = \text{Satisfactory}$,

$3.5 - 4.49 = \text{High}$, $\geq 4.5 = \text{Very high}$

As Table 10 above indicates, the teachers' response on the schools professional growth and development activities is satisfactory with a ($\bar{X}=2.61, SD=1.15$). The mean values of item 1 and 3 of the same table are below the overall mean score. Thus, the training and development activities implemented in secondary schools of Showa Zone are not based on need assessments and designed to fill the gaps identified from supervision feedbacks. Further sharing experience with the nearby schools were at the low level

The interview held with cluster supervisors and vice principals indicates that, trainings on various issues are given rarely due to financial and qualified personnel problems both at Woreda and secondary school level.

supporting this one school head said that *"...for teachers and cluster supervisor/school principals were at the same academic status even some times subject teachers are at better position in their qualification ,then teachers are not fully interested to participate on training and development programs organized by woreda education office experts and cluster supervisors..."*.

In addition data from document analysis shows, even if most of teachers as well as schools have training and development plan in the form of CPD, its implementation regarding teachers and school need is not effective. Simply the plan is for the matter of requirements and reports, but not to acquire personal and organizational goals. Generally the compiled result indicates, teachers get little opportunities of training from regional education bureau, but the involvement of Woreda education office and schools in delivering training on various issues is low.

Thus, it can be argued that this plays pivotal role in reducing the intrinsic motivation level of teachers to their work as well as the academic benefit of students. Towards this Saeed & Asghar (2012) pinpoints training and development improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee. Therefore, training is a motivational factor which enhances the knowledge of the employee towards the job. By the help of training employees become proficient in their jobs and they become able to give better results. The teachers' intrinsic motivation level was generally ($X=2.83$, $SD=1.07$) satisfactory which was similar to the finding of Salem (2013) on teachers' intrinsic motivation level ($\tilde{X}=2.81$, $SD=0.83$).

4.4. The teachers' extrinsic motivation extent

4.4.1. School policy and its administration

School policy and procedure are important because they let the teachers to know all about the schools. Good policy is a tool, which makes administration easier, and allows people to get on

with the organization's core strategy more efficiently and effectively. In return increase teachers' extrinsic motivation. Therefore, to assess the policy and its administration in secondary schools the following questions are distributed to teachers. The result displays in the Table below.

Table 11: School guidelines and its administration

N	Items	N	Mean	SD
1	The way schools inform policies and its procedures for teachers	232	3.42	1.01
2	The presence of schools based rule and regulation	232	3.52	1.10
3	The proper administration of school rule and regulation	232	2.98	1.12
4	The way school policies are put into practice	232	2.84	1.14
5	The schools capacity to treat teachers equally	232	3.51	1.15
6	The way principals lead the school	232	3.41	1.02
Overall score			3.28	1.09

Scales- $\leq 1.49 = \text{Very low}$, $1.5 - 2.49 = \text{Low}$, $2.5 - 3.49 = \text{Satisfactory}$,
 $3.5 - 4.49 = \text{High}$, $\geq 4.5 = \text{Very high}$

Ineffective school policy and its administration influence the motivation level of teachers (Ahuja & Shukla, 2007). Therefore, as Table 11- above indicates, the overall mean score of teacher responses to the school policy and its administration is ($\bar{X}=3.28, SD=1.09$). This shows that the teachers' response on the school policy and its administration is satisfactory. But relatively low practices is observed on the way the school put policies in practice ($\bar{X}=2.84$) and the proper administration of school rule and regulation. These two concepts might strongly influence the motivation level of teachers. Because, the general guiding rules in all secondary school comes from Ministry of Education. But making it situational in the process of implementation is the mandate of the schools. Regarding to the issue, one cluster supervisor informed that:

“Most of secondary schools uses the guideline comes from Ministry of Education in 1994 and not committed to develop rules and regulations in line with MOE that suit their situation. In addition, there is a lack of

commitment on the side of the school to inform teachers properly about the school governing guideline. This creates a gap in the motivation of teachers to participate in various issues of the school.”

Generally, even if teachers’ response on their school policy and the way it is administered rated satisfactory, its weakness in participating teachers in various issues and the attractiveness of the policy on its practice has an ignorable impact on the motivation level of teachers.

4.5.2. Supervision

Successful supervision for teachers will lead to a greater sense of self-confidence in their ability to both understand and complete the responsibilities of their job; and it help the teachers to gain the necessary motivation, autonomy and self-awareness to successfully move to achieve the expected goal of the school. Thus, supervision requires a greater level of skill and flexibility to help teachers negotiate the difficult challenges of their work. To examine the teachers’ feeling on the practices of supervision in improving their work motivation the following questions are distributed to them. The compiled result is put in the Table below.

Table 12:Supervision practices in the school

No	Items	N	Mean	SD
1	Supervisors know how to support teachers	232	2.47	1.27
2	Supervisors are interested to help teachers	232	2.52	1.29
3	Teachers get continuous support from supervisors	232	2.26	1.19
4	School supervisors provide training on various issues	232	2.38	1.23
5	School supervisors observe classroom instructions regularly	232	2.61	1.21
6	Teachers are supervised in a supportive and democratic manner	232	2.63	1.27
7	Supervisors initiate the teacher to discuss on various academic issues	232	2.54	1.23
Overall score			2.48	1.04

*Scales- $\leq 1.49 = Strongly disagree$, $1.5 - 2.49 = Disagree$, $2.5 - 3.49 = Undecided$,
 $3.5 - 4.49 = Agree$, $\geq 4.5 = strongly agree$*

The overall (\bar{X} = 2.48,SD 1.04) shows the teachers disagreement to the practice of supervision in their school. The response in Table-12 above vividly indicates the presence of insignificant or low supervisory support to teachers in both internal and external supervisors. Specifically, the (\bar{X} =2.47, 2.26 and 2.38) for item 1, 3 and 4 respectively, indicates the incidence of insufficient practices in those issues. This impedes them from doing more tasks as well as reduces their level of work motivation.

“Furthermore, data obtained from document analysis indicates that school internal supervision carried on rarely once in a semester for a purpose of reporting to concerned body rather not to give professional support for teachers. Also interview held with principals and vice principals indicates that the external supervision carried out in the school more focused on inspection rather than supporting.”

This indicates that the supervisors didn't support the teachers to the expected level. It is known that supervision is land of or assistance to a profession colleague, the teacher in the process of teaching. Thus, teachers need to get support rather than evaluating their performance. Therefore, the above limitations among supervisors may contribute to decrease the teachers' level of work motivation as well as the effectiveness of the teaching-learning process in secondary schools of West Showa Zone.

4.5.3. Work relationship

Relationship in school incorporates the formal or informal interactions between an educational institution, experts and the surrounding community. Through collaborative peer relationships, teachers learn new strategies for teaching mixed-ability students, receive emotional support and reduce their workload by not having to reinvent solutions already developed by their colleagues (Leithwood, 2006). Therefore, to assess the teachers' work relationship and their level of motivation the following questions are distributed to them. The result presents in the Table below.

Table 13: Teachers work relationship in the school

No	Items	N	Mean	SD
1	Staff members cooperation to work	232	3.56	1.01
2	Teachers relationship with other teachers in the school	232	3.67	1.00
3	Teachers relationship with the school students	232	3.51	1.01
4	Principals interest to talk with teachers on various academic issues	232	3.41	1.11
5	Teachers relationship with school management group (e.g PTA)	232	3.61	0.98
6	Teachers work relationship with supervisors	232	2.82	1.24
Overall score			3.44	1.05

Scales- $\leq 1.49 = \text{Very low}$, $1.5 - 2.49 = \text{Low}$, $2.5 - 3.49 = \text{Satisfactory}$,

$3.5 - 4.49 = \text{High}$, $\geq 4.5 = \text{Very high}$

As can be witnessed from Table-13, the overall (\bar{X} =3.44, SD=1.05) of teacher responses regarding to their work relationship with other teachers, school management and the school communities. This implies that, teachers have satisfactory work relationship with the school community. Relatively teachers have low work relationship with supervisors as (\bar{X} =2.82) indicates.

The interview conducted with principals and vice principals also support the above finding that *teachers' work relationship with supervisors is reduced because of lack of interest from the side of supervisors to support teachers technically and professionally, the way supervisors approach to teachers to discuss on various academic issues is not collegially. In teachers' perception, supervisors visit the school only to see the teachers' classroom instruction and to evaluate their work performance instead of giving instructional support.* Therefore, the overall data indicates that the teachers work relationship in the school is satisfactory. Thus, the teachers work relationship might not influence their level of motivation in their respective schools. But teachers work relationship with supervisors need to be improved for the effectiveness of teaching learning process in secondary schools of West Showa Zone. Towards this Barnes & Conti Associates (2009) pinpoints building working relationships offer individuals a rich variety of

tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement.

4.5.4. School working condition

Conditions in the school, such as leadership, decision making, school climate, communication, resources and local reputation of the school have potential either to enhance or diminish teachers' job motivation depending on their nature (Leithwood, 2006). If the working conditions of an institution/organization are conducive, its performance will improve dramatically. Thus to assess the teachers motivation on their school working conditions, the following questions are administered to them. The following Table contains the summary of the teachers' response for each item.

Table 14: School working conditions

No	Items	N	Mean	SD
1	Teachers motivated by school working conditions	232	2.41	1.15
2	The school surroundings is attractive to work	232	2.26	1.08
3	The school environment supports the teachers work	232	2.30	1.09
4	Teachers have furnished staff room to work together	232	2.53	1.17
5	Adequate teaching equipment and facilities are available	232	2.12	1.06
6	The teachers workload is fairly distributed	232	3.14	1.25
Overall mean score			2.46	1.13

Scale; $\leq 1.49 =$ Strongly disagree, $1.5 - 2.49 =$ Disagree, $2.5 - 3.49 =$ Undecided,

$3.5 - 4.49 =$ Agree, $\geq 4.5 =$ strongly agree

The above table indicates that the working conditions of teachers in their respective schools had the overall ($\bar{X}=2.46,SD=1.13$). The result shows the teachers' disagreement on the conduciveness of the school environment and working conditions. Thus, it has the influence to reduce the motivation level of teachers to their work. As the result also indicates, the number one factor in reducing the teachers work motivation is lack of teaching equipment's and facilities ($\bar{X} =2.12$) while the least factor is the distribution of workload ($\bar{X} = 3.14$) among teachers. Mostly data gathered by interview and personal observation indicates, the school environment is poor to motivate teachers, because most secondary schools lack necessary school facilities and equipment's. Thus, poor working conditions in the school block the teachers' access to do various works that support the teaching learning process. According to Zhou (cited in Sargent

and Hannum, 2005) a successful principal provides a well-maintained and pleasant working environment, establishes a happy atmosphere and places great importance on furnishing ample teaching resources to improve the teachers effort as well as work motivation. But the higher the limitation on these aspects the higher make the teacher de-motivated. Therefore, this setback has an effect on lowering the teachers' level of work motivation, and this affect the students' academic achievement as well as schools goal achievement.

4.5.5. Incentive and benefit

Incentive is something which tends to incite to determination or action (Ahuja & Shukla, 2007) while benefit is any support given for employee, like training, house, child care and others. Thus, incentives (monetary and non-monetary) are a promising option to improve organization performance and employee motivation as well. Therefore, employing various incentive and benefit systems for teachers has great impact on the teaching learning process in general and in the teachers' level of work motivation in particular. For the sake of examining the teachers' level of motivation on the schools activity in delivering or arranging necessary incentives and benefit for teachers, the following questions are administered.

Table 15: Teachers incentive and benefit in the school

No	Items	N	Mean	SD
1	Teachers monetary incentive for their extra work	232	1.87	1.07
2	The time teachers paid their salary	232	2.58	1.33
3	The school strategies to remunerate teachers	232	2.11	1.10
4	Teachers chance to get leave of absence in case they have a reason	232	3.27	1.08
Overall mean score			2.45	1.14

Scales: $\leq 1.49 = \text{Not Satisfied}$, $1.5 - 2.49 = \text{Slightly Satisfied}$, $2.5 - 3.49 = \text{Satisfied}$,

$3.5 - 4.49 = \text{Very Satisfied}$, $\geq 4.5 = \text{Extremely Satisfied}$

Table-15 indicates that the deliver or arranging of necessary incentive and benefits to teachers in secondary schools had the overall ($\bar{X}=2.45, SD 0.800$). This means that teachers are slightly satisfied with the incentive and benefits available or arranged in the school or Woreda level.

Specifically teachers are satisfied with the issue of item 4 as ($\bar{X}= 3.27$) indicates, but relatively teachers' monetary incentive for their extra work ($\bar{X}=1.87$) indicates is insufficient. Data obtained from interview held with cluster supervisor indicates the reason that teachers leave the teaching profession is low level of income and benefit relative to the other profession. Based on, the data gathered by questionnaire and interview held it is possible to suggest that, teachers are not satisfied with the incentive and benefits given or arranged in their schools. Therefore, it affects the proper teaching learning activities, students' achievement as well as teachers' level of work motivation. By supporting this, Noe, Hollenbeck, Gerhart and Wright (2009) pinpoints incentive may affect not only the level of motivation but also the kinds of employees who are attracted to and stay with the organization. In addition, Vegas (2005) pinpoint that the utilization of various incentive systems in the school may attract highly qualified teachers and motivate them to be effective in their jobs. Data obtained from interview held with cluster supervisors indicate that low incentives and benefit is the main reason that makes the teachers leave the teaching profession. Based on, the data gathered by questionnaire and interview held it is possible to suggest that, teachers are not satisfied with the incentive and benefits given or arranged in their schools. Hence, this it affects the proper teaching learning activities, students' achievement as well as teachers' level of work motivation. By supporting this, Noe, Hollenbeck, Gerhart and Wright (2009) pinpoints incentive may affect not only the level of motivation but also the kinds of employees who are attracted to and stay with the organization. In addition, Vegas (2005) pinpoint that the utilization of various incentive systems in the school may attract highly qualified teachers and motivate them to be effective in their jobs.

One school head had to say this,

"...it is common in other profession to get paid for extra time work, but when we come to the teaching profession all most all teachers work over load including their weekend Saturday and Sunday for non-curricular activities without any payment..."

Supporting the above statement one vice principal said that,

"...really teachers are busy throughout the day and engaged in different activities in their free time to support the school and the students without any benefit ..."

Generally, the school practices in the selected variables that might influence teachers' extrinsic motivation were insufficient. The teachers' extrinsic motivation level was generally ($\bar{X}=2.48$, $SD=1.09$) unsatisfactory which was similar to the finding of Salem (2013) on teachers' intrinsic motivation level ($\bar{X}=2.1$, $SD=0.78$). As a result, teachers are not motivated to share their knowledge with students through effective teaching-learning method, to achieve schools objective as well as to stay in the profession. Thus, further attention should be given on improving the practice of schools on the above mentioned motivation factors. Improving the practice on those variables may help to improve the teachers' level of work motivation which in turn improves students' academic performance.

4.6. Relationship Between Leadership Style And Teachers Intrinsic and Extrinsic Motivation

Correlation analysis

The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1. Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Leary, 2004). Measuring the strength and the direction of a linear relationship that occurred between variables is, therefore, important for further statistical significance. To this end the Pearson's product moment correlation coefficient is computed for the purpose of determining the relationships between the leadership styles and teachers' motivation.

Therefore, to answer the fourth basic research questions Pearson correlation is calculated. The result of correlation analysis indicates the degree of relation that occurred between the leadership styles and teachers' motivation. The compiled result of correlation presented as follows.

Table 16:Correlations for principals’ leadership styles and teachers’ intrinsic& extrinsic motivation indicated by teachers’ responses

	TIM	TEM	ALS	DLS	LLS
Teachers’ Intrinsic Motivation (TIM)	1.000				
Teachers’ Extrinsic Motivation (TEM)	.103	1.000			
Autocratic Leadership Style (ALS)	-.71**	-.74**	1.000		
Democratic Leadership Style (DLS)	.502**	.702**	-.403	1.000	
Laissez-fair Leadership Style (LLS)	-.61**	-.67**	-.512	-.231	1.000

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

The table shows that there is a very strong negative ($r=-.71$) relationship between autocratic leadership and teachers intrinsic motivation in secondary schools of West Showa Zone. From the analysis it is clear that autocratic head teachers negatively influenced ($r=-.71$) teachers motivation because they adopt harsh leadership styles which are widely detested by the teachers. This implies that the more autocratic styles are used, the lower the teachers motivated. According to Charlton (2000), head teachers who use strict control measures are likely to face student and teacher resistance and an increase in indiscipline because the teachers and students tend to protest against dictatorial measures used. Likewise, teachers do not want commanding authority. Such authority makes them lose morale and they neglect their duty or even think of part timing in other schools which increases the labor turnover”. Teachers, need good motivation and support, but this can only be attained by having a very good head teacher with a good leadership style.

As observed from the above table the results obtained on a 2-tailed test of significance there is a positive ($r=.502$) strong relationship between the democratic leadership style and teachers intrinsic motivation in secondary schools of West Showa Zone. The correlation coefficient further indicates that even teachers agree that there is a positive relationship between school leaders democratic leadership styles and teachers intrinsic motivation in secondary schools. The positive correlation between the democratic leadership style and teachers intrinsic

motivation means that at the end of the day, school progress depends on the extent teachers are motivated. Since different scholars assert that teachers' motivation is a key to guaranteed quality education. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved.

The table shows that there is negative ($r=-.61$) relationship between laissez-faire leadership and teachers intrinsic motivation in secondary schools of West Showa Zone. The laissez-faire school leader tries to give away his powers and does not follow up progress. In most cases, laissez-faire school leaders do not prompt good academic performance and teachers' motivation because they are too liberal and flexible. Laissez-faire leadership style is not suited for use by school principal because complete delegation without follow-up mechanisms creates performance problems. Ensuring affective academic performance requires the involvement of both the superiors and subordinates through collective participation and monitoring of performance. Delegation of duties does not imply failure to monitor and follow up progress. Teachers and students are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas, together with the monitoring of their performance and need by head teachers is a healthy way of teachers motivation and academic performance in secondary schools.

The table shows that there is a very strong negative ($r=-.74$) relationship between autocratic leadership and teachers intrinsic motivation in secondary schools. From the analysis it is clear that autocratic school principal negatively influence ($r=-.74$) teachers motivation because they implement inconsiderate leadership styles which are usually not accepted by the teachers.

Having the above results of the correlation, it is possible to posit that, teachers are both intrinsically and extrinsically motivated in democratic principal leadership style. Hence using appropriate leadership style play a positive role in ensuring good governance and motivating teachers to run the extra mile.

As observed from the above table the results obtained on a 2-tailed test of significance there is a strong positive ($r=.702$) indicating the presence of strong relationship between the democratic leadership style and teachers extrinsic motivation in secondary schools of West

Showa Zone. This it shows the more the principal is democratic the more he/she is committed to satisfy the teachers' external need and so.

The table shows that there is negative ($r=-.67$) relationship between laissez-faire leadership and teachers extrinsic motivation in secondary schools of West Showa Zone.

In his findings, colin (2013) also indicated that principals' democratic leadership style was positively related to both intrinsic and extrinsic teachers' motivation confirming by the correlation coefficients ($r=0.55$) and ($r=0.68$) respectively whereas the autocratic and laissez-faire styles were negatively related to both intrinsic and extrinsic teachers' motivation as it was shown by the correlation coefficients ($r=-0.115$) between the autocratic style and the intrinsic motivation; ($r=-0.003$) between the autocratic style and the extrinsic motivation; ($r=-0.401$) between the laissez-faire style and the intrinsic motivation and ($r=-0.510$) between the laissez-faire and the extrinsic motivation.

Bass and Avolio (2004) also had shown that autocratic and laissez-faire leadership styles had negative impacts on teachers' motivation whereas the democratic leadership style had a strong positive impact on teachers' motivation as the idea was supported by Salem (2013).

This implies that democratic leadership style was better than autocratic and laissez-faire styles to enhance teachers' motivation. Thus the principals of the secondary schools in West Showa Zone should dominantly use democratic leadership style to enhance their teachers' motivation.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Findings

The purpose of this study was to assess the relation between principals' leadership styles and teachers' motivation in Secondary Schools of West Showa Zone. The study focused on assessing the practice in relation to, what leadership styles are mainly practiced; assess what commitment school leadership can provide to improve school leadership in relation to teachers motivation ;examine relationship between the principals' leadership styles and teachers motivation in secondary schools of the study area.

To achieve the purpose of the study, the following research questions were raised to be answered in the course of the study:

1. Which leadership style is commonly exercised by school principals in secondary schools of West Showa Zone?
2. To what extent teachers are intrinsically motivated in the schools?
3. To what extent teachers are extrinsically motivated in the schools?
4. What is the relationship between principals' leadership styles and teachers' motivation both intrinsically and extrinsically in the schools?

To collect relevant data on the topic, the study was carried out in nine government secondary schools which were selected by multi stage and simple random sampling technique. Descriptive survey approach was employed as a method of the study. The sources of data were teachers, principals, vice principals, department heads, and cluster supervisors. To seek answers to the above research questions, the data were gathered through questionnaires, interview and document analysis.

The questionnaires were properly filled and returned by 232 teachers who were selected by simple random and 90 department heads that were selected through availability sampling techniques. The interview was also conducted with nine principals, six supervisors and eighteen vice principals and document investigation was also made on the school decision making documents, reports, supervision documents and department head documents. The data

obtained through close ended questionnaires were analyzed quantitatively using mean, standard deviation and t-test. The analysis of the quantitative data is performed in the help of SPSS version 16 computer program. Besides, the data gathered through semi-structured interview and document investigation were analyzed qualitatively for triangulation purpose.

Accordingly the following were the major findings of the study:

1. Leadership styles of school principals

- ❖ The finding of the study reveals that there was moderate involvement of teachers in decision making matter that affect them.
- ❖ This study also shows that principals Share school leadership role with the teaching staff was moderate.
- ❖ Findings in this study indicate that respondents have opinion that says delegation of power to subordinate in the school is moderate.
- ❖ The result also denotes that delegation of responsibilities and duties for academic progress was satisfactory.
- ❖ The finding of the study shows that principals exercise moderate horizontal and down top administration system.
- ❖ The study found out that schools leaders' leadership style used in all schools were moderately democratic, lasses-faire, authoritative and combinations of the three.

2. Regarding the intrinsic and extrinsic motivation

- As the overall respondents' viewpoints show, the intrinsic motivation extent of the teachers was at a satisfactory level.
- But their extrinsic motivation extent was generally at low level in the schools.
- As the teachers response indicates their responsibility for the teaching-learning processes are in good position. But the interview conducted with school principal and cluster supervisors indicates that, majority of teachers expect command from the school principal, department heads or other concerned staff members to do their work. This confirms the presence of some problems that affect the motivation level of teachers to their works.

- The recognition and rewarding activities given for teachers in secondary schools of West Showa Zone are insignificant as the response of teachers indicates. Secondary schools exercised low in recognizing the good performance or achievement of teachers', which influence the motivation level of teachers.
- The schools involvement in having clear guidelines and administration is satisfactory, as the overall response of teacher depicts. Even if the teachers' response on their school policy and the way it is administered rated satisfactory, its weakness in the way school policies are put into practice and the proper administration of school rule and regulation has great impact on the motivation level of teachers.
- Supervision is the core to improve the teaching learning process as well as the teachers' capacity to solve problems. But, the response of teacher shows the availability of insignificant supervision in secondary schools. In addition, majority of teachers agreed that most of the time supervisors come to school to evaluate or inspect the performance of teachers.
- Good relationship between the school communities is one that improves the students' achievement and teachers' motivation as well. In light of this, the teachers' response confirms the presence of satisfactory relationship with the school community but relatively deprived relationship was observed between teachers and school supervisors.
- The school environment and working conditions are one that facilitates effective teaching learning process as well as teachers' motivation. The finding marked that conduciveness of working conditions is at low level in West Showa zone secondary schools. Thus, the environment and working conditions of secondary schools are not attractive and initiative for the work of teachers.
- The utilization of various incentive systems in the school may attract highly qualified teachers and motivate them to be effective in their jobs. But, the schools involvement in delivering necessary incentives and benefit for teachers is in low level. As a result teachers are slightly satisfied with the schools involvement in delivering various incentive and benefits.

3. Relationship between principals' leadership styles and teachers' intrinsic and extrinsic motivation

- The finding of the study revealed that there was a significant positive relationship between principals' democratic leadership style and teachers' intrinsic and extrinsic motivation in secondary schools of West Showa Zone.
- In addition, the finding of the study revealed that there was negative relationship between principals' laissez-faire leadership style and teachers' intrinsic and extrinsic motivation in secondary schools in West Showa Zone.
- Furthermore, the finding of the study revealed that there was negative relationship between principals' autocratic leadership style and teachers' intrinsic and extrinsic motivation in secondary schools in West Showa Zone.

5.2. Conclusion

Based on the findings of this study, the following conclusions were drawn:

- ❖ The issue of leadership styles is considered as a major and basic concern for all organizations and institutions. Quality of leadership styles performed by a principal are considered as the most important tools for achieving and determining the excellence and success of a school performance, especially pertaining to students' performance in curricular and co-curricular activities as well as in increasing teachers' motivation. More over a leader is expected to be a role model for any activities which is held in the organization, participate teachers in solving school problems and encourage teachers to share the leadership role. The finding also indicates that the involvement of teachers in decision making matters that affect them and delegation of power to subordinates were satisfactory. But it can be concluded that teachers were not at a higher position to have a more say in decisions that affect their goals and how they do their work although school principals were moderately democratic in their leadership.
- ❖ It also revealed that the schools leaders' leadership style used in all schools were moderately democratic, laissez-faire, authoritative and combinations of the three. Hence the leadership style of the principal also plays a crucial role in motivating teachers to do their best to improve students' performance. But it was not to the expected extent that the principals strike a balance between directive and achievement-oriented leadership on the one hand and supportive and participative leadership on the other.
- ❖ As the finding indicates secondary school teachers in West Showa Zone were not highly motivated because of improper recognition given to them, incentives and benefit provided to them, and the working condition. Among the intrinsic and extrinsic motivation factors only work responsibilities and work relationship is found to be significant in this survey. Hence, it can be concluded that school leadership in the study areas were not working properly in giving recognition and provide fringe benefits for teachers to create positive attitude to the profession. As a result, the teachers' motivation to their work was not visible to improve the students' academic achievement and quality of education in general. Limitations, in the aspect of the teachers' initiation or motivation to their work, make the teaching learning process ineffective and it enforce the teacher to leave the profession.

5.3. Recommendation

On the basis of the findings of the study, the following recommendations are forwarded:

- ❖ Although it is found that teachers' involvement in decision making was generally satisfactory, it is recommended that principals need more to involve teachers in decision-making. This will instill a sense of ownership of decisions in teachers. Participation of teachers in decisions that affect them results in teachers' satisfaction and encourages a positive attitude toward academic work. When teachers are satisfied with the normal proceedings at school, their performance is bound to be improved.
- ❖ The leadership styles used were somewhat a combinations of the three (democratic, laissez-faire and authoritative) or situational. The researcher recommended that school leaders should use dominantly democratic over laissez-faire and autocratic leadership styles in order to adequately enhance better teachers motivation and students' academic performance of to the required level.
- ❖ It is found that the teachers' recognition practice and incentives and fringe benefit program in secondary schools is poor and which affects the teachers' motivation to their work. Therefore, it is recommended that to enhance the teacher motivation and performance it is vital that the recognition strategies, fringe benefits provided and their implementation in the school must be revisited and all concerned bodies should follow up their proper administration. This should be done by arranging weekly/monthly or semester program to notice the good performing teachers for the school community, by giving paper recognition, monetary incentives and other that initiate teachers to their work.
- ❖ As the finding indicates, cluster supervisors are not enough competent to support secondary school teachers. Therefore, it is advisable that Woreda, Zone and regional education offices work collaboratively to upgrade already assigned cluster as well as Woreda supervisors through giving training opportunities, while new comers should be selected and assigned according to their skill and professional qualifications to the position.

- ❖ As the finding of the study indicates, both extrinsic and intrinsic motivation factors are important in improving the motivation level. Thus it is advisable that the principals of the secondary schools should work for the improvement of these motivation factors. This can be done by preparing strategies that solve the problems identified in the findings.

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Appendices

Appendix A

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Questionnaire to be filled by secondary school teachers and department heads

Dear Respondents:

I am a post graduate (Master) student of Jimma University. I am carrying out a study on the topic: *leadership styles and teachers motivation in Secondary Schools*. Thus, the main purpose of this questionnaire is only to collect relevant information to compliment this research work. You are, therefore, kindly requested to fill the questionnaire in order to give necessary information on the issue related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with the most confidentiality.

THANK YOU!

Show your agreement to fill the questionnaire by answering the next question.

➤ Would you fill this questionnaire voluntary?

Yes

No

Note:

- ▶ No need of writing your name.
- ▶ Your answer should represent your direct feelings.
- ▶ Ask the data collector; if you need extra support before giving your answer in confusion.
- ▶ Be sure to keep the statement in mind when deciding how you feel about that aspect of your job.

Be frank. Give a true picture of your feeling about your present job.

Part I: *This part of the questionnaire contains the personal information, thus, please fill the necessary answers for each item properly by putting (✓) in the box prepared.*

1. Name of the school

2. Location of the school : Urban Rural

3. Sex : Male Female

4. Age

20 – 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51 and above

5. Service Year

Less than a year	1 – 4 years	5 – 8 years	9 – 12 years	13 – 16 years	Above 16 years

6. How long have you been working at this school?

Less than a year	1 – 2 years	3 – 4 years	5 – 6 years	Above 6 years

Part II: *This part of the questionnaire contains both close and open ended items that focused on the main issue under investigation. Based on the concept of each item, please try to select the options that directly represent your own position and fill it on the space provided. Similarly write brief answer for the questions which are opened.*

School Leadership Style

Direction 1: The following statement shows style of school leadership. Please indicate the extent to which each statement characterizes your school by putting tick mark (x) in one of the boxes against each item. The numbers indicate:

- 1 very low
- 2 low
- 3 moderate
- 4 high
- 5 very high

No	Item	Very low	low	Mode-rate	high	Very high
1	The school principals encourage teachers to participate in decision making					
2	The school principals believes that teacher need to be supervised closely					
3	The school principals give Subordinates complete freedom to solve problems on their own					
4	The school principals provide guidance without pressure					
5	Most teachers feel insecure about their Work and need direction					
6	The school principals allow teachers to appraise their own work					
7	The school principals share school leadership role with the teaching staff					
8	Decision regarding school progress are Solely made by head teachers					
9	Leave decision to be made by teachers without intervention					
10	The school principals respect for teachers opinions regarding school improvement exist the school					
11	The system of administration is top down					
12	The school principals Prefer collection decision making in the school					
13	Delegation of power to subordinate in this school strongly exist					
14	The school principals say most employees in the population are lazy					
15	There is free delegation of responsibilities and duties for academic progress					
16	Teachers involvement in designing school program in this school highly supported					
17	The school principals give orders and clarify procedures					

18	In most situation workers prefer little input from leaders					
19	The school principal believes that people are competent and if given a task will do a good job					
20	Power is centralized in our school					
21	The school principal believe that it is best to leave the subordinate alone					

What do you say about your school leadership style? Is the system top to down?

Remark: 1. Leadership styles: Democratic (for item numbers 1, 4, 7, 10, 13, 16 & 19)

Autocratic (for item numbers 2, 5, 8, 11, 14, 17 & 20)

Lassies-Faire (for item numbers 3, 6, 9, 12, 15, 18 & 21)

2. Scales: with G.M 0-1.49= very low 1.5-2.49=low 3-3.49=moderate

4.00-4.49=high Above 4.5=very high

I. Intrinsic Motivation Items

- Items related to achievement are listed below. Please show your feelings by selecting the options that represent your feelings.

1= Not Satisfied (NS) 2= Slightly Satisfied (SS) 3= Satisfied (S) 4=Very Satisfied (VS) 5= Extremely Satisfied (ES)

No	Items	NS	SS	S	VS	ES
1	Teachers feeling in doing things worthwhile					
2	The pride teachers take in a job					
3	Teachers feeling in observing their work result					
4	Teachers chance to do the work that they do best					
5	Teachers feeling from the accomplishment of their job					
6	Teachers chance to do works that suited to their ability					

2. Questions related to teachers autonomy and responsibility in your school are listed below. I kindly request you to indicate your felling for each item.

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Not Decide (ND) 4=Agree (A) 5= Strongly Agree (SA)

No	Items	SDA	DA	ND	A	SA
1	Teachers are responsible for the work of students					
2	Teachers have the chance to make decisions on their work					
3	Teachers have freedom to use their own judgment for effective work					
4	Teachers receive responsibility in relation to their job					
5	Teachers are responsible to support the work of others (mentee)					
6	Teachers are responsible to raise the awareness of the community					

3. Items related to teachers recognition and reward in the school are listed below. Please, indicate your idea to each item properly.

1= Not Satisfied (NS) 2= Slightly Satisfied (SS) 3= Satisfied (S) 4=Very Satisfied (VS) 5= Extremely Satisfied (ES)

No	Items	NS	SS	S	VS	ES
1	Teachers prestige for the work they do					
2	The way teachers get full credit for the work they do					
3	The way teachers are noticed for their good work					
4	The way the school management tell teachers when they do well					
5	The teachers praise for their good job					
6	School strategy to reward best activities of teachers					

Does the recognition given by the school is a fair assessment of your work as a teacher?

Yes No

If 'No' on what aspect it focused on?

_____.

4. Questions related to teachers professional development and growth in your school are listed below. I kindly request you to indicate your feeling for each item.

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Not Decide (ND) 4=Agree (A) 5= Strongly Agree (SA)

<i>No</i>	<i>Items</i>	<i>SDA</i>	<i>DA</i>	<i>ND</i>	<i>A</i>	<i>SA</i>
1	Trainings opportunities based on teachers need assessment					
2	Teachers opportunity to do different things on their job					
3	Teachers opportunity for experience sharing with nearby schools					
4	Teachers chance to improve their leadership skill					
5	Teachers chance to participate in various on-job trainings					

II. Extrinsic Motivation Items

5. Questions related to school guidelines and its administration in your school is listed below. I kindly request you to indicate your felling for each item.

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Not Decide (ND) 4=Agree (A) 5= Strongly Agree (SA)

<i>No</i>	<i>Items</i>	<i>SDA</i>	<i>DA</i>	<i>ND</i>	<i>A</i>	<i>SA</i>
1	The way schools inform policies and its procedures for teachers					
2	The presence of schools based rule and regulation					
3	The proper administration of school rule and regulation					
4	The way school policies are put into practice					
5	The schools capacity to treat teachers equally					
6	The way principals lead the school					

6. Questions related to supervision practice in your school are listed below. I kindly request you to indicate your feeling for each item.

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Not Decide (ND) 4=Agree (A) 5= Strongly Agree (SA)

No	Items	SDA	DA	ND	A	SA
1	Supervisors know how to support teachers					
2	Supervisors are interested to help teachers					
3	Teachers get continuous support from supervisors					
4	School supervisors provide training on various issues					
5	School supervisors observe classroom instructions regularly					
6	Teachers are supervised in a supportive and democratic manner					
7	Supervisors initiate the teacher to discuss on various academic issues					

7. Questions related to work relation in your school is listed below. I kindly request you to indicate your feeling for each item.

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Not Decide (ND) 4=Agree (A) 5= Strongly Agree (SA)

No	Items	SDA	DA	ND	A	SA
1	Staff members cooperation to work					
2	Teachers relationship with other teachers in the school					
3	Teachers relationship with the school students					
4	Principals interest to talk with teachers on various academic issues					
5	Teachers relationship with school management group (e.g PTA)					
6	Teachers work relationship with supervisors					

8. Questions related to school working condition is listed below. I kindly request you to indicate your feeling for each item.

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Not Decide (ND) 4=Agree (A) 5= Strongly Agree (SA)

No	Items	SDA	DA	ND	A	SA
1	Teachers motivated by school working conditions					
2	The school surroundings is attractive to work					
3	The school environment supports the teachers work					
4	Teachers have furnished staff room to work together					
5	Adequate teaching equipment and facilities are available					
6	The teachers workload is fairly distributed					

9. Questions related to teachers' incentives and benefits in your school are listed below. I kindly request you to indicate your feeling for each item.

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Not Decide (ND) 4=Agree (A) 5= Strongly Agree (SA)

No	Items	SDA	DA	ND	A	SA
1	Teachers monetary incentive for their extra work					
2	The time teachers paid their salary					
3	The school strategies to remunerate teachers					
4	Teachers chance to get leave of absence in case they have a reason					

Appendix B

Jimma University Department of Educational Planning and Management Interview Guide for School Principals

The main purpose of this interview is to collect relevant data regarding influence of school leadership style on teachers' motivation in secondary schools of West shewa Zone. The data obtained will be used for research purpose only. Therefore, your sincerity in responding to the questions is of great importance, and your responses to the interview would be kept confidential.

Thank you in advance for your cooperation!

Part I: General Information and Personal Data

1. Sex _____
2. Age _____
3. Qualification _____
4. Experience: As a teacher _____ as a principal and/or vice principal _____

Part II: Give your response to the questions in short, and be precise

1. What is your understanding about school leadership characteristic, function and role in relation to teachers' motivation?
2. How do you see the effectiveness of its implementation with academic performance of students' and teachers motivation?
3. What major roles do you think school leaders have to increase teachers' motivation and instruction of student?
4. What leadership procedures and techniques do the school leader should follow in creating favorable environment for teachers' motivation ?
5. How your schools motivate teachers intrinsically?
6. How your schools motivate teachers extrinsically?
7. Do you think that leadership style influence teachers motivation?
8. How do you evaluate the teachers' motivation to their work?
9. What measures are taken to compensate the teachers' effort in the school?

Appendix C
Jimma University
Institute of Education and Professional Development Studies
Department of Educational Planning And Management

Semi-structured interview guidelines for cluster supervisors

The main objective of this interview guideline is to collect extensive information about secondary school teachers work motivation and principals leadership style. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

Sex ____ Age ____ Current position _____ Service year _____

1. How would you describe the head teacher's leadership style?
2. Why do you think that this is the best kind of leadership style that should be used?
3. What do you think is role of school leadership is in motivating teachers in the school?
4. How do you describe leadership style and teachers motivation?
5. Are the school furnished with necessary facilities to support the teachers effort?
6. What measures are taken to compensate the teachers' effort in the school or Woreda level?

Appendix D

Table which contains the demographic information of teachers' respondents

Variable		Frequency	Percent (%)
Sex	Male	201	86
	Female	31	14
Age	20 – 25	64	27.3
	26 – 30	97	41.8
	31 – 35	40	17.2
	36 – 40	19	8.1
	41 – 45	4	1.6
	Above 46	7	3.01
Service year	1 – 4	61	26.2
	5 – 8	100	43.9
	9 – 12	47	20.2
	13 – 16	20	8.6
	Above 17	4	1.7

ANOVA

Teachers' motivation level by age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23.087	5	4.617	3.13	.046
Within Groups	74.413	226	.329		
Total	97.500	231			

ANOVA

Teachers' motivation level by
s/years

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.422	4	.855	.516	.589
Within Groups	116.574	227	.514		
Total	119.996	231			