

THE RELATIONSHIP BETWEEN SCHOOL CLIMATE AND  
TEACHERS' WORK MOTIVATION IN SECONDARY SCHOOLS OF AGNWA  
ZONE GAMBELLA NATIONAL REGIONAL STATE

BY

*OJULU BIRU*



COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

JUNE, 2017  
*JIMMA, ETHIOPIA*

THE RELATIONSHIP BETWEEN SCHOOL CLIMATE AND TEACHERS'  
WORK MOTIVATION IN SECONDARY SCHOOLS OF AGNWA ZONE  
GAMBLLA NATIONAL REGIONAL STATE

BY

*OJULU BIRU*



MAIN ADVISOR: *ABEYA GELETA (PhD)*

*CO-ADVISOR: Mr. TADESSE ABERA*

A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING  
AND MANAGEMENT IN PARTIAL FULFILLMENT FOR THE  
REQUIREMENTS OF MA DEGREE IN EDUCATIONAL LEADERSHIP

JUNE, 2017  
JIMMA, ETHIOPIA

## DEDICATION

I dedicate this study to my family.

## Declaration

The researcher here by declares that this thesis on the title, “*school climate and teachers work motivation in secondary schools of Angwaa zone, Gambella regional state.*” his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name- Ojulu Biru

Signature \_\_\_\_\_

Date \_\_\_\_\_

This thesishas been submitted for examination with my approval as the university advisor.

Main advisor- Name Abeya Geleta (PhD)

Signature \_\_\_\_\_

Date \_\_\_\_\_

Co-advisor- Name Mr. Tadesse Abera

Signature \_\_\_\_\_

Date \_\_\_\_\_

Place: Jimma University

College of education and behavioral science

Department of Educational Planning and Management

Date of submission June 15/2017

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

LETTER OF THESIS APPROVAL

This is to certify that the thesis prepared by Ojulu Biru Abdella with the topic “*school climate and teachers’ work motivation in Agnwaaw zone*” and submitted in partial fulfillment of the requirements for the degree of Master of Arts in educational leadership complies with the regulation of the university and meets the accepted standards with the respect to originality and quality.

Approval of the Board of Examiners:

Chairperson \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Main Advisor \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Examiner \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

External Examiner \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Acknowledgements**

First and for most, I would like to thank the “Great God” for safeguard of my life and giving me the opportunity to pursue a post-graduate program and for providing good health to me during the entire period of my study.

My deepest thanks and appreciation go to main advisor Dr. Abeya Geleta and co- advisor Mr. Tadesse Abera for their constructive comments and support. I would also like to express my appreciation and humble thanks to my instructors for their moral support.

Finally, I would like to acknowledge teachers and principals of secondary schools in Agnwaa Zone for giving information which was required for the study.

Ojulu Biru

## **Table of Contents**

Acknowledgement.....	I
Table of Contents.....	II
List of Table.....	V
List of Abbreviations and Acronyms.....	vi
Abstract.....	vii
<b>CHAPTER ONE</b> .....	<b>1</b>
Introduction.....	1
1.1 Background of the study.....	1
1.2 Statement of the problem .....	3
1.3 Objective of the study.....	5
1.3.1 General Objective .....	5
1.3.2 Specific Objectives .....	6
1.4 Significance of the study .....	6
1.5 Delimitation of the study.....	6
1.6 Conceptual framework .....	7
1.7. Operational Definition of Variable .....	8
1.8. Limitations of the Study.....	8
1.9. Organization of the paper.....	9
<b>CHAPTER TWO</b> .....	<b>10</b>
2. Review of related Literature.....	10
2.1 The concept of School Climate.....	10
2.2. Importance of School Climate.....	12
2.3. Creating a Positive School Climate.....	12
2.4Approaches of School Climate.....	14
2.4.1. Cognitive Schema Approach.....	14

2.4.2. Shared Perception Approach .....	15
2.5. Organizational climate index (OCI) .....	16
2.6. The concept of Motivation .....	17
2.7. Types of Motivation .....	18
2.7.1. Intrinsic Motivation .....	18
2.7.2. Extrinsic Motivation .....	18
2.8. Theories of Motivation .....	19
2.8.1. Herzberg's two factor Theory of Motivation .....	19
2.9. Empirical Results of the Two- Factor Theory .....	21
2.10. Theory of Motivation and its Educational Implications .....	21
2.11. Work Motivation .....	22
2.12. The Importance of Work Motivation .....	23
2.13. Teachers' Motivation and job satisfaction .....	24
CHAPTER THREE .....	26
3. Research Design and Methodology .....	26
3.1 Research Design .....	26
3.2 Research Method .....	26
3.3 Source of Data .....	26
3.3.1 Primary source of Data .....	26
3.4 Sample size and Sampling technique .....	27
3.5 Instrument of data collection and Procedure of Data Collection .....	29
3.5.1 Questionnaire .....	29
3.7. Data analysis procedure .....	30
CHAPTER FOUR .....	32
4. Data Presentation, Analysis and Interpretation .....	32



4.1. Demographic Characteristics of the Population.....	32
4.2 The level of School Climate.....	33
4.3. Level of Teachers’ Work Motivation.....	37
4.5. The relationship between School Climate and Teachers’ Work Motivation .....	41
4.4. School Climate that Influence Teachers’ Work Motivation .....	42
5. SUMMARY OF FINDINGS, CONCLUSION ANDRECOMMENDATIONS .....	43
5.1. Summary of the study .....	43
5.2. Conclusions .....	46
5.3. Recommendations.....	46
Reference.....	48
Apendix A.....	54

## List of Table

Table 1 Demographic Characteristics of the Population.....	32
Table 2 level of School Climate on Collegial Leadership .....	33
Table 3 Level of School Climate on Teachers' Professionalism .....	34
Table 4 Level of School Climate on Achievement .....	35
Table 5 Level of School Climate on School Community relationship .....	35
Table 6 Grand Mean for school climate.....	36
Table 7 Level of Teachers' Work Motivation on Work itself.....	37
Table 8 Level of Teachers' Work Motivation on Achievement .....	38
Table 9 Level of Teachers' Work Motivation on Advancement .....	39
Table 10 Level of Teachers' Work Motivation on Recognition .....	39
Table 11 Level of Teachers' Work Motivation on Responsibility.....	40
Table 12 Factors of School Climate that Influence Teachers' Work Motivation .....	42

## **List of Abbreviations and Acronyms**

GNNRS	Gambella National Nationalities Regional State
MoE	Ministry of Education
REB	Regional Education Bureau
SPSS	Statistical Package for Social Scientists
ZEO	Zonal Education Office
WEO	Woreda Education Office
VSO	Voluntary Service Overseas

## Abstract

*The main objective of this study was to assess the relationship between school climate and teachers work motivation in secondary schools of Angwaa Zone. To accomplish this purpose, Descriptive survey research design was employed. The research conducted using quantitative methods through questionnaires data gathering tools. The study was carried out under randomly selected seven secondary schools of Angwaa Zone. A total of 136 teachers were included as a sample through simple random sampling technique especially lottery method. Quantitative data were analyzed through descriptive statistics using, mean, percentage, standard deviation, and inferential statistics Pearson correlation and regression through SPSS version20. The data gathering instruments were closed ended questionnaire. The finding indicated that school community relation, collegial leadership and teacher's professionalism contribute most to predicting teachers work motivation. The adjusted  $R^2$  value was .984. This indicates that 98.4% of the variance in teachers work motivation was explained by the model. The study shows that there is a significant positive correlation between the school climate and teachers work motivation. As the findings indicate the level of schools climate were at moderate, and not at expected level. Therefore, in order to make school environment conducive; school principal should make periodic survey to determine way in which school climate will be improved; school principals should set professional goals on a regular basis of encouraging teamwork, providing proper feed back to the teachers, effectively sharing decision making responsibilities with staff, helping the academic staff to improve their teaching profession, distributing responsibilities with the other staff members and remain informed with activity the WEO, ZEO and local community should work collaboratively with teachers to promote collegial relationship between teachers within school. Based on the finding intrinsic motivation factor are more important in improving the level of motivation. Therefore, the principals of Agnwaa zone schools should create teachers Recognitions campaign such as "teachers of the month/years"; provide teachers with positive verbal feedback and award for their performance; and create forum for teachers to show their idea and best practice in order to improve the level of work motivation in school. Zone and Woreda education offices should arrange training program for school principals and teachers that focus on motivation and mechanisms to improve teachers' motivation. Woreda Education office in collaboration with ZEO and REO should work on teachers' career promotion and advancement to enhance teachers' motivation level.*

# CHAPTER ONE

## 1. Introduction

This chapter deals with the background of the study, statement of the problem, objective of the study, conceptual framework of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms, and organization of the study.

### 1.1 Background of the Study

The definitions of school climate may differ slightly. The National School Climate Council (2007) defines school climate as “norms, values, and expectations that support social, emotional and physical condition of employee” (p.4). School climate is a product of the interpersonal relationships among students, families, teachers, support staff, and administrators. Positive school climate is fostered through a shared vision of respect and engagement across the educational system. Emphasis is also placed on the collective sense of safety and care for the school’s physical environment (Gruenert, 2008).

School climate can be defined in terms of four aspects of the school environment: A physical environment: that is welcoming and conducive to learning, a social environment that promotes communication and interaction, an affective environment that promotes a sense of belonging and self-esteem, an academic environment: that promotes learning. These various aspects of school climate do not operate independently of one another. For example, the physical environment can encourage or discourage social interaction. Similarly, social interaction facilitates a warm, affective environment. Collectively, the physical, social and affective environments contribute to, and are impacted by, the academic environment (Gruenert, 2008).

Although there is no universally agreed upon set of core domains or features, the National School Climate Center identifies five elements of school climate: (1) safety (e.g., rules and norms, physical security, social-emotional security); (2) teaching and learning (e.g., support for learning, social and civic learning); (3) interpersonal relationships (e.g., respect for diversity, social support from adults, social support from peers); (4) institutional environment (e.g., school connectedness, engagement, physical surroundings); and (5) staff relationships (e.g., leadership, professional relationships). Similarly, the U.S. Department of Education’s Safe and Supportive Schools model of school climate includes three inter-related domains or features of student engagement (e.g., relationships, respect for diversity, and school participation), safety (e.g.,

social-emotional safety, physical safety, substance use), and the school environment (e.g., physical environment, academic environment, wellness, and disciplinary environment). School climate characterizes the organization at the school building and classroom level. It refers to the “feel” of a school and can vary from school to school within the same district. While an individual school can develop a climate independently of the larger organization, changes in school culture at the district level can positively or adversely affect school climate at the building level. School climate reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place. School climate, the focus of this, is evident in the feelings and attitudes about a school expressed by students, teachers, staff and parents: the way students and staff “feel” about being at school each day.

Motivation has been the core of many studies up to now, and a significant number of researchers have been researching the term “motivation”. Hence, what does the term “motivation” mean? One technical definition describes motivation as “the extent to which certain stimuli, objects, or events affect the occurrence or non occurrence of the behavior in question” (Suva and Gibson, 1986; cited in Crump, 1996:P 5). Crookes and Schmidt (1991) describe motivation as the learner’s orientation in relation to the goal of learning a second language. According to Steers and Porter (1991:P 6), “motivation can be characterized as follows: needs or expectations, behavior, goals and some form of feedback”.

Ryan and Deci (2000: P54) state that “to be motivated means to be moved to do something”. Dörnyei (2001:P7) explains that human behavior has two dimensions direction and magnitude (intensity).Motivation is related to these concepts, and “it is responsible for the choice of a particular action and the effort expended on it and the persistence with it.” (Dörnyei, 2001: P 7)Along with these definitions, Gardner (2001b) proposes that motivation, along with the language aptitude, is a main element which determines success in learning another language in the classroom setting. Dörnyei (2001a:P 7) also states that “motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity”.

To sum up, any organization that provides service, it is provide for employees an environment where employees feel pride and belonging. In order to obtain maximum efficiency of the

employees, the organization take into account many causes, such as job security, working conditions, salaries, and hours of work.

Many of these factors and many other donor's motivational employees. Motivation is defined as a person's spirit Mode or as a result of confidence, cheerfulness, tactical obedience and willingness to perform assigned tasks (Perumal, 2011). School teacher motivation is an important factor to ensure that the teachers do all they can, so that students receive the best possible. Climate creating a positive atmosphere in the school contributes significantly to the cooperation between teachers and students (Perumal, 2011). Motivated teachers are more dedicated to the school. They have job satisfaction and as a result of this, they work more productively. These show that there is direct relationship among positive school climate and teachers work motivation.

Therefore, this study was assessing school climate and teachers motivation in secondary schools of Angwa zone Gambella regional state.

## **1.2 Statement of the Problem**

Education is the basic instrument and primary factor for any nation to develop. The driving forces and technological changes as seen at global, national, regional, and local levels felt in the arena of education (Cynthia and Shoemaker, 1998). People are the primary resources for any organization. Like any other organizations, schools are staffed by people, mainly by teachers. However, all teachers do not perform equally. Some are enthusiastic and hard workers others are relaxing, and some others are to the extent of being careless and irresponsible. Teachers' motivation is one of the major causes for such differences.

Recent studies have shown that more than any other professionals, elementary and high school teachers suffer from a lack of work motivation (Jesus & Lens, 2005). For example, the study conducted by Alam (2011) on Factors Affecting Teachers Motivation in secondary schools of Rawalpindi city, The findings concluded that teachers were not satisfied with their socio economic status, choice of profession, student's behavior and examination stress. On other hand the study conducted by Ud Din (2012) on the factor affecting teachers' motivation at secondary school level in kohat city. the basis of analysis was concluded that rewards and incentives, self confidence, economic status of teacher and financial incentive more affect the performance of teachers (Tufail et al., 2012). From the review of various literatures on teachers' motivation in

general secondary schools more studies have been identified by different educational researchers worldwide.

In Ethiopia the research conducted by Getachew, (2013) on teachers' motivation practice in secondary schools of Assosa, revealed that the incentives and benefit, growth and development and status were the most potent contributor to teachers. In the same way Selome,(2014) conducted research on factors affecting teachers motivation in some selected primary school of Addis Ababa. The result of this study indicated that the majority problems are lack of means of communication and uncondusive working environment, unclear structure, lack of confidence, lack of consistence, lack of motivation and commitment, absence of respect and value, stubbornness or inbred management and more of monologue or one way of approach are some of the road-blocks of the school climate. Fekede,(2015) conducted research on exploring teachers motivation for teaching and professional development in Ethiopia, The analysis of the collected information revealed low salary and the absence of link between performance and reward as major motivational challenges for teachers. The identified motivational challenges were explained from the viewpoint of different motivational theories,(Gemedda, 2015).

Freiberg and Stein (1999) in Angus (2009) stated that, school climate is the heart of a school. The teaching and learning situation in a school seem to be a function of the atmosphere of the school and it is a set of unique characteristics of a school. These characteristics tend to distinguish one school from another. In some schools, the principals and teachers may find pleasure in working together. In other schools, it may be discontent among teachers. In one school, teachers may appear well organized, seem competent and exhibit confidence in whatever they do. In yet another school, there may be tension as the principals lose control.

There are many research conducted around the world about school climate .among these, the study conducted in Thailand on organizational climate and teachers work motivation the finding indicated that two factors of organizational climate namely, collegial leadership and school community interrelationships were found to be significant factors that influence teachers' work motivation. (Ladyong, 2014)

Zewdu,(2014) conducted research on organizational climate of Ethiopia catholic school in Addis Ababa. The finding showed that the majority problem are lack of, good working environment and means of communication, unclear structure, less confidence, absence of respect and value.



School climate define as the feeling that teachers have about the school environment over period of time (petrson &skiba, 2001), the positive feeling that teachers have guide their action and behavior toward achievement of some goal or motivate teachers to achieve school goal. This show that there is relationship between school climate and teachers work motivation, in line with this research conducted In Ethiopia, by Nibiyu and Garedew (2015) on school climate and teachers motivation in secondary school of east Arsi zone, oromiya regional state, the finding point out, lack of support from woreda education office and supervisor, lack of openness, commitment of school principal, poor communication, absent of sufficient facilities, poor school relationship this lead to demotvate teachers and made school climate not conducive.

A researcher working as teacher and principal for about nine years in the zone, there is no research conducted on school climate and teacher's motivation particularly in Agnwa zone Gambella region. Therefore, to fill this gap the study of the school climate and teachers' motivation is very important. Therefore, the main purpose of this study is to examine and asses the school climate and teachers' work motivation in general secondary schools of Angwa Zone, Gambella National Regional State. Accordingly, the following basic questions will be addressed.

1. To what extent do the school climate is conducive in general secondary schools of Agnwa zone?
2. To what extent do teachers' intrinsically motivated in general secondary schools of Agnwa zone?
3. Is there a significant relationship between school climate and teacher's work motivation in secondary schools of Agnwa zone?
4. What are the elements of school climate that influence teachers work motivation?

### **1.3. Objective of the Study**

#### **1.3.1 General Objective**

The main objective of this study was to examine the relationship between school climate and teachers' motivation in general secondary schools of Agnwa, Zone, Gambella, National, Regional, State.

### **1.3.2 Specific Objectives**

1. To determine the extent to which the school climate is conducive in general secondary schools of Agnwa zone.
2. To determined the extent to which teachers' intrinsically motivated in general secondary schools of Agnwa zone.
3. to analysis the significant relationship between school climate and teacher's work motivation in secondary schools of Agnwa zone
4. To investigate the factors of school climate that influence teachers work motivation

### **1.4 Significance of the Study**

The results of this research were the following importance for the school principals, teachers, students and others. It helps the school leaders to be aware of the school climate and teachers motivation and to exercise the way of teachers' motivation and producing positive school climate. The study will be a step in reducing teacher attrition through the adoption of appropriate motivation strategies. It help the school principals to revisit and enrich with new knowledge, theories, methodologies leaders need in secondary schools and other institutions of learning in general and in angwaa zone general secondary schools in particular for their motivating approach to make the teachers more effective. It will indicate what will be expected from government, policy makers and curriculum developers to motivate teachers in school climate. Besides, it will serve as a benchmark for other researchers to conduct further studies.

### **1.5 Delimitation of the Study**

In Gambella regional State, there are three zones. However, this study was geographically delimited to Agnwa zone of Gambella National Regional State. In Agnwa zone, there are eleven government secondary schools. Delimiting the study area also has a variety of benefits and reasons. One of the reasons is that the researcher has been working in that specific area and has better background information on the study area. This intern helps the researcher to get rich, and in depth data from the participants. Moreover, the researcher could get better support from the education office found in the area due to his work experience and familiarity with the environment. Regarding to content, this research was delimit on assessing the relationship between school climate and teachers work motivation. The practice is assessed on focusing the following variables; the independent variable is school climate (collegial leadership, teachers'

professionalism, school community interrelationship and academic press) and dependent variable is teacher work motivation (professional advancement, work itself, recognition, responsibilities and achievement).

### 1.6 Conceptual Framework

The framework below shows the relationship between the independent and the dependent variables of the study. The independent variable is school climate (collegial leadership, teachers’ professionalism, school community interrelationship and academic press) and dependent variable is teacher work motivation (professional advancement, work itself, recognition, responsibilities and achievement).

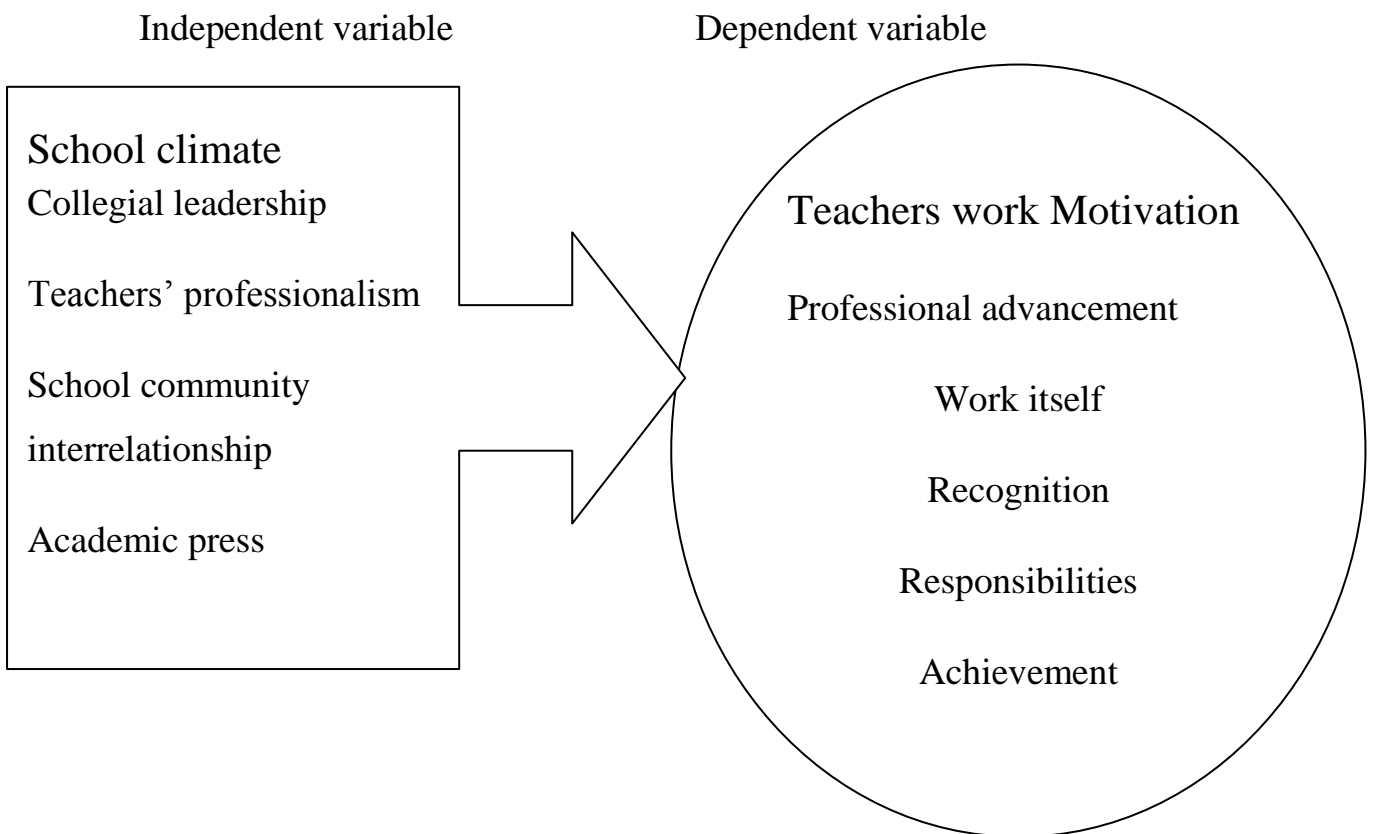


Figure 2.1 conceptual framework

## **1.7. Operational Definition of Variable in the Conceptual frame work**

**School climate:** the definition for school climate varied greatly depending on the different quantitative studies. For the sake of this study, school climate was defined as norm, value, and expectation that support people feeling.

**Collegial leadership:** - it is treating teachers as colleagues, open, free, and friendly.

**Professional Teacher Behavior:** - Is a respect for colleague competence, commitment to students, autonomous judgment, mutual cooperation, and support for colleagues

**School-Community Relations:** - refer to the cooperation among the members of the community and the school personnel in planning and implementing programs and evaluating results.

**Academic press:** - It refers to the relationship between the school and academic success of the students.

**Teachers work Motivation:** is a force or variable that energizes someone to perform something.

**Challenging work:** -it is the nature of the tasks to be carried out on the job.

**Responsibility:** - refers to the employee control over his /or her own job or being given the responsibility for the work of others.

**Advancement:** -it was defined in this study as the actual change in upward status within the organization as a result of performance.

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

**Recognition:**- appreciation for the employees' efforts and positive contribution

## **1.8. Limitations of the Study**

The result of this study interpreted with having the following limitations in mind. This study conducted only in one zone secondary schools. Consequently, the results of this study may not generalize all secondary school teachers in the other parts of the country. Finally, other limitation of the study was the data collected from teachers by only questionnaire it is difficult to understand the filing and how much deeply satisfied or committed on the job.

## **1.9. Organization of the paper**

The research has five chapters. Chapter one presents the nature of the problem and its approach through comprising background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, operational definition of key terms and organization of the study. Chapter two discusses the key concepts that will use in the paper to place the problem in a broader perspective of literature or review of related literature. Chapter three concentrates on the research design and methodology specifically which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretation and also ethical considerations. Chapter four consists of presentation, analysis, and interpretation. Chapter five contains the summary of the major findings, conclusion, and recommendation.

## CHAPTER TWO

### 1. Review of related literature

#### 2.1 The Concept of School Climate

School climate concept has its origins in the late 1950s as researchers in social sciences studied variations in work environments. Andrew Halpin and Don Croft published in 1963 the results of their research on school climate. Thus, the concept was formulated, and their work became the basis of research for other researchers. Various researchers and educational reformers identified school climate in different ways, but it seems that there is a consensus on what constitutes the school climate. Freiberg and Stan (1999) claim that the climate of the school is the “heart and soul” of a school, the factor that motivates students, teachers and makes them to want it and willing to be there every day. Heart and soul were used as metaphorical terms to highlight the importance of climate change, because it motivates members of a school making them feel attracted by it. In this regard, school climate is what gives life to it and highlights the values that school represents (Rapti, 2012).

Organizational climate, comprised of workers’ behaviors and relations, is a term used in relation to the general atmosphere and emotions within an organization; because organizational climate is, to a certain extent, the personality of that organization (Hoy and Miskel 2005). The term “climate” is used as a metaphor for organizations, and refers to the psychological environment for relations within the organization (Acun- Kapikiran and Kapikiran 2011; Bayrak et al. 2014). In this regard, organizational climate is not a concrete tangible concept, but only something to be felt, which in turn affects employees’ attitudes and behaviors within the organization (Altinkurt, 2014). The National School Climate Council (2007) referred to school climate as “the quality and character of school life... based on patterns of people’s experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures” (p. 5). Even though there is no one universally agreed up on definition of school climate scholars use range of definition, For instance Peterson (2002) described school culture as the way “people think, feel, and act” (p. 10), whereas Preble and Gordon (2011) described school climate as the “heart and soul of school success” (p. 12). Freiberg and Stein (1999) used a similar definition of school climate as “the heart and soul of the school” (p. 11). Freiberg (1999) compared school climate to the “air we breathe,” (p. 1) for if it was ignored until there was a problem, then something had be done to repair the damage. Another description of

school climate was described as a “common sense that how we feel matters” (Cohen et al., 2009a; p. 2)(Amlaner, 2015).

School climate is defined as a mixture of beliefs, values and behaviors of students, teaching staff, leaders and parents, level of independence, leadership styles and job satisfaction. From the above definition school climate can be perceived as the prevailing atmosphere in the school, which is mainly dictated by the leaders and affects the way how students and teachers perceive their school and affects their values and attitudes toward school and work(Rapti, 2012).

The term school climate has been understood in many ways as “the feel”, “the atmosphere”, “the environment”, “the zeal”, “the conditions prevailing”, “the tone of the institution” and the “personality of institution”. school climate can be explained as a relatively enduring quality of the internal environment of an organization which is experienced by its members influence their behaviour and can be described in terms of value of characteristics of the organization(Thaninayagam, 2014). Hoy (1990) described school climate as a general term referring to the perceptions that teachers have regarding their overall work environment. He further explained that climate related to a collection of internal attributes that helped to characterize a school(Ziolkowski, 2015).

One way to capture the definition of school climate is personality" to look at the "school's (Hoy & Sabo, 1998). Each school's individual "personality" is determined by the building in which learning takes place and the people that make up that environment. School climate is the uniqueness that allows a school and its members' members to stand out from the rest(Curione, 2006).

“The sum of the values, safety practices, organizational structures within a school, teaching practices, diversity, leader-teacher relationships, teacher-teacher relationships, parent-teacher relationships, and student-teacher relationships, is the concept of school climate.”(Rapti, 2012).

## **2.2. Importance of School Climate**

A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally and physically safe.(Guffey, 2012).

According to Brooks (1999)<sup>12</sup> , students are more likely to flourish in a school environment in which they feel comfortable, when they feel they are treated fairly by the teachers and when they feel they have a sense of belonging to the school environment. With regard to the sense of belonging it is vitally important to establish a degree of hospitality for each and every student, in order to avoid any feeling of isolation and detachment. Factors that have a role to play in the school climate include: Quality of interaction, Personality of school Environmental factors, Academic performance, Safety and school size, Trust and respect(Rapti, 2012)

Therefore, these needs should be addressed so as to facilitate learning. Negative circumstances at home, for example, violence, overcrowding, poverty, informed and uninvolved parents influence pupils' perception as well as their responses to learning objectives in school environment. In essence, enhancing school climate can assist pupils who are challenged socially and emotionally. According to Thapa (2012), a positive school climate is recognized as an important target for school reform and improving behavioral, academic, and mental health outcomes for students. Specifically, schools with positive climates tend to have less student discipline problems (Cohen and Geier, 2010) and aggressive and violent behavior (Gregory et.al, 2010), and fewer high school suspensions. Eccles (1993) in addition to reducing students' exposure to risk factors, school climate can promote positive youth development. For example, a favorable school climate has been linked with higher student academic motivation and engagement (as well as elevated psychological well-being (Ruus, 2007, Shochet, 2006). Not surprisingly, schools promoting engaging learning environments tend to have fewer student absences (Gottfredson et al., 2005), and improvements in academic achievement across grade levels (Stewart, 2008).

## **2.3. Creating a Positive School Climate**

Freiberg and Stein (1999) stated that school climate can be seen in every aspect of the school: from teacher's and student's attendance records, in the classroom, on the bulletin board, during break and lunch times, in the teachers' lounge, from pupils' mobility rates in hallways, and the like. Harris and Lowery (2002) mentioned school climate is created and can be maintained



unless an alteration occurs in the life of the school. While it is true that behaviors of the principal, teachers, pupils and parents affect a school climate, to some extent, the principal is essential in creating the climate: what he/she does establishes the climate of the school whether positive or negative (Hall and George, 1999) .

In this regard, Ayalew (1995) recommended many measures to be taken to improve the conditions that dissatisfy teachers in order to create conducive school climate. These measures includes the introduction a new salary scale ,improvement in posting, transfer, performance evaluation and promotion procedures as well as the selection of teachers for continuous education. He also pointed out that it is necessary to take appropriate measures to implement the strategies and carry out further study on intrinsic and extrinsic factors affecting staff retention.

In line with this, the transitional government of Ethiopia (1994) had made major adjustment to education in generals and problems of teaching profession because of new reform to address the needs and interests of teachers. Among the strategies the government took, new career structures for teachers were established along with in-services training which was believed to boost teachers' morale (MOE 1999). This indirectly implies that it is reasonable to recommend that keeping teachers satisfied with their work should be a priority for school system and a goal for school leadership team. According to Ammanuel (2005), pay is one of the frequency mentioned factors contributing to job satisfaction, although complications emerge in actuality measuring its individual's role. Similarly, Sefarth (2005) described that money and praise are powerful motivators, and although most people say that money is not the most important motivators for them, salary increases or expansion of fringe benefits are nevertheless welcomed by almost every one. Money is valued not only for what it will buy but also as a symbol of success and approval.

According to Bekele (2011) point out that payment, relationship between teachers with students with others rewards seen to be factors affecting teachers job satisfaction. Similarly, Habtamu (2003), Damtew and Altbach (2004) as cited in Bekele (2011), state that large number of Ethiopian academic staff quit their teaching profession to take other job or go abroad for training or other reasons and do not come back. Many of young Ethiopian did not consider teaching as satisfactory career and this had negative impact on teaching learning program (Leggese, 1992). To consolidate the points raised by the aforementioned authors, Aklilu (1986) ,Bonsa (1996) and Leggese (1992) in Bekele (2011) stressed that salary was one of the main reasons of the dissatisfaction of teachers the working conditions for these teachers were far from satisfactory.

To summarize, creating positive school climate in relation of stake holders (teachers, school principals, students, parents' government bodies and nongovernmental organization) is very significance. Therefore principals of the school can play major role in making conducive school climate.

## **2.4 Approaches of School Climate**

There are many approaches to the perception of climate. Two approaches in particular have acknowledged considerable support. The first cognitive approach regards the discernment of climate as an individual judgment and cognitive illustration of the work setting. From this standpoint climate assessments are hypothetical to be conducted at a personage level (Putin, 2009).

The second communal perception approach focuses the significance of communal perceptions as ground work of the impression of climate. The school organizational climate has also been defined as the communal perception of the method possessions are around here (Putin, 2009).

### **2.4.1. Cognitive Schema Approach**

The propagators of this approach are of the view that a protected, caring, participatory and approachable school climate tends to encourage great affection to school as well as providing the non-compulsory foundation for social, emotional and academic learning (Bulm, and others 2002). One of the essentially significant magnitudes of school climate is relational and how 'associated' people experience to one another in school.

The school climate in addition has promotes or complicates significant student learning. For example, actions like society service and debates augment the learning environment by providing pupils opportunities to actively contribute in the learning procedure and assemble their own knowledge of communal and government systems (Torney, 2002). Considering a constructive climate for citizenship education more internationally and comprehensively also raises questions regarding how schools can most optimally endorse these significant learning behaviors even further than the classroom environment. Inspiring, active and collaborative learning on reliable projects is most effectual in an environment with a civic assignment and that inspires unquestioning relationships throughout all members of the school community.

### **2.4.2. Shared Perception Approach**

This approach highlights that school climate promotes or complicates students' ability to learn. To the degree that students sense safe, cared for, properly supported and affectionately pressed to learn. Constructive school climate promotes supportive learning, group consistency, admiration and shared trust or a climate for learning (Finnan and others 2003).

The National Commission on Teaching and America's Future's *Initiation into Learning Communities*, states the association between school climate and issues touching teachers education. This monograph reflects school climate in stipulations of a learning community, and properly argues that initiation, to be effectual, must be orientation into a vigorous school climate. The association struck between this commencement of orientation and preservation is made. The teacher education programs are occasionally criticized for the reason that of the high abrasion of underpinning teachers. The implications of preparing school privileged who appreciate the critical function of a school climate that promotes teamwork and learning communities and the teachers who understand the significance of such a climate has implications for teacher schooling (Chauncey, 2005; Fulton & Lee, 2005). School climate by portrayal reflects school personnel, students, and parents communal, poignant and ethical as well as academic experiences of school life. The above two approaches see school climate from different point of view. As the cognitive schema approach regards the concept of climate as an individual perception and cognitive representation of the school climate. From this perspective climate assessments should be conducted at an individual level. Whereas, shared perception approach emphasizes the importance of shared perception as underpinning the notion of climate. According this approach climate assessment should be conducted at a group or social level. Schools are social institutions. Although, there are individual differences in school, assessing school climate in view of shared perception approach is important. Because, if the school fit into the social context, then it easy to serve individual.

## **2.5. Organizational Climate Index (OCI)**

The OCI is a combination of the OCDQ and the OHI. Hoy, et al., (1998) looked at six dimensions from the OCDQ and six dimensions from the OHI and identified four dimensions that would measure both openness and health. The four dimensions were environmental press, collegial leadership, teacher professionalism, and academic press.

The final version of the OCI consisted of 27 questions that measured four dimensions of climate and the relationship of a school to its community. Hoy, Smith, and Sweetland (2002) defined these four dimensions as follows:

**Collegial Leadership:-** is principal behavior directed toward meeting both social needs of the staff and achieving the goals of the school. The principal treats teachers as colleagues, is open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance.

**Professional Teacher Behavior:-** is marked by respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support of colleagues.

**Achievement Press:-** describes a school that sets high but achievable academic standards and goals. Students persist, strive to achieve, and are respected by both students and teachers for their academic success. Parents, teachers, and the principal all exert pressure for high standards and school improvement.

**Institutional Vulnerability:-** is the extent to which the school is susceptible to a few vocal parents and citizen groups. High vulnerability suggests that both teachers and principals are unprotected and put on the defensive. (p. 42)

## 2.6. The concept of Motivation

Just like any other word, there are variations of definitions to describe the concept. Understanding exactly what motivation is will help educational leaders decide what actions to take to encourage their employees. The definition of motivation starts with the root word, motive. Therefore, motivation can be defined as, the act of providing motive that causes someone to act (Shanks, 24). In other words, according to Nancy Shanks, motivation causes someone to act and someone else cannot make someone motivated. With relation to the workplace, Ray Williams, defines motivation as, “predisposition to behave in a purposeful manner to achieve specific, unmet needs and the will to achieve, and the inner force that drives individuals to accomplish personal organizational goals” (Williams). A person becomes motivated in order to achieve their own personal goals as well as the organizational goals. Richard Ryan and Edward Deci, agree that motivated means that the person is moved to do a particular act (Ryan and Edward, 54). The authors describe motivation as, the “orientation of motivation concerns the underlying attitudes and goals that give rise to action” (Ryan and Edward, 54)

Motivation refers to the reasons underlying behavior (Parashar, 2016, p. 8). Motivation is the energy that moves employees forward towards performing a certain action; motivation will strengthen the willingness of employees to work, and in turn it will increase the organization’s effectiveness and competence (Parashar, 2016, p. 8). When looking at motivation, managers want to assure that the direction of their employees’ behaviors goes hand in hand with the organization, meaning that they come to work on time, are independent when performing their tasks, are innovative and come up with creative ideas, as well as help others in the organization (George & Jones, 2012, p. 157). Employees that are motivated are more ambitious, innovative, creative, and are more persistent to achieve desired goals, which in turn implies that a motivated workforce will work more efficiently (Parashar, 2016, p. 8).

George and Jones (2012, p. 157), define work motivation as “the psychological forces that determine the direction of a person’s behavior in an organization, a person’s level of effort, and a person’s level of persistence in the face of obstacles”. Wiley (1995, p. 263) writes about work motivation as “motivation that is inferred from a systematic analysis of how personal, task, and environmental characteristics influence behavior and performance”. All in all, work motivation defines a process where employees are stimulated in an organization to achieve organizational goals (Parashar, 2016, p. 9). in order to attract and retain employees inside organizations, it

acting as the connection between individuals and the organizational objectives, leading employees to be creative and innovative and go beyond limitations of a job (Parashar, 2016, p. 9). Motivation refers to “the reasons underlie behavior” (Guay et al., 2010, p. 712). Gredler, Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something” (p. 106).

## **2.7. 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.

### **2.7.1. Intrinsic Motivation**

Intrinsic motivation, defined as “the desire to engage in an activity because one enjoys, or is interested in, the activity” (Sheldon, Turban, Brown, Barrick, & Judge, 2003, p. 3) Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, “Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards” (p. 658).

### **2.7.2. 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.

## **2.8. Theories of Motivation**

Theories of motivation can be divided to two, these include content theories, based on the assumption that people have individual needs which motivate their actions, and theorists such as Maslow (1954), McClelland (1961), Herzberg (1966) and Alderfer (1969) are renowned for their works in this field. In contrast to content theories, process theories identified relations among variables which make up motivation and involve works from Heider (1958), Vroom (1964), Adams (1965), Locke (1976), and Lawler (1973). The main focus is on Herzberg's theory of motivation.

### **2.8.1. Herzberg's two factor Theory of Motivation**

Herzberg's motivation-hygiene theory, also known as the two-factor theory has received widespread attention of having a practical approach toward motivating employees. In 1959, Herzberg published his analysis of feelings of above 200 engineers and accountants from over nine companies in the United States. These professionals were asked to describe job experiences where they felt either extremely bad or exceptionally good about their jobs and rated their feelings on these experiences. Responses about good feelings are generally related to job content (motivators), and responses about bad feelings are associated with job context (hygiene factor). Motivators came about with factors built into the job itself, such as achievement, recognition, responsibility and advancement. Hygiene factors were related to feelings of dissatisfaction within the employees and were extrinsic to the job, such as interpersonal relations, salary, supervision and company policy (Herzberg, 1966).

Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent / if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate / reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfiers or maintenance factors as they are required to avoid

dissatisfaction. These factors describe the job environment / scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled.

Hygiene factors include:

Pay: - The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.

Company Policies and administrative policies: - The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation, etc.

Fringe benefits: - The employees should be offered health care plans (mediclaim), benefits for the family members, employee help programmes, etc.

Physical Working conditions:- The working conditions should be safe, clean and hygienic. The work equipments should be updated and well-maintained.

Status:- The employees' status within the organization should be familiar and retained.

Interpersonal relations:-The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.

Job Security: - The organization must provide job security to the employees.

According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit.

Motivational factors include:

Recognition: - The employees should be praised and recognized for their accomplishments by the managers.

Sense of achievement: - The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.

Growth and promotional opportunities:- There must be growth and advancement opportunities in an organization to motivate the employees to perform well.

Responsibility:- The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

Meaningfulness of the work- The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.



Generally, motivators are things that create positive feelings; hygiene factors were associated with work context and environment.

## **2.9. Empirical Results of the Two- Factor Theory**

the study conducted by, Bassett-Jones and Lloyd (2005), that examined the impact of motivator and hygiene factors to better understand what influences employees to make or not to contribute to a suggestion system. The result of the study indicated that, economic incentives were not the critical factors for contributing suggestions. Rather, it was the recognition by some line managers of the creativity of employees and the encouragement of their growth and development, such that there was a “fostering of a culture of contribution” in the organization that made a difference (Bassett-Jones and Lloyd, 2005).

In general, Herzberg’s Theory is applicable to other cultures and other occupations. When this study was replicated in South Africa, of all the factors that contributed to job satisfaction, 86% were motivators and of all the factors that contributed to dissatisfaction over their work, 72% involved hygiene factors. These results were quite similar to the original American study (Herzberg, 2003).

## **2.10. 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.

## **2.11. Work Motivation**

Robbins (2000) defines motivation to work as a human willingness to invest effort in working to achieve organizational goals. The willingness of an individual depends upon his having to provide any personal need. The willingness to invest effort in work is not necessarily related to the terms of exchange between the individual and the place of work and calculations of viability of the individual, but also with the mental structure of the employee, his self-image and the values that he represents (Leonard, Beauvais, &Schall, 1999). However, expressions of interest alone are not enough. It is necessary to persistently in the investment of time and effort to achieve that goal. Steers & Porter (1991), referred to three dimensions when it comes to motivation: the intensity of the action, persistence in that action and direction of individual action.

Work motivation is the process that initiates and maintains goal-directed performance. It energizes our thinking, fuels our enthusiasm and colors our positive and negative emotional reactions to work. Motivation generates the mental effort that drives us to apply our knowledge and skills. Without motivation, even the most capable person will refuse to work hard. A motivation prevents or nudges us to convert intention into action and start doing something new or to restart something we've done before. It also controls our decisions to persist at a specific work goal in the face of distractions and the press of other priorities (Mustafa,&Othman, 2010).

Finally, motivation leads us to invest more or less cognitive effort to enhance both the quality and quantity of our work performance. Thus, motivational performance gaps exist whenever people avoid starting something new, resist doing something familiar, stop doing something important and switch their attention to a less valued task, or refuse to “work smart” on a new challenge and instead use old, familiar but inadequate solutions to solve a new problem (Clark & Estes, 2002).

## **2.12. The Importance of Work Motivation**

Motivation is a human characteristic that contributes to a person’s degree of commitment. It includes the factor that cause, channel and sustain human behavior in a particular committed direction (Carell, R. et al, 1992). Thus, organizational goals are unattainable without the enduring commitment of the member of the organization, so that the employers are obliged to provide for the factors that motivate employees to higher levels of productivity. So, work motivation is important to the effectiveness of an organization.

In an educational organization, Hanson, E.M (1996), suggest that work motivation would produce a teacher with high vitality. This refers to the positive quality of producing good products and in this case, it is good for student performance. An individual who is highly achievement motivated would tend to be very conscientious in his/ her work and tend to be more responsible. As Bennell & Akyeampong (2007) noted that work motivation is the psychological processes that influence individual behavior with respect to the attainment of the goals and tasks of the workplace. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organization environmental obstacles that can affect goal attainment.

Bennell and Akyeampong (2007) noted that motivation is a broad concept, involving both characteristics of the individual (motivation comes from within a person) and external factors (motivation is determined mainly by the level and type of external rewards that are available). Although, “extrinsic incentives” (particularly, higher pay and a decent working environment) tend to attract the most attention, strives to improve the substance of teachers' work, such as improvement of teaching materials or in - service training, can also be a significant incentives. Steers and Porter (1984) add that teachers who possess autonomy and achievement motivation exhibit less stress and have high job satisfaction compared to teachers who have low autonomy and achievement motivation.

Therefore, school principals as well as educational leaders should give serious attention to the motivation of educational employees and making working environment conducive and healthy.

### **2.13. 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 residence s 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.

## **CHAPTER THREE**

### **3. Research Design and Methodology**

This part of the research presents the methodological aspects of the research, which include the research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretation of the data and ethical considerations

#### **3.1 Research Design**

In this study descriptive survey research design was employed. Because the major goal of this study is to explore the relationship between school climate and teachers work motivation in secondary schools, as it exists at present, it is also relevant to gather detailed information concerning the issue under study. 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**

The study was followed quantitative approaches through close-ended questions. Quantitative approaches were emphasized because investigating the school climate and teachers work motivation of general secondary schools could be better understood by collecting large quantitative data.

#### **3.3 Source of Data**

In order to strengthen the findings of the research the relevant data for the study generated from primary sources were employed in the study, these were describe bellow as follow.

##### **3.3.1 Primary Source of Data**

In this study primary data source was use to obtain reliable information about school climate and teachers' work motivation. The sources of primary data were school teachers.

### 3.4 Sample Size and Sampling Technique

In order to get relevant and authentic information about the school climate and teacher's work motivation, respondents or the study population were selected by using simple random sampling technique. Based on geographical location schools were cluster in to four Abol cluster, Abobo cluster, Gog cluster, and Jor cluste,from these 3 were selected by using simple random to be the sample of the study. There are 9 secondary schools in selected cluster; seven were selected by simple random techniques. In general, the schools were selected by using multistage cluster sampling. After selecting seven general secondary schools, sample teachers were selected. The total numbers of teachers in the sample schools were (207). To determine the sample size formula of Yamane (1967) was used.

$$n = \frac{N}{1+N(e)^2}$$

Where;

*n* = sample size

*N* = total number of population (207)

*e*= the level of precision=0.05

$$\text{Therefore, } n = \frac{207}{1+207(0.05)^2} = 136$$

Thus, out of (207) 136 were taken as a sample in the study. To give equal distribution of teachers between schools proportional allocation to size of teachers in each school was done. To represent equal proportion of sample teachers in each secondary school William (1977) formula has been utilized. Hence it was done by dividing the targeted sample teachers (136) with the total number of teachers in the sample secondary schools (207) and multiplied by total number of teachers in each school.

$$P_s = \frac{n}{N} X$$

Where,

*P<sub>s</sub>* = Proportional allocation to teachers' sample size in each school

*n* = Total teachers' sample size (136)

*N* = Total number of teachers in the nine selected sample schools (207)

*X* = number of teachers in each school

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

$$1. \text{Bognga secondary school (teacher population = 14) } P_s = \frac{136}{207} 14 = 9$$

$$2. \text{Pignudo secondary school (teacher population = 48) } P_s = \frac{136}{207} 48 = 32$$

$$3. \text{Dipa secondary school (teachers population = 31) } P_s = \frac{136}{207} 31 = 20$$

4. Abobo secondary school (teachers population = 43)  $P_s = \frac{136}{207} 43 = 28$

5. Okuna secondary school (teachers population= 21)  $P_s = \frac{136}{207} 21 = 14$

6. Dimma secondary school (teachers population = 32)  $P_s = \frac{136}{207} 32 = 21$

7. Abol secondary school (teachers population = 18)  $P_s = \frac{136}{207} 18 = 12$

The sum of the sample size of the above secondary schools teachers are:

$$9 + 32 + 20 + 28 + 14 + 21 + 12 = 136$$

After this, the researcher has employed simple random sampling technique this is based on the assumption that it gives equal chances for the respondents to participate in the research, especially lottery method were employed, to select the representative teachers in each school. Accordingly, 136 teachers were taken as a sample in this study. According to Mugenda and Mugenda (2003), 10% of the accessible population is enough for descriptive studies. Gay (2005) supports the same idea by saying that 20% of a target population is regarded as adequate representative sample for small population ( $n < 1000$ ). In this study a total 136(65.7%) respondents out of 207 target population were sampled to participate in the research study.

To sum up in order to obtain the necessary sample units of the respondents: simple random sampling through lottery system for teachers, were employed.



**Table 3.1. Summary of Population, Sample size and Sampling technique**

2 <sup>nd</sup> ry schools	Total no of teachers	Sample size	Sampling technique
1 Bognga	14	9	
2 Pignudo	48	32	
3 Deppa	31	20	Simple Random
4 Abobo	43	28	Sampling
5 Okuna	21	14	
6 Dimma	32	21	
7 Abol	18	12	
Total	207	136	

### **3.5 Instrument of Data collection**

#### **3.5.1 Questionnaire**

Organizational climate index (OCI) for school climate and Minnesota satisfaction questionnaires (MSQ) for teacher's satisfaction were used to measure school climate and teachers satisfaction in motivator (intrinsic) dimension. Both Closed ended questionnaire were employed to collect quantitative data from selected teachers. This is because item is convenient 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 questionnaires were prepared in English language, because all of the sample teachers can read and understood the concepts that were incorporated.

#### **3.6 Data Collection Procedure**

Two assistant data collectors were selected to gather data from the sample schools. The assistants were selected because of their conversant of the location and their English languages. Their languages and familiarity of the research areas thought to facilitate the data collection process. To make the data collection procedure smart and clear from confusions, the data collectors were orient properly about the data collection procedures by researcher. Furthermore, the researcher provided orientation for all respondents concerning the objective of the study and how the items were answer. Then, questionnaires were dispatch to sample teachers.

### **3.7. Data analysis Procedure**

The collected data analyzed by means of the Statistical Package for Social Sciences (SPSS) version 20. Both descriptive and inferential statistics were used to analyze the data collected through questionnaire. The data collected from teachers closed ended questionnaire were processed and analyzed by several sets of statistical tools. Percentage and frequency were used to analyze the respondents' background information. Likewise, mean and standard deviation were used to summarize the level of school climate and teachers work motivation. Pearson's *r* Product-Moment Correlation was used to measure the relationship between variables. The level of significance was set at 0.05. In order to determine which independent variables best predicted teachers work motivation, multiple regression technique was employed.

### **3.8. Validity and Reliability Checks**

In order to check the validity and reliability of the research instruments, the pre-test were done in Gog secondary schools with 20 teachers. The necessary modifications were made on the two items were remove and one unclear questions were modified from index. 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. Table below show the results of Cronbach's coefficient alpha is satisfactory (between 0.506 and 0.83 with the average 0.72 for school climate and .762 and .850 with average .804 for teachers work motivation item) . 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. Similarly, it is also satisfactory as the coefficient is between 0.70 and 0.90 with the average 0.715 for the school climate and .804 for teachers work motivation items.

## Reliability test results with Cronbach's alpha

School climate variable	Cronbach's Alpha	Number of item
Collegial leadership	.811	7
School community relation	.506	5
Academic press	.830	8
Professional teachers behavior	.713	7
<b>Average</b>	<b>.715</b>	
Teachers work motivation variable		
Work itself	.790	5
Achievement	.762	5
Advancement	.850	5
Recognition	.785	5
Responsibility	.833	5
<b>Average</b>	<b>.804</b>	

### 3.9. Ethical Consideration

In order to conduct the study first, the researcher went to the study area with the letter of entry which were prepared by Jimma University, College of Education and Behavioral science, Department of Educational Planning and Management to Agnwa Zone Education department office. After the researcher has obtained letter of entry from the zone and explain the objectives of the study. Then, the study was conducted after getting permission from the selected sample of general secondary schools in the zone.

## CHAPTER FOUR

### ***4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION***

This chapter deals with presentation, analysis and interpretation of the data. The groups that are included in the study were teachers. The data gathered by questionnaire and the summary of the quantitative data presented by the use of tables and various statistical tools. The research design is descriptive survey research design. In this study, the main respondents' were teachers and gave necessary information on the issue raised through closed ended questionnaire. Therefore, the total response rate is sufficient and safe to analyze and interpret the data. The overall results of the issue investigated as well as respondents' personal background were presented below.

#### **4.1. Demographic Characteristics of the Population**

**Table 1 Demographic Characteristics of the Population**

Characteristics		<i>N</i>	Percent
Sex	Female	9	6.6
	Male	127	93.4
	Total	136	100.0
Age	21 up to 30	97	71.3
	31 up to 40	39	28.7
	Total	136	100.0
Level of education	TTI	2	1.5
	Diploma	63	46.3
	BA/B SC	67	49.3
	M.A/M.SC	4	2.9
Total	136	100.0	
Years of service	1- 10 years	56	41.2
	11- 20 years	69	50.7
	21- 30 years	11	8.1
Total		136	100.0

The above table indicated that, out of 136 respondents 127(93.4) were male and 9(6.6%) were females. It shows that majority of teachers in secondary schools of Agnwaa zone were male. In term of age the data indicates that, majority of teachers' respondents 97(71.3%) were in the age range of 21-30 years, whereas only 39(28.7%) respondents were in the age range of 31 to 50.the

analysis indicated, majority of teachers were youth. This shows that majority of the respondents were youngsters. In addition, Table 4.1, indicates that level of education, half of the respondents 67(49.3%) were first degree holders, 63 (46.3%) are diploma holders and 4(2.9%) respondent were master degree holder. It shows as majority of responded teachers were first degree holders. From the finding of the study, it can be said that majority of teachers in secondary schools of Angwaa zone were qualified. This is in line with guideline drawn by ministry of education, that is at least first degree are supposed to teach in general secondary school of Ethiopia. The same table shows 69(50.7%), had service of 6-15 years, 56(41.2%), had service of 1-5 years and 11(8.1%) of the respondents were 16-30 years of service. This result reveals that the majorities of the teachers have experience which can support other professional.

## 4.2 The level of School Climate

School climate is what constitutes the school's atmosphere based on the interactions and the perceptions of the stakeholders in the school environment. Freiberg and Stein (1999) theorized that school climate is the soul and the heart of a learning institution; the component of a school that motivates the principal, teachers, and the students to the school and that makes them want to stay associated with it. Thus, the school leader would have to apply different mechanism that fit the school situation. Therefore, the researcher adapted 27 items (7 for collegial leadership, 7 for teachers' professionalism, 8 for teachers' achievement and 5 for school community relationship). For analysis the mean and standard deviation were presented below.

**Table 2 level of School Climate on Collegial Leadership**

collegial leadership	N	Mean	SD
The principal explore all side of topic and see that other option exist	136	2.68	1.120
The principal treat all department members as his or her equal	136	3.48	1.167
The principal friendly and appreciable	136	3.55	1.173
The principal lets teachers know what is expected of them	136	3.19	1.092
The principal define standards of performance	136	3.11	1.159
The principal puts suggestion made by the teachers' in to operation	136	3.21	1.103
The principals is willing to make change	136	3.49	1.247
Total	136	3.24	1.151

Scale: 0-1.49 very low, 1.5-2.49 low, 2.5- 3.49 moderate, 3.5- 4.49 high, above 4.5 very high

From table 2, mean score of the participants were 3.24. However, there was a mean difference among each measure. The mean score of the principal friendly and appreciable was 3.55 and it exceeds the mean score of the other measures of school climate activities. But the mean score for the principal explore all side of topic and see that other options exist was least when compared to the other measures of school climate and it was 2.68. From these the researcher concludes that, the principals cannot look other option beside teachers, and are not willing to share duty with teachers to get other option..

**Table 3 Level of School Climate on Teachers' Professionalism**

Teachers' professionalism	N	Mean	SD
Teachers help and support each other	136	3.82	4.429
Teachers accomplish their job with enthusiasm	136	3.12	1.109
Teachers respect the professional competence	136	3.68	1.148
The interaction between faculty members are cooperative	136	3.18	1.272
Teachers in this school exercise professional judgment	136	3.43	1.093
Teachers provide strong social support for colleagues	136	3.42	1.126
Teachers go extra mile with their students	136	2.79	1.143
Total	136	3.34	1.617

From table 3, mean score of the participants were (M=3.34,SD=1.61). However, there was a mean difference among each measure. The mean score of the teachers help and support each other was (M=3.84, SD=4.42) and it exceeds the mean score of the other measures of school climate activities. But the mean score for the teachers go extra mile with their students was least when compared to the other measures of school climate and it was (M=2.79, SD=1.14). From these the researcher concludes that, teacher's devotion to students and their learning was low.

**Table 4 Level of School Climate on Achievement**

Achievement	N	Mean	SD
The school set high standard for academic performance	136	3.06	1.332
Students respect others who got good grade	136	3.04	1.290
Students seek extra work so they can get good grade	136	2.73	1.273
Parents exert pressure to maintain high standards	136	2.49	1.167
Students try hard to improve on previous work	136	2.63	1.198
Academic achievement is recognized and acknowledged by the school	136	3.40	1.091
parents press for improvement	136	2.77	1.350
Students in this school can achieve the goal that have been set for them	136	2.87	1.185
Total	136	2.87	1.235

As it is revealed in table 4, the grand mean of achievement is ( $M=2.87$ ,  $SD=1.234$ ), it is indicate that the level of school climate toward achievement is at moderate level. Based on the data analysis there is moderate teachers' achievement in secondary schools of Agnwaa zone concerning whether, the school set high standard for academic performance students respect others who got good grade, students seek extra work so they can get good grade, parents exert pressure to maintain high standards students try hard to improve on previous work, academic achievement is recognized and acknowledged by the school parents press for improvement, students in this school can achieve the goal that have been set for them.

**Table 5 Level of School Climate on School Community relationship**

School Community relationship	N	Mean	SD
A few vocal parents can change school policy	136	2.03	1.154
Selected citizen group are influential with the board	136	2.80	1.316
The principal respond to pressure from parents	136	2.96	1.198
Teacher feel pressure from the community	136	2.78	1.178
The school is vulnerable to outside pressure	136	2.82	1.186
Total	136	2.67	1.206

Based on data presented on table 5, the average score of community relationship is ( $M=2.67$ ,  $SD=1.206$ ), this indicate that the level of school climate toward school community relationship is at moderate level. Based on the data analysis except for item1, few vocal parents can change school policy which have low average score. The rest are at moderate. schools community relationship in secondary schools of Agnwaa zone concerning whether, selected citizen group are influential with the board, the principal respond to pressure from parents, teacher feel pressure from the community, the school is vulnerable to outside pressure were moderate.

### **Table 6 Grand Mean for school climate**

Descriptive analysis was used to obtain the overall mean value for each climate dimension followed by comparing the overall mean with mean interpretation to determine the level of climate in the Angwaa zone secondary schools. The overall mean value is presented in Table 6 below.

No	Variables	Mean(M)	SD
1	Collegial leadership	3.24	1.151
2	Teachers' professionalism	3.34	1.617
3	Achievement	2.87	1.235
4	School Community relationship	2.67	1.206
<b>Total</b>		<b>3.03</b>	<b>1.302</b>

Scale: 0-1.49 very low, 1.5-2.49 low, 2.5- 3.49 moderate, 3.5- 4.49 high, above 4.5 very

Based on the result of data analysis on item1 table 6 respondents were asked to express their belief on whether or not principal applied collegial leadership in the school. Teachers express their belief ( $M=3.24$ ,  $SD=1.15$ ). This indicate the principal technique to applied collegial leadership in sampled schools were moderate.

The response to item 2 on the same table, teachers response about their professionalism with the average score of ( $M=3.34$ ,  $SD=1.617$ ) is moderate. This indicate respect for competence, autonomous judgment and mutual cooperation in the study were moderate.

Based on the data presented to item 3 on the same table, the teachers response about the achievement of academic standard were at moderate with ( $M=2.87$ ,  $SD=1.235$ ).

Based on the result of data analysis on item 4 tables 6, respondents were asked to express their belief on the relationship between school and community. Teachers express their belief ( $M=2.67$ ,



SD=1.206). This indicates the relationship between school and community in the sample schools was moderate.

Based on data presentation, there were moderate (M=3.03, SD=1.302) school climate in secondary schools of Agnwaa Zone. Generally, the level of school climate in secondary schools of Agnwaa Zone based on the four school climate variable (collegial leadership, teachers professionalism, academic press and school community relationship) were moderately, but the study conducted by scholars Ladyong, (2014) indicated the level of school climate was very high (M=180.27, SD=25.40). This implies that the level of school climate in secondary schools of Agnwaa Zone was not raised to the required level. Thus the principals should give attention to the way of making school climate conducive to reach in the required level.

### 4.3. Level of Teachers' Work Motivation

There is a motive, or a string of motives, behind every kind of behavior in all situations. Almost everyone, in some way is motivated. The motive might be to achieve something, to accomplish a task among others. The compiled results on the practices of schools in each motivation factor and the teachers' level of motivation are presented below.

**Table 7 Level of Teachers' Work Motivation on Work itself**

	N	Mean	SD
Work itself			
The kind of work that I do best	136	3.89	1.04
The work I do, is suited to my ability	136	4.04	.88
The chance to make use of my ability	136	3.65	1.04
The chance I use to do something that make use of my ability	136	3.79	.85
The chance I use my ability and skill	136	3.87	.95
Total	136	3.85	.95

Scale :< 1.5 = very dissatisfied, 1.4 – 2.49 = dissatisfied, 2.5 – 3.49 = moderate, 3.5 – 4.49= satisfied, above 4.5 = very satisfied

As indicated in table 7. respondents were asked to express their feeling if they are satisfied with, the kind of work they do best, the work they do is suited to their ability, the chance to make use

of their ability, the chance to do something that make use of their ability, the chance they use of their ability and skill, the average mean score, respectively, This all the above mentioned reasons, show a greater mean value. So the greater the mean means the higher level of agreement to be satisfied. These indicate teachers were satisfied with the work they do. The average mean of work itself is (M=3.85, SD=.951) it is indicate that the level of teachers' work motivation on work itself in the secondary schools of Agnwaa zone were satisfied. Freeman and Stoner (1992) expressed that a common factor in motivation is the type of work employees do. Principals may think that if a teacher has a simple task that he will become efficient at it over time. However, it is also significant to look at the fact that doing the job that is the same day in day out can be boring. When teachers are given a job with varied tasks and ability they tend to stay more motivated. These imply that principal in Angwaa zone secondary schools should revise types of work they gave for teachers in order to make them ore motivate.

**Table 8 Level of Teachers' Work Motivation on Achievement**

Achievement	N	Mean	SD
The result of work I do	136	3.65	1.07
The pride I received in making job well done	136	3.49	1.08
The work I do base on my justification and interest	136	3.80	.89
The chance I do my best all the time	136	3.62	.87
The feeling of accomplishment I get from job	136	3.59	1.05
Total	136	3.63	.10

As indicated in table 8. the respondents response indicates the level of teachers work motivation on achievement regarding the, the result of work they do, the pride they received in making job well done, the work they do based on their justification and interest, the chance to do their best all the time, and the feeling of accomplishment they get from job respectively. The average mean of teachers achievement were (M=3.63, SD=.10) it is indicate that the level of teachers' work motivation on teachers achievement in the secondary schools of Agnwaa zone were satisfied.

..

**Table 9 Level of Teachers' Work Motivation on Advancement**

Advancement	N	Mean	SD
The opportunity for promotion I get on this job	136	3.46	.99
The chance for improvement on this job	136	3.52	.97
The promotion I get out on this job	136	3.30	.91
My chance for advancement on teaching profession	136	3.49	1.05
My chance for advancement	136	3.45	.72
Total	136	3.44	.93

As can be observed from Table 9, the overall mean response toward teachers' advancement program in secondary schools is 3.44 with a standard deviation of 0.93. This shows that teachers are satisfied with the advancement opportunities obtained under their schools. Even if, the teachers' advancement practices in secondary school were satisfied it need additional effort to make teachers more motivated and effective to their work.

The studies by (Smith & Warner 1993) suggests that a strong desire to move continuously upward is a strong characteristic of members of any society. Advancement is a major force in motivating teachers to boost their performance to approach their maximum potential.

**Table 10 Level of Teachers' Work Motivation on Recognition**

Recognition	N	Mean	SD
The way I recognized when I do good job	136	3.76	.98
The way I get full credit for the work I do	136	3.49	1.10
The recognition I get for the work I do	136	3.40	1.13
The way school tell me when I do my job well	136	3.61	1.03
The pride I get for doing a good job	136	3.60	1.10
Total		3.57	1.05

From table 10, mean score of the participants was (M=3.57,SD=1.05). However, there was a mean difference among each measure. The mean score of the way I recognized when I do good

job was 3.76 and it exceeds the mean score of the other measures of school climate activities. But the mean score for the recognition I get for the work I do, was least when compared to the other measures of teachers work motivation and it was 3.40. From these the researcher concludes that, Angwaa zone secondary schools leaders show the significant to recognize the better achievement of teachers.

**Table 11 Level of Teachers’ Work Motivation on Responsibility**

Responsibility	N	Mean	SD
The responsibility I have to plan my work	136	3.79	.94
The decision i make on my own judgment	136	3.83	.85
The responsibility i have for the work of other	136	3.63	.96
The freedom I use my own judgment	136	3.70	1.10
The responsibility I have for my own job	136	4.04	1.01
Total	136	3.78	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 respondents had positive feeling on the schools practice in giving responsibility for the teachers work. The overall mean score 3.78 with a standard deviation of 0.97 indicates the teachers agreement on the issue raised. Therefore, Angwaa zone secondary school teachers are responsible for their work with small variation among their response from the average mean.

## Table 12 Grand Mean for Teachers Work Motivation

Descriptive analysis was used to obtain the overall mean value for each climate dimension followed by comparing the overall mean with mean interpretation to determine the level of teachers work motivation in the Angwaa zone secondary schools. The overall mean value is presented in Table 6 below.

No	Variables	Mean(M)	SD
1	Work it self	3.85	1.03
2	Achievement	3.63	.10
3	Advancement	3.44	.93
4	Recognition	3.57	1.05
	Responsibility	3.78	.97
Total		3.65	.82

Scale :< 1.5 = very dissatisfied, 1.4 – 2.49 = dissatisfied, 2.5 – 3.49 = moderate, 3.5 – 4.49= satisfied, above 4.5 = very satisfied

As Table 12 above reveals, majority of the respondents had positive feeling on the teachers work motivation. The overall mean score 3.65 with a standard deviation of 0.82 indicates the teachers are intrinsically motivated with the work they do with small variation among their response from the average mean. This implied that teachers in Angwaa zone secondary schools were intrinsically motivated to the work they do. This finding is in concordance with the result by Meseret (2015) which found that the intrinsic motivation of teachers was at satisfactory level and the result obtain by Getachew (2013) imply that extrinsic factor had stronger effect on teachers level of motivation than intrinsic factor.

### 4.5. The relationship between School Climate and Teachers' Work Motivation

The correlation coefficient,  $r$ , is a summary measure that describes the extent of the statistical relationship between variables. The correlation coefficient is scaled so that it is always between -1 and +1. When  $r$  is close to 0 this means that there is little relationship between the variables and the farther away from 0  $r$  is, in either the positive or negative direction, the greater the relationship between the two variables. Therefore, to answer the fourth basic research questions Pearson correlation is calculated as followed.

#### 4.4. School Climate that Influence Teachers' Work Motivation

School climate is an important component of effective schools. It influences teachers' work motivation and dedication in their work. Understanding the influence of organizational climate on teachers' work motivation is important to improve schools. The following analysis showed the factors of organizational climate that influence teachers' work motivation.

**Table 12 Factors of School Climate that Influence Teachers' Work Motivation**

Variable	B	SE $\beta$	B
CL	-.585	.181	-.365
CR	1.237	.078	.923
TP	.632	.185	.409
Constant	.024	.242	

Note:  $R^2=.987$ ;  $F(3, 4)=140.2$   $P<0.05$

Multiple regressions analysis was conducted to determine the best linear combination of collegial leadership, school community relation, teachers' professionalism for predicting teachers work motivation. This combination of variables significantly predicted teachers work motivation,  $F(3, 4) = 140.2$   $P<.05$ , with three variables significantly contributing to the prediction. The beta weights, presented in Table 13, suggest that good school community relation contribute most to predicting teachers work motivation, and sharing of power and authority equally with colleagues also contribute to this prediction. In addition teachers' professionalism also contributed to the prediction. The adjusted  $R^2$  value was .984. This indicates that 98.4% of the variance in teachers work motivation was explained by the model.

This finding is in concordance with the result by Ladyong (2014), the finding showed that among the four predictor variables, two predictors namely Collegial Leadership and School-Community Interrelationships were significant to predict teachers' work motivation at the level of significance  $\alpha=0.05$ , with t-values of 2.832, 2.354 with p-values of .005, and .020 respectively. It was also found that the coefficient of determination,  $R^2$ , was .3520, which means that 35.20% of the variation in the criterion variable, Teachers' Work Motivation was accounted for, by the linear combination of the predictor variables.

## **CHAPTER FIVE**

### **5. SUMMARY OF FINDINGS, CONCLUSION ANDRECOMMENDATIONS**

This chapter of the study deals with summary, the general conclusion drawn based on the findings of the study and forwarding recommendations.

#### **5.1. Summary of the Study**

The main purpose of this study was to assess the relationship between school climate and teachers work motivation in Agnwaa zone of Gambella region. In order to achieve this purpose, the study attempted to answer the following basic questions.

1. What is the level of school climate in general secondary schools of Agnwa zone?
2. To what extent do teachers' intrinsically motivated in general secondary schools of Agnwa zone?
3. Is there a significant relationship between school climate and teachers' level of motivation in secondary schools of Agnwa zone?
4. What are the factors of school climate that influence teachers work motivation?

To collect relevant data on the topic, the study was carried out in seven government secondary schools which were selected by simple random sampling technique. Descriptive survey approach was employed as a method of the study. The sources of data were teachers. To seek answers to the above research questions, the data were gathered through questionnaire.

The questionnaire were properly filled and returned by 136 teachers who were selected by simple random. The data obtained through close ended questionnaires were analyzed quantitatively using mean, standard deviation, percentage, regression and correlation. The analysis of the quantitative data is performed in the help of SPSS version 20 computer program. Accordingly the following were the major findings of the study

From the data analysis, 127(93.4) were male and 9(6.6%) were females. It shows that majority of teachers in secondary schools of Agnwaa zone were male. Interims of age the data indicates that, majority of teachers' respondents 97(71.3%) were in the age range of 21-30 years, whereas only 39(28.7%) respondents were in the age range of 31 to 50. This show the majority of teachers in Agnwaa zone were at the age between 21-30 years. In addition, Table 1, indicates that level of education, half of the respondents 67(49.3%) were first degree holders. It shows as majority of responded teachers were first degree

holders. The same table shows 69(50.7%), had service of 6-15 years, 56(41.2%), had service of 1-5 years and 11(8.1%) of the respondents were 16-30 years of service.

The average mean of school climate on collegial leadership in secondary schools of Agnwaa zone was at moderate, therefore, the nature of school leadership in relation to participating teachers in school activities were moderate.

The average mean of teachers' professionalism is ( $M=3.34$ ,  $SD=1.62$ ) it is indicate that the level of school climate on teachers' professionalism is at moderate level. This indicate teachers helps and support each others, teachers respect the professional competency, the interaction between staff are cooperative, teachers exercise professional judgment and teachers provide strong school support for colleagues.

Based on the data presented, the teachers response about the achievement of academic standard were at moderate with ( $M=2.87$ ,  $SD=1.235$ ).these mean that the school set high standard for academic performance, students respect others who got good grade, parents exert pressure to maintain high standard, academic achievement is recognized and acknowledged by the schools.

Based on the result of data analysis on item4 tables 5, the mean score of school and community relation were ( $M=2.67$ ,  $SD=1.206$ ). This indicates the relationship between school and community in sampled schools was moderate. These means that there is an effort from principals to inform the community about the school goals and achievements, community members are responsive to request for participation, PTA meet to discuss about school issues

The average mean of work itself is ( $M=3.85$ ,  $SD=.951$ ) it is indicate that teachers are satisfied with the kind of work they do; teaching and learning are suited with their ability. These help teachers to use their ability and skill. Therefore, the level of teachers' work motivation on work itself in the secondary schools of Agnwaa zone was satisfied.

The average mean of teachers achievement were ( $M=3.63$ ,  $SD=.995$ ) it is indicate that the level of teachers' work motivation on teachers achievement in the secondary schools of Agnwaa zone were satisfied.

The average mean of advancement were ( $M=3.44$ ,  $SD=.9295$ ).This shows that teachers satisfied with the work they do, the pride teachers received in making job well done, the work they do based on teachers justification and interest and the opportunities' for promotion teachers get on the job. This indicated that teachers are satisfied with the advancement opportunities obtained under their schools.



The average mean value for Recognition were ( $SD= 3.57$ ,  $SD=1.06$ ) shows teachers recognized when they do good job, got full credit for the work they do, have good feedback from school. In general, school recognized better achievement of teachers.

The overall mean score 3.78 with a standard deviation of 0.970 indicates teachers have responsibilities to plan their work, teachers made decision based on their own judgment they have freedom to use their own judgment and they have responsibilities for their own job the teachers agreement on the issue raised. Therefore, teachers are responsible for their work with small variation among their response from the average mean.

Multiple regressions were conducted to determine the best linear combination school climate variable for predicting teachers work motivation. This combination of variables significantly predicted teachers work motivation,  $F(3, 4) = 140.2$   $P < .05$ , with three variables (school community relation, collegial leadership and teachers professionalism) significantly contributing to the prediction. The adjusted  $R$  squared value was .984. This indicates that 98.4% of the variance in teachers work motivation was explained by the variable of school climate.

As data analysis indicate, collegial leadership influenced the teachers work motivation ( $r = .42$ ,  $p < .01$ ), Teacher professionalism also influenced teachers work motivation ( $r = .59$ ,  $p < .01$ ). Similarly, academic press influence teachers work motivation ( $r = .40$ ,  $p < .01$ ).school community relation showed relation to teachers work motivation( $r = .98$ ,  $p < .01$ ). The study shows that there is a significant positive correlation between the variables of school climate and teachers work motivation.

## 5.2. Conclusions

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

- The average score of school climate (collegial leadership, teachers professionalism, academic press and school community) with (M=3.03, SD=1.302) was moderate. This implies that the level of school climate in secondary schools of Agnwaa Zone was not raised to the required level. Thus the principals should give attention to the way of making school climate conducive to reach in the required level.
- The average score of teachers work motivation (work itself, achievement, advancement, recognition and responsibility) were (M=3.65, SD=.734) this indicate teachers were satisfied with the work they do which implies they were motivated toward the work they do.
- School climate influence teachers work motivation in three factor of school climate: collegial leadership, teachers' professionalism and school community relation are significantly influencing teachers work motivation.
- The correlation between school climate and teachers work motivation was positive. This indicate when school climate increase teachers work motivation also increase and vice versa.

## 5.3. Recommendations

Based on the finding of the study, the following recommendation are forwarded

Based on the finding of the study, the following recommendation are forwarded

- As the findings indicate the level of schools climate were at moderate, and not at expected level. Therefore, in order to create conducive school environment school principal should make periodic survey to determine way in which school climate has improved; school principals should set professional goals on a regular basis of encouraging teamwork, providing proper feed back to the teachers, effectively sharing decision making responsibilities with staff, helping the academic staff to improve their teaching profession, distributing responsibilities with the other staff members and remain informed with activity undertaken. The WEO, ZEO and local community should work collaboratively with teachers to promote collegial relationship between teachers within school.

- Based on the finding intrinsic motivation factor are more important in improving the level of motivation. Therefore, the principals of Agnwaa zone schools should create teachers Recognitions campaign such as “teachers of the month/years”; provide teachers with positive verbal feedback and award for their performance; and create forum for teachers to show their idea and best practice in order to improve the level of work motivation in school. It is very necessary to identify teachers’ drives and needs and to channelize their behavior to motivate them towards delegated job. The administrators need to rethink their motivational practices, it has also been found that one of the best ways to motivate the teachers is praise and recognition, because everybody needs encouragement and everybody needs their work to be recognized.
- It was found that motivated teachers perceive that they will fulfill their responsibilities by exerting maximally. Therefore, it is recommended that motivation techniques should included in detail in training courses of teachers and a special training course should arranged for educational leaders and administrators and to use motivation techniques appropriately to achieve school goal.
- Woreda Education office in collaboration with ZEO and REO should work on teachers’ career promotion and advancement to enhance teachers’ motivation level.
- WEO as well as Zone educational planners should include school climate as part of a comprehensive school-wide plan for promoting school effectiveness, academic, social and emotional learning. This would be included in the school’s mission statement, policies, procedures and practices.
- Moreover, the educational leaders, the teachers, and the other stakeholders in the study area are advised to conduct researches on the bases this findings for further investigation and improvement.

## Reference

- Alam, M., & Farid, S. (2011). Factors affecting teachers' motivation. *International Journal of Business and Social Science*, 2(1), 298-304.
- Ammanuel Gebru ,(2005).job satisfaction workers of the state media (M.A thesis): Addis Ababa University
- Analoui, F., 2000. What motivates senior managers? The case of Romania. *Journal of Managerial Psychology*, Volume 15, Number 4, pp: 324-340. University of Bradford, Bradford, UK
- Ayalew Shibeshi ,(1995).Approach to Educational Organization and Behavior Management (M.A Thesis) Addis Ababa :Addis Ababa University.
- Altinkurt, Y. (2014). The Relationship between School Climate and Teachers ' Organizational Silence Behaviors, *18(2)*, 289–297.
- Amabile, T. M. (1993). Motivational Synergy: toward new conceptualizations of intrinsic and extrinsic motivation in the workplace. *Human Resource Management Review*, 3(3), 185-201.
- Amlaner, B. (2015). School Climate Study in Greater Atlanta Schools of the Georgia-Cumberland Conference.
- Annual Review of Psychology. Vol. 52 (pp.141–166). Palo Alto, CA: Annual Reviews, Inc.
- Bekele Legesse, (2011).Job satisfaction of teachers in private higher education. Haramaya University.
- Blum, R.W. (2002). *Improving the Odds: The Untapped Power of School to Improve the Health of Teens*. Minneapolis: University of Minnesota, Center for Adolescent Health and Development Bradford, UK
- Brooks, R. B. (1999). Creating a Positive School Climate: Strategies for Foster Self-Esteem, Motivation and Resilience, in *Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence*, edited by J. Cohen. New York: Teachers College: 61-73.
- Bennell, P. and Akyeampong, K.(2007). Teachers motivation in sub- Saharan Africa and South Asia. Department of International Development Educational papers.

- Chauncey, C. (2005). *Recruiting, retaining, and supporting highly qualified teachers*. Harvard Educational Press
- Clark, R. E. and F. Estes, (2002). *Turning Research into Results: A guide to Selecting the Right Performance solutions*, Atlanta GA: CEP Press.
- Cohen, J. & Geier, V.K. (2010). *School Climate Research Summary: January 2010*. New York, N.Y. [www.schoolclimate.org/climate/research.php](http://www.schoolclimate.org/climate/research.php).
- Cramer, M. (2012). Goal setting theory. Retrieved from PSYCH 484: Work Attitudes and
- Cynthia, C., J. Shoemaker, (1998). *Leadership in continuing and Distance Education*.
- Carell, R. et al.,(1992). *Personal/ Human Resource management (4th ed.)*. New York: MacMillan University of Interlard.
- Dornyei, Zoltan,(2001a). *Motivational strategies in Language Classroom*. Cambridge university press.
- Eccles, J.S.,Wigfield, A., Midgley, C., Reuman, D., MacIver, D., &Feldlaufer, H. (1993). Negative effects of traditional middle schools on students' motivation. *Elementary School Journal*, 93
- Freiberg, H. J.and Stein, T. A., (1999). Measuring, improving and sustaining healthy learning environments. In H. J. Freiberg (Ed.), *School climate: Measuring, improving, and sustaining healthy learning environments*: PP. 11–29. Philadelphia, PA: Falmer Press.
- Garedew J. (2015) .effect of school climate on teachers job motivation in general secondary schools of Eastern Arsi zone of Oromiya regional state. Unpublished MA thesis. Haramaya university.
- Gemeda, F. T., & Education, T. (2015). Exploring Teachers ' Motivation for Teaching and Professional Development in Ethiopia : *Voices from the*, 5(2), 169–186.  
<https://doi.org/10.5296/jse.v5i2.7459>
- Getachew P.(2013).teachers motivation practice in secondary schools of Assosa zone of Benishangul Gumuz regional state. Unpublished MA thesis. jimma university.
- Gottfredson, G.D., Gottfredson, D.C., Payne, A., and Gottfredson, N.C.(2005). *School climate predictors of school disorder: Results from national delinquency prevention in school*. *Journal of Research in Crime and Delinquency*, 42(4), 421-444.

- Gregory, A., Cornell, D., Fan, X., Sheras, P., Shih, T., and Huang, F. (2010). Authoritative school discipline: High school practices associated with lower student bullying and victimization. *Journal of Educational Psychology*, 102, 483-496.
- Gruenert, S. (2008, March/April). *School culture, they are not the same*. Alexandria, VA: National Association of Elementary School Principals Job Motivation - Confluence.htm
- George, J. M. & Jones, G. R. (2012). *Understanding and Managing Organizational Behaviour*. 6th edition. Reading, MA: Prentice Hall.
- Guffey, S. (2012). National School Climate Center, (3), 1–21.
- Hanson, E. mark, (1996). *Educational Administration and organizational Behavior*, (4th ed), USA.
- Herzberg, F. (1966). *Work and the nature of man*. Cleveland: World Publishing Company.
- Herzberg, F., 2003. (Original in 1969), "One more time: How do you motivate employees?" *Harvard Business Review*, reprint in *the Best of HBR*.p. 87.
- Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal*, 86(2), 38-49.
- Jesus, S. N., & Lens, W. (2005). An integrated model for the study of teacher motivation.
- Ladyong, B. L. (2014). Organizational Climate and Teachers ' Work Motivation : A Case Study of Selected Schools in Prachinburi , Thailand, 3(August), 52–57.
- Leonard, N. H., Beauvais, L. L., &Schall, R. W. (1999). Work Motivation: The Incorporation of Self-Concept-Based Processes. *Human Relations*, 52, 969-998.  
<http://dx.doi.org/10.1177/001872679905200801>
- Lemma, S. (2015). The Effect of School Climate on Teachers ' Job Satisfaction in Government Secondary Schools of Hawassa City Administration, 3(5), 292–299.
- MoE (2006). *Decentralized management of education in Ethiopia: A reference manual*.
- MoE (2008). *Review of the Ethiopian education training policy and its implementation*.
- Mustafa, M., and N. Othman, 2010. The effect of work motivation on teacher's work performance in pekanbaru senior high schools, Riau Province, Indonesia

- National School Climate Council. (2007). *The School climate challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy*. [www.schoolclimate.org/climate/documents/policy/school-climate-challenge-web.pdf](http://www.schoolclimate.org/climate/documents/policy/school-climate-challenge-web.pdf)
- Nibiyu A. (2015). Teachers motivation and school climate in secondary and preparatory schools of Eastern Arsi zone. Unpublish MA thesis. Addis ababa university
- Ofojebe, W. N. and Ezuboh, T. C. (2010). Teachers' motivation and its influence on perceptions of their profession in Nigeria: [www.vso.org.uk](http://www.vso.org.uk)
- Ofojebe, W. N. and Ezuboh, T. C. (2010). Teachers' motivation and its influence on quality assurance in the Nigerian educational system. *African Research Review Vol. 4(2)* 398-41
- Perumal, M. (2011). *Key Strategies to Raise Teacher Morale and Improve School Climate*. US: Fulbright. <http://www.education.umd.edu/international/CurrentInitiatives/Fullbrigh/2011%20DFT%20Project%20Samples/Summative%20Reports/Magendri%20Perumal%20Summative%20Report.pdf>
- Perkins. B. K, (2006). Where we learn: The survey of urban school climate. Retrieved June,4,2009 from [http://www.nsba.org/SecondaryMenu/CUBE/Publication CUBER/Research Reports /where we learn report/Where we learn Full report.aspx](http://www.nsba.org/SecondaryMenu/CUBE/Publication/CUBER/Research%20Reports/where%20we%20learn%20report/Where%20we%20learn%20Full%20report.aspx).
- Petersen, R.L., & Skiba, R. (2001). Creating school climate that prevent violence. *Clearing House*, 74, 155-163.
- Peterson, K., Mark. F. (2003). *Handbook of Organizational Culture and Change*, Sage Publications. August 23, public sector organisations, Alagappa University, Karaikudi, India. *International Journal of Enterprise Computing and Business Systems*, Vol. 1, pp. 1-20
- Philipos, G., & Studies, P. D. (2013). teachers motivation practices in secondary schools of assosa zone of benishangul gumuz regional state. *Psychology: An International Review*, 54(1), 119-134.
- Putin, A. (2009). *Self Actualization*. London: Asian Jones. quality assurance in the Nigerian educational system. *African Research Review Vol.4(2)* 398-417
- Parashar, B. K. (2016). Significance of Theory Z in Indian Scenario. *International Journal of Management and Social Sciences Research*, 5(2), 8-16.

- Robbins, S. P. & Coulter, M. (2009). *Management*. (10th ed.). USA: Pearson Education, Inc.
- Robbins, S. P. (2000). *Essentials of Organizational Behavior* (6th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Robinson, E. I. (2004). *The implication of adequate motivation on workers' productivity in an organization*. St. Clements University. Doctorial Dissertation
- Rue, L. W. & Byars, L. L. (2009). *Management skills and application*. (13th ed.).
- Rapti, D. (2012). School Climate as an Important Component in School Effectiveness, (69), 110–125.
- Ryan, R. M., & Deci, E. L. (2001). To be happy or to be self-fulfilled: A review of research on hedonic and eudaimonic well-being. In Fiske, S. (Ed.).
- Ryan, R., & Edward L. Deci, (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology* 25.1 54-67. [Http://www.idealibrary.com](http://www.idealibrary.com). University of Rochester. Web. 17 Jan. 2012.
- Selome A. (2014). factors affecting teachers motivation in some selected primary school of Addis Ababa. Unpublish MA thesis. Addis Ababa university
- Seyfarth, J. T., (2005). *Human resources management for effective schools* .4th ed. Boston Pearson Education., Intl. Singapore: McGraw-Hill companies, inc.
- Steers, R. M., & Porter, L. W. (Eds.) (1991). *Motivation and Work Behavior* (5th ed.). New York: McGraw-Hill.
- Shanks, Nancy H. "Chapter 2." *Management and Motivation*. Jones and Barlett. 23-35. Print
- Sheldon, K. M., Turban, D. B., Brown, K. G., Barrick, M. R., & Judge, T. A. (2003). Applying self-determination theory to organizational research. *Research in Personnel and Human Resources Management*, 22, 357–39
- Thapa, A., Cohen, J., Higgins-D'Alessandro, A., and Guffy, S. (2012), August. *School climate research summary*. (Issue Brief No. 3). Bronx, NY: National School Climate Center.
- Thaninayagam, V. (2014). Organizational Climate and Teachers Morale in the Higher Secondary Schools of Namakkal District *EDUCATION*, 3(11), 132–136.
- VSO (2007). *Teachers Voice: A policy research report on teachers motivation*.



- Wiley, C. (1995). What motivates employees according to over 40 years of motivation surveys. *International Journal of Manpower*, 18(3), 263-280.
- Yao, X., Yao, M., Zong, X., Li, Y., Li, X., & Guo, F. (2015). How School Climate Influences Teachers' Emotional Exhaustion: The Mediating Role of Emotional Labor, 12505–12517. <https://doi.org/10.3390/ijerph121012505>
- Ziolkowski, C. A. H. (2015). An Examination of What Principals Do to Create a Positive School Climate for Teachers in Elementary Schools and How Teachers Perceive Those Efforts.
- Zewdu A. (2014). Organizational climate of Ethiopia catholic school in Addis Ababa.unpublish MA thesis. Addis Ababa University

**APENDIX A**  
**Jimma University**

**College of Education and Behavioral science**

**Department of Educational Planning and Management**

Questionnaire to be filled by secondary school teachers

*Dear Respondents:* I am a post graduate (Master) student of Jimma University. I am carrying out a study on the topic: *school climate and teachers work 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!*

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.*

General Information

1. Name of the School \_\_\_\_\_
2. Sex: Female  Male
3. Age: A. 21-30  B. 31-50  C. Above 50
4. Level of education: A. TTI  B. Diploma  C. B.A/B.Sc.  D. M.A/M.Sc.
5. Total years of service. A. 1-5 years  B. 6-15 years  C. 16-30 years  above 31 years
6. Your current career structure is Graduate teacher  proficient teacher   
High accomplish teachers  lead teacher

Part two: school climate

Instruction: the following are statement about your school, please, put tick mark (✓) indicate extent to which each statement characterizes your school from rarely occurs to very fr

Organizational Climate Indices (OCI)	Rating scale				
	NO	RO	SO	O	VFO
1. The principal explores all sides of topics and admits that other opinions					
2. A few vocal parents can change school policy.					
3. The principal treats all faculty members as his or her equal.					
4. The learning environment is orderly and serious.					
5. The principal is friendly and approachable.					
6. Select citizens groups are influential with the board.					
7. The school sets high standards for academic performance.					
8. Teachers help and support each other.					
9. The principal responds to pressure from parents.					
10. The principal lets faculty know what is expected of them.					
11. Students respect others who get good grades.					
12. Teachers feel pressure from the community.					
13. The principal maintains definite standards of performance.					
14. Teachers in this school believe that their students have the ability to achi					
15. Students seek extra work so they can get good grades.					
16. Parents exert pressure to maintain high standards.					
17. Students try hard to improve on previous work.					
18. Teachers accomplish their jobs with enthusiasm.					
19. Academic achievement is recognized and acknowledged by the school.					
20. The principal puts suggestions made by the faculty into operation.					
21. Teachers respect the professional competence of their colleagues.					
22. Parents press for school improvement.					
23. The interactions between faculty members are cooperative.					
24. Students in this school can achieve the goals that have been set for them					
25. Teachers in this school exercise professional judgment.					
26. The school is vulnerable to outside pressures.					
27. The principal is willing to make changes.					
28. Teachers “go the extra mile” with their students.					
29. Teachers provide strong social support for colleagues.					
30. Teachers are committed to their students.					

equently occurs. That is Never Occurs=NO Rarely occurs=RO, Sometime Occurs=SO, Often occurs=O, Very Frequently Occurs=VF

**Part three: teachers work motivation**

Instruction: Please put tick mark (√) in the provided box in front of items. Keeping the statement in mind:

1. if you feel that your job gives you more than you expected, check the box under “very satisfied (VS)”
- 2.If you feel that your job gives you what you expected, check the box under “satisfied (S)”
3. If you cannot make up your mind whether or not the job gives you what you expected, check the box under “neither satisfied nor dissatisfied (UD)”
4. If you feel that your job gives you less than you expected do check the box under “Dissatisfied (D)”.
5. If you feel that your job gives you much less than you expected, check the box under

“Very Dissatisfied (VD)”

No	Items	VD	D	UD	S	VS
1	the chance provided by school to be responsible for planning my work					
2	the chance given to teachers’ in order make decisions on their work					
3	the responsibility given to teachers’ for the work of students					
4	The freedom of teachers’ to use their own judgment for effective work					
5	the responsibility receive by teachers’ in relation to their job					
6	The survey undergo by school for teacher training need assessment					
7	The chance for teachers’ to do many different things on the job					
8	The school prepare experience sharing opportunities with nearby Schools					
9	The on-job training given by school for teachers on various issue					
10	Teachers have various opportunity to capacitate them professionally					
11	When I do a good job, I receive the recognition for it					
12	There are few rewards for those who work here					
13	The recognition given in the school is fairly evaluates my work					
14	I don’t feel my efforts are rewarded the way they should be					
15	I am not satisfied with the benefits I receive					

**Part three: teachers work motivation**

Instruction: Please put tick mark (√) in the provided box in front of items. Keeping the statement in mind:

1. if you feel that your job gives you more than you expected, check the box under “very satisfied (VS)”
- 2.If you feel that your job gives you what you expected, check the box under “satisfied (S)”
3. If you cannot make up your mind whether or not the job gives you what you expected, check the box under “neither satisfied nor dissatisfied (UD)”
4. If you feel that your job gives you less than you expected do check the box under “Dissatisfied (D)”.
5. If you feel that your job gives you much less than you expected, check the box under

“Very Dissatisfied (VD)”

16	Teachers opportunity to use their various talent and skill					
17	Opportunity of freedom and independence to individual teachers					
18	The significant impact of teachers work on the work of other people					
19	Teachers chance to engage in clear and identifiable task					
20	The teachers chance to shape the mind of students					
21	Being able to see the result of the work I do					
22	Being able to take pride in a job					
23	Being able to do something worthwhile					
24	The feeling of accomplishment I get from the job					
25	The chance to do the kind of work that I do best					