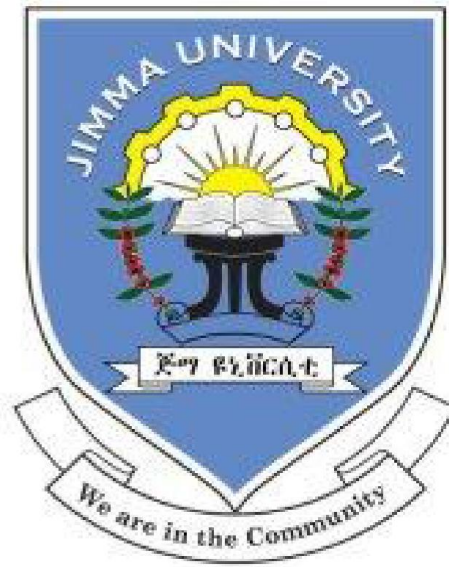


THE PRINCIPALS' LEADERSHIP PRACTICE AND TEACHERS' MOTIVATION IN
GENERAL SECONDARY SCHOOLS OF AGNWA ZONE, GAMBELLA NATIONAL
REGIONAL STATE

BY: OTOJO OPIEW



DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EdPM)

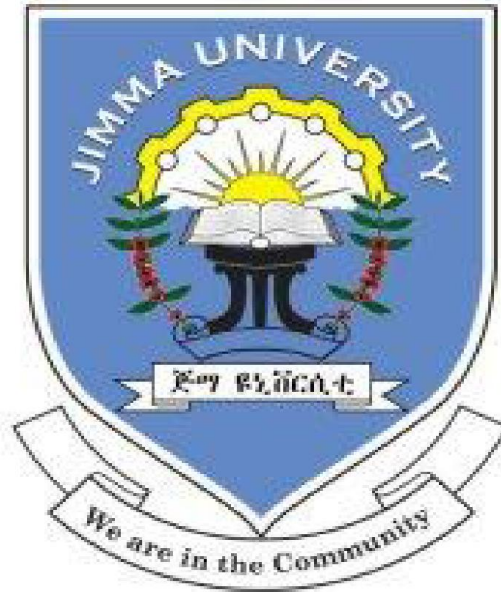
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

JIMMA UNIVERSITY

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JIMMA, ETHIOPIA

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

LETTER OF THESIS APPROVAL

This is to certify that the thesis prepared by Otojo Opiew Ojulu with the topic “The principals leadership practice and teachers’ motivation in general secondary schools of Agnwa zone in Gambella national regional state” 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.

Approved by board of examiners

_____	_____	_____
1. Chair person name	signature	date
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_____	_____	_____
3. Internal examiner’s name	signature	date
_____	_____	_____
4. External examiner’s name	signature e	date

DEDICATION

To my darling wife Areat, Akway Lero who is the essence of love, a personal source of encouragement and inspiration and a cause for my passionate commitment to excellence leadership in education. Next, also to my daughter and son Jwok Opiew and Oman Opiew who continually provide incentives for exercise and development of my leadership potential.

In addition to my Mam Amot Omot who is the essence source of my soul and a source of encouragement and commitment to achieve the goal which I am intended to be a good leader in educational leadership. And finally, to all of my friends, and relatives who support and encourage me to develop my leadership potential in all aspects in school.

DECLARATION

This is my original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name _____

Signature _____

Date _____

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

Main Advisor: Name _____

Signature _____

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Co Advisor: Name _____

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Date _____

Place:: Jimma University College of Education and Behavioral Science

Department of Educational Planning and Management

Date of submission _____

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List of Acronyms

CC &UL	Club committee and Unit Leader
CPD	Continuous Professional Development
GNNRS	Gambella National Nationalities Regional State
H.O.D	Head of Department
H.R.T	Home Room Teacher
MoE	Ministry of Education
REB	Regional Education Bureau
SPSS	Statistical Package for Social Scientists
ZEO	Zonal Education Office
WEO	Woreda Education Office

ABSTRACT

The main objective of this study is to analysis the principals' leadership practice and teachers motivation in general secondary schools of Agnwa zone in Gambella region. Thus, to conduct the study quantitative and qualitative research method was employed. So to accomplish the man purpose of the study explanatory co relational design was used. The study was carried out in 8 general secondary schools. A total of 150 individuals were participated in the study. Among them all 16 principals by using available technique were included in the study and 134 teachers were taken as a sample through simple random sampling technique (lottery) method. Questionnaires is the main instrument used for data collection. School principals' leadership practice and teachers motivation is identified as the independent variable and dependent variable respectively. The analysis of the quantitative data carried out by using different statistical tools such as frequency, percentages, mean standard deviation, and Pearson correlation. As a result of the study, it was determined that there is effective practice of principals leadership by the leaders in motivating teachers in general secondary schools. As the finding also indicates teachers were internally motivated by school leaders where as externally not motivated. At the end of the study there was a significant positive correlation was found between principal's leadership practice and teacher's motivation. Therefore, the researcher also concluded that there is effective practice of principal's leaderships in general secondary schools. The researcher also suggested that policy makers, educational experts, and political leaders advise to initiate and encourage principals' leadership practice and teacher's motivation as well to improve efficiency and quality of education in general secondary schools.

CHAPTER ONE

1. Introduction

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

1.1. Background of the Study.

School leadership and teachers motivation today are the basic concern for Ethiopia educational organizations policy (MoE, 1994). Because, it is plays a significance role to make teaching and learning more effective and also to improve efficiency and quality of education. In fact, it should be pointed out that school leadership and teachers motivation are closely intertwined concepts which constitute an important part of the success of school. Thus, different countries around the world have been attempting to highlight and explain the concept of school leadership and teachers motivation in various ways base on their organizational context and own perspectives.

Objectives of the school and directs the school in a way that makes it more cohesive and coherent. Daresh, (1998) and Sammons,(1995) describe that School leadership is the extent to which school principals provide climate, opportunity, capacity building resources and also provide support to teachers, parents and students to function at their best both academically and socially. According to House (1999) view that school Leadership is the ability of school principal to influence, motivate, and enable teachers and others to contribute toward the effectiveness and success of the organization. It is also a process by which a school leader influences the teachers and workers to accomplish.

School leadership is ability to inspiring teachers and others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision, and a shared success. It also is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal (Kruse, 2013). Rauch & Behling (1984) states that School leadership is a process whereby school principal influences the activities of a group of individuals or teachers willingly to achieve a common educational goals.

Therefore, the successes of school might be depending upon appropriate school leadership and principals who is highly sensitive to identify the needs and trying to meet the needs of the workers. Thus, for school leaders to motivate the teachers and staffs the school principal must understood and known the concepts and approaches of motivation.

Motivation is the willingness to do something and conditioned by the action's ability to satisfy some need of the individual (Robbins ,1994), Kamery (2004.) argued that motivation concerns the willingness of somebody to behave in a certain way and this willingness is dynamic in the sense that it changes over time. Ryan and Deci (2000), also explain motivation can vary in the level as well as in the orientation of motivation. The level of motivation refers to how much motivation of one person feels. Motivation is the attribute that moves us to do or not to do something by (Gredler, Broussard and Garrison 2004). For these scholars, motivation is a variable that energizes someone to perform something. Turner (1995) also defined Motivation as voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring. This definition refers to reasons that underlie behavior that is characterized by willingness and volition.

According to Campbell and Pritchard (1976), define human motivation is the drives that cause people to behave the way they do. This implies that the concept of human motivation is a set of psychological processes causing an individual to initiate, direct, intensify, and persist in a particular behavior. Motivation involves an assemblage of closely related beliefs, perceptions, values, interests, and actions. Overall, the above definitions emphasize that motivation is more of a combined variable that include various behavioral, affective and environmental factors that drive someone toward actions.

Furthermore, to bring changes at school and to improve efficiency and quality of education transformational leadership is a pre request. Thus, transformational leadership is the process of influencing and directing the behavior of its followers (Burgress and Stough, 2001; Tichy and Ulrich, 2008). Due to this reason, the role of transformational leadership behavior is very important in keeping up with scientific knowledge and technology at school, the adaptation of the school to changing environmental conditions and increasing the quality of education.

Transformational leadership is the restructuring of the system in order for the mission and vision of people to be redefined and their responsibilities refreshed so that the goals could be reached (Leithwood, 1992). Therefore transformational leadership aims to ensure that the staff identifies themselves with the goals of the organization (Podsakoff, Mckenzie, Moorman and Fetter, 1990). According to Burns (1978) transformational leadership is a process in which leaders and their followers bring each other to a higher level of ethic and motivation. It is also the activation of the present energy in the followers by the leader through positive active interaction with the followers and using this energy for organizational aims (Krishan, 2001). Transformational leadership is the process in which the leader and workers support each other to reach a high level of moral and supportive spirit (Ayaserah, 2006).

Transformational leaders inspire trust in those they are leading, encouraging them to think critically and seek new ways to approach their jobs. Transformational leaders motivate by making followers more aware of the importance of task outcomes (Akpa , 2011). As a result, there is an increase in their levels of teacher's motivation and commitment to the goals of their organization in a positive way (Hiller, 2009). However, Fenn and Mixon (2011) confirmed that transformational leadership raises the efficiency and the productivity of school, because of its flexibility and how it gives the followers the chance to be creative. Transformational leadership has four components such as charisma, inspirational motivation, intellectual stimulation, and individual consideration.

Therefore, it is clear that educational organizations are responsible to realize social aims. To implement these aims school principals must perform multi-dimensional functions. These functions may be affected by internal and external environmental factors. To identify the negative factors, it is important to determine the relationship between school leadership and teachers motivation. Therefore, the main emphasis of this study is to examine the relationship between school leadership and teacher's motivation in general secondary schools of Agnwa Zone, in Gambella Region.

1.2. Statement of the problem

School leadership nowadays becomes a top priority in Ethiopia education policy MOE (1994). Because it is play a key role to make teaching and learning more effective and also to improve efficiency and quality of education. In addition, also provide support to teachers, parents, and students to function at their best both academically and socially. Thus, Pont (2008) try to conduct the study in US on school leadership and teachers motivation in general secondary schools. According to study finding he suggested that school leadership can help and improve efficiency and quality of education. Leithwood & Robinson (2008) in the same way carried out the study in India on school leadership and teachers motivation. Base on the study result, he also suggested school leadership can affects teachers' motivation indirectly, by inspiring and support them with resources.

However Eres (2011) in Ankara Turkey try to investigate the relationship between teacher motivation and transformational leadership characteristics of school principals. According to the study result shows that, the level of teacher's motivation in general secondary schools is partly satisfied whereas the transformational leadership characteristics level of school principals is rarely. Moreover, Kappen (2010) in the same manner carried out the study in US on leadership and motivation. According to the study result he found that transformational leadership has an overall positive relationship with an intrinsic motivation and no relationship with extrinsic motivation. From the review of various literatures on school leadership and teachers motivation in general secondary schools more studies have been identified by different educational researchers worldwide.

However, in Ethiopia there is little attempt is made to identify under the topic of school leadership and teachers motivation Thus, Fekede (2015) tries to conduct the study on teachers' motivation and performance in secondary schools teachers in Addis Ababa .Base on the investigation under the topic of teachers motivation and performance he found that there is a lack of performance strategy reward in secondary schools in Addis Ababa but he did not say something about school leadership in secondary schools In the same way Yenenew (2012) carried out the study in south wollo zone on Effectiveness of Principal Instructional Leadership in Preparatory and general secondary Schools, Base on the investigation under the topic mention

above in the area, he never say something concerning the relationship between school leadership and teachers motivation.

The most recent research conducted in Gambela region by Abwalla Jay (2014) on school leadership styles and performance. According to the researcher study in Gambella region he identifies various types of leadership styles in general secondary schools but he did not say whether the styles of the leader results to teacher's motivation or not. In the same style Tilahun (2014) in Agnwa zone in Gambella region conducted the study on school principal's leadership styles to school performance in secondary schools of Agnwa zone. Base on the study result he found, that autocratic leadership of school principals as negative correlation on school performance but he did not say something about school leadership and teachers motivation. However, school leadership and teachers' motivation is somewhat seems far from what is expressed in the concept of leadership and motivation. From the review of different literatures and studies conducted in Agnwa zone in Gambella region show that many teachers were not motivated and low respect of teachers with their principals' leadership due to poor leadership and management (VSO, 2002).

As a researcher working as teacher and supervisor for about five years in the zone, there is no research conducted on school principal leadership and teacher's motivation particularly in Agnwa zone Gambella region. Therefore, to fill this gap the study of the association between school leadership and teachers' motivation is very important. Therefore, the main purpose of this study is to examine the relationship between school leadership and teachers' motivation in general secondary schools of Angwa Zone In Gambella National Regional State. After addressing the main objective of the study, the following basic questions were addresses:

- To what extent teachers are motivated in general secondary schools of Agnwa zone?
- To what extent do the principals exercise leadership so as to motivate teachers in general secondary schools of Agnwa zone?
- To what extent do teachers motivated extrinsically by school leaders in general secondary schools of Agnwa zone?

- To what extent do teachers intrinsically motivated by school leaders in general secondary schools of Agnwa zone?
- Is there a significant relationship between school leadership and teacher's level of motivation in secondary schools of Agnwa zone?

1.3 Objectives of the Study

1.3.1 General objective

The main objective of this study is to examine the principals leadership practice and teachers' motivation in general secondary schools of Agnwa zone, in Gambella national regional state.

1.3.2 Specific Objectives

The specific objective of the study was:

- To determine the extent to which teachers are motivated in general secondary schools of Agnwa zone?
- To examine the extent to which principals exercise leadership so as to motivate teachers in general secondary schools of Agnwa zone?
- To determine whether teachers' motivated extrinsically by school leaders in general secondary schools of Agnwa zone?
- To determine whether teachers' intrinsically motivated by school leaders in general secondary schools of Agnwa zone?
- To analysis a significant relationship between principals' leadership practice and teacher's level of motivation in secondary schools of Agnwa zone.

1.4 Significance of the Study

The findings of this research is significant for the enhancement of general secondary school principals,, teachers, and students in Agnwa zone, Gambella, zegion ..Specifically the result of the study is important in the following ways. First, it might help the school principals, and teachers to now the current status of their schools leadership practice and leadership which is important for general secondary schools particular for their motivating approach to make the

teachers more effective .Second, it might gives a clear picture of principal leadership practice which enhance teachers motivation in general secondary schools Finally, it might Serve as a reference and stepping stone for further study in the area, particularly principal school leadership and teachers motivation in general secondary schools .

1.5. The scope of the study

Due to time and budget constraints the scope of the study was delimited to Agnwa, zone general secondary schools in Gambella region .Because, of the researcher was easily communicated well with teachers, principals, and supervisors who have been working there to get concrete evidences. Moreover, the study also delimited to principals leadership particularly the transformational leadership which consists five aspects such as Vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition, and their relationship with teachers' motivation.

1.6. Operational definition of key terms

Leadership: is the ability of one person to influence a group of persons toward the achievement of common goals. Principals' leadership: is refers to the vision, skills, and leadership capabilities that superintendents and principals need to possess to build and maintain their school. Transformational leadership: is a process in which the leader acts the present energy in the followers and brings each other to a higher level of ethic and motivation. Motivation: is a force or variable that energizes someone to perform something. Intrinsic motivation: is refers to internal drive or within the person. Extrinsic motivation: is refers to external drive.

1.7. Limitations of the study

Although this research has attained its objectives, there were some limitations which are not preventable. First, while there are various types of principals' leadership, due to the limitation of time, finance and material resources; this research was focused only on transformational leadership to see the principals' leadership practice on teachers' motivation. Second, security problem in the region which prevented the researcher not to reach all general secondary schools in the zone The investigation is run by focusing on the transformation leadership and teachers

motivation..Furthermore, the lack of similar research works on the issue investigated in the study area impedes/delay the researcher from consulting more findings in the literature as well as in the discussion part.

1.8. Organization of the study

This research report consists of five main parts .The first part of study consists of the background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, operational definition of key terms and organization of the study. The second part of the study was contained the review of the related literatures of the study. The third part of the study was concentrated on the research design and methodology specifically which includes research design, research method, study site and population, sample size and sampling techniques, data collecting instruments, data analysis and ethical considerations. The forth part consists of presentation, analysis, and interpretation. The last part of the study contain the summary of the major findings, conclusion, and recommendations.

CHAPTER TWO

2. Review of related literature

This part presents a theoretical knowledge of the phenomenon of school leadership and teachers motivation. For the purposes of this study a wide range of relevant literature will be consulted with special reference to literature pertaining to school leadership, theories and motivation. Special reference will be used to literature relating to the school leadership and teachers motivation in general secondary schools. A variety of primary and secondary sources such as textbooks, journals, and websites will be used. In addition, the literature incorporates unpublished thesis and various research findings on the issue of school leadership and teachers' motivation which helps the researchers to see various findings conducted in different areas.

2.1. The Concept of leadership and motivation

According to different writers, there is no single definition and concepts of leadership and motivation. Thus, scholars were defined these concepts in various ways base on their context and own perspectives. Therefore, in this section the researcher reviews the related literature on school leadership and teachers motivation. These include theoretical review, and literature related to the school leadership of school principals and teachers motivation respectively.

2.2. Leadership

Leadership is not a new concept; however, it is a notion which has been evolving through the ages. In fact, human being is fundamentally social animals. The existences of the human beings were depending on society. The level of development of a society was based on the type and the nature of its organizations, and how such organizations are led. So for the whole development of society and it is organization, leadership is an essential prerequisite for the survival of society and its organization. According to Bass (1997), no society is known which did not have leadership in some aspects of their social life. Liker (1961, and 1967) explain that leadership is a relative process in that leaders must take into accounts the expectations, values, and interpersonal skills of those with whom they are interacting. Leadership is a function of vision, ideas, direction, and enables to inspire people to make positive changes in their lives (Bennis,

1989). Murphy (1941) also states that leadership is a function of the whole situation; it is not a “quality” but more a “process” and therefore it is not static. Burns (1978) describes leadership is the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers. Maxwell (1998) uses a much simpler definition. He states that leadership is nothing more or less than influence.

Hemphill & Coons, (1957), explain leadership is a behavior of an individual which directing the activities of a group toward shared goal. Katz & Kahn, (1978), describe leadership is the influential increment over and above mechanical compliance with the routine directives of the organization. Leadership is exercised when persons mobilize institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers. (Burns, 1978).

According to Smircich & Morgan, (1982), Leadership is realized in the process whereby one or more individuals succeed in attempting to frame and define the reality of others. Leadership is the process of influencing the activities of an organized group toward goal achievement. (Rauch & Behling, 1984). Richards & Engle, (1986), state that leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished. Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose. (Jacobs & Jaques, 1990). Schein, (1992), leadership is the ability to step outside the culture to start evolutionary change processes that are more adaptive. Leadership is the process of making sense of what people are doing together so that people will understand and be committed. (Drath & Palus, 1994). House (1999), argue that leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization.

Yukl (1994) define leadership as the ability of one person to influence a group of persons toward the achievement of common goals. While the definition of Bennis (1989) is more focused on the individual capabilities which define leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize

your own leadership potential. Current literature indicates that leadership is an inevitable factor to the creation and survival of organizations which are productive and meet the needs of the workers (Bass, 1985; Kouzes & Posner, 1988; Yukl, 1989). Ezenwa(2005) also suggested that leadership is the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. In the same manner, Ukeje (1999) observes that leadership means influencing people to work willingly with zeal towards the achievement of the corporate goals.

Therefore, a leader cannot work alone; he must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal. The manner that leader performs these roles and directs the affairs of the organization is known as leadership. Leadership is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership. Leadership is the concern of influencing a person or a group of people in order to realize goals. In summary of the definition mention above leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision

2.3. School leadership

School leadership is the basic concern for all educational organizations in various countries. Different countries around the world have been attempting to explain the concepts of school leadership in various ways base on their organizational context and own perspectives. Daresh, (1998) and Sammons,(1995) describe School leadership is the extent to which school principals provide climate, opportunity, capacity building resources and provide support to teachers, parents and students to function at their best both academically and socially.

According to House (1999) view that school Leadership is the ability of school principal to influence, motivate, and enable teachers and others to contribute toward the effectiveness and success of the school. It is also a process by which a school leader influences the teachers and workers to accomplish objectives of an organization and directs the organization in a way that makes it more cohesive and coherent. School leadership is ability to inspiring teachers and others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision, and a shared success.

In addition to these, it also is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal (Kruse, 2013). To sum up all these ideas and concepts of school leadership (Rauch & Belling, 1984) states that School leadership is a process whereby school principal influences the activities of a group of individuals or teachers willingly to achieve a common educational goals. However, they are various principals' school leadership that practices by school leaders in general secondary schools of Agnwa zone, for this purpose of study the researcher try to discuss on three principals school leadership namely, transformational leadership, transactional leadership, and situational leadership.

2.4 Transformational leadership

Different literatures and scholar's base on their own perspectives were defined transformational leadership in various ways. According to Burns (1978) transformational leadership is a process in which leaders and their followers bring each other to a higher level of ethic and motivation. It is also refers to the activation of the present energy in the followers by the leader through positive active interaction with the followers and using this energy for organizational aims (Krishan, 2001).

Transformational leadership is defined as finding the current energy in followers by creating an active interaction environment in the organization and mobilizing the energy in the direction of organizational objectives. Therefore, transformational leadership aims to ensure that the staff identifies themselves with the goals of the organization (Podsakoff, Mckanzie, Moorman and Fetter, 1990). According to Bass (2000) also state that Primary objective of transformational leadership is to increase the perception of success in the organization and to motivate the

organization's members. Transformational leaders motivate the followers to realize organizational objectives by gaining their confidence. Transformational leaders make the workers to deal with problems and difficulties they encounter and they provide autonomy for them to increase their performance and efficacy (Bass, Avolio, Jung, & Berson, 2003).

Currie and Lockett (2007) explain that transformational leadership as a leadership style for meeting the needs of followers to sensitize their differences. Transformational leadership is a participative leadership-style and is defined as transforming the values and priorities of subordinates, whereby the leader motivates them to perform better beyond their expectations (Yukl, 1994). Transformational leadership is the process of influencing followers whereby followers are made more attentive to the importance of task outcomes in order to encourage them to go beyond their own interests for the sake of the organization (Yukl, 1999).

Transformational leadership has the assumption that people follow a person who inspires them and the followers accept and internalize the values expressed by their leader (Jung & Avolio, 2000). The transformational leader achieves things by using enthusiasm and energy and these leaders set more challenging expectations and achieve higher performances (Bass & Avolio, 1994). As compared with others leadership styles, a transformational leader places more emphasis on the process of the creation of involvement. This leader also attempts to encourage extra effort by trust and commitment and is more likely to inspire and motivate his or her subordinates. Transformational leadership is analyzed in most four different dimensions; such as, idealized influence (behaviors), inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985; Bass & Steidlmeier, 1999).

1. Idealized influence: This component is recently divided into two forms. Idealized influence attributed: instilling pride in and respect for the leader; the followers identify with the leader. Idealized influence behavior: representation of a trustworthy and energetic role model for the follower. Idealized influence: is a means leader's determining institutions' vision and mission by incorporating the followers to the process (Karip, 1998 2. Inspirational motivation: Articulation and representation of a vision; leaders' optimism and enthusiasm. Inspirational motivation is creation of team spirit by the leader to reach organizational objectives and to increase the

performance (Hall, Johnson, Wysocki, & Kepner, 2002). 3. Intellectual stimulation: followers are encouraged to question established ways of solving Problems. Intellectual stimulation is leader's supporting the followers for being creative and innovative (Bass, 2000).

4. Individualized consideration: Understanding the needs and abilities of each follower; developing and empowering the individual follower. (Rowold & Heinitz, 2007). Individual consideration: is related to creation of a suitable and supportive environment in which individual differences and needs are considered (Bass, 1989), and the thoughts of the followers are valued (Tourish & Pinnington, 2002).

Thereby, it is suppose to increase teacher's motivation. After increasing motivations, the teachers will work harder and feel that they are responsible to achieve all targets and goals that ordered by supervisors. In other words teacher would be fell that the organization as belong to them. For instance, motivation in the education process can have many effects on how students learn and their behavior to the course matter (Ormrod, 2003). It can direct behavior toward particular goals, lead to increased effort and energy, increase initiation of, and persistence in activities, enhance cognitive processing, determine what consequences are reinforcing lead to improved performance. Students need supported through their class by the teacher, who create the circumstances conditions that make students ready to the above mentioned points.

2.5. Motivation

Different Scholars defined Motivation in various ways. Some definitions of motivation that have conceptual values for this study purposes are elaborated as follows. According to Robbins (1994), motivation is the willingness to do something and conditioned by the action's ability to satisfy some need of the individual. Ryan and Deci (2000) also state that somebody who is activated toward an end is considered motivated. Kamery (2004) argues that motivation is a process of changing one's willingness to exert effort..This show that motivation refers to the willingness of somebody to behave in a certain way and this willingness is dynamic in the sense that it changes over time.

Ryan and Deci (2000), define that motivation can vary in the level as well as in the orientation of motivation. The level of motivation refers to how much motivation one person feels. The orientation of motivation concerns the type of motivation (Ryan & Deci, 2000). Motivation is the attribute that moves us to do or not to do something by (Gredler, Broussard and Garrison (2004). For these scholars, motivation is a variable that energizes someone to perform something. Turner (1995) also defined Motivation as voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring. This definition refers to reasons that underlie behavior that is characterized by willingness and volition.

According to Campbell and Pritchard (1976), motivation refers to the drives that cause people to behave the way they do. This implies that the concept of human motivation is a set of psychological processes causing an individual to initiate, direct, intensify, and persist in a particular behavior. Motivation involves an assemblage of closely related beliefs, perceptions, values, interests, and actions. It is what moves us to do something including pursuing a teaching career. Downs and McInerney (2003), suggested that relevant motivation determine that what behavior people carry out or not carry out engage in attraction, to what extent stretch they employ in these actions of retention and the profundity to which they fit into place in these activities of attentiveness.

Golembiewski (1973), refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. To Kelly (1974), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. According to Hoy and Miskel (1987), teacher's motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In short, Dessler (2001) defined motivation as the intensity of a person's desire to engage in some activity Overall, the above definitions emphasize that motivation is more of a combined variable that include various behavioral, affective and environmental factors that drive someone toward actions. These factors are analyzed in more systematic manners by various motivation theories.

2.6. Theories of motivation

This part of the study concern with theoretical literature on teacher motivation. In order to fulfill the gap, the researcher tries to get necessary information from theories of motivation. According to Jarret Guajardo (2011), a review of relevant theories of motivation provides important insights into teacher motivation in a country where literature is limit. First, basic needs must be met before teachers can be motivated to fulfill their higher-order needs of self-actualization and professional goal attainment. Second, once the more extrinsic (or external) basic needs and environmental factors are adequately met, more intrinsic (or internal) factors more powerfully motivate teacher effort, performance, and professional conduct in the long run. Therefore, theories of motivation could be categorized into two main parts such as Content and Process theories. Nel,(2004) state that content theories concentrate on the needs and factors that motivate behavior, while process theories are focused on the source of behavior and the factors that affect the strength and direction of the behavior. For this study, the researcher focuses on content theories of motivation, namely, Herzberg's Two-Factor theory.

2.7. Herzberg's two-factor theory

Hertzberg developed a theory of motivation on the premise that human nature has two separate elements. These are motivators and maintenance factors. According to this theory of motivation the items that determine job content are considered motivational factors such as, achievement, recognition, responsibility, advancement and the work itself. The elements that influence the job context are the hygiene or maintenance factors.. It is includes company policy, salary, interpersonal relations, working conditions. They must be adequate and if they are absent or inadequate, they will create dissatisfaction.

1. **Hygiene Factors:** Hygiene factors represent the need to avoid pain in the environment. They are not an intrinsic part of a job, but they are related to the conditions under which a job is performed. They are associated with negative feelings. They must be viewed as preventive measures that remove sources of dissatisfaction from environment. Hertzberg believed that hygiene factors created a zero level of motivation and if maintained at proper level prevents negative type of motivation from occurring. Thus, hygiene factors, when absent, increase

dissatisfaction with the job. When present, help in preventing dissatisfaction but do not increase satisfaction or motivation.

2. **Motivators:** Motivators are associated with positive feelings of employees about the job. They make people satisfied with their job. Motivators are necessary to keep job satisfaction and job performance high. On the other hand, if they are not present they do not prove highly satisfying. Motivational factors or satisfiers are directly related to job content itself, the individual's performance of it, its responsibilities and the growth and recognition obtained from it. Motivators are intrinsic to the job. Thus, when motivators are absent, prevent both satisfaction and motivation. When motivators are present, they lead to satisfaction and motivation. Therefore, motivators are known as intrinsic factors and hygiene-factors as extrinsic factors. In summary the explanation of the theories of Maslow (1943) and Herzberg (1959), has the base for the distinction between intrinsic and extrinsic factors. This distinction will therefore form the framework for types of motivation as described in the following section

2.8. Intrinsic and extrinsic motivation

Even though, there is no clear demarcation of categorizing motivation, some researchers and psychologists tried to group into intrinsic & extrinsic. Intrinsic and extrinsic motivation are two different types of reasons for acting that predict valued outcomes across life stages and work contexts (Deci, 1995; Pintrich & Schunk, 1996; Sansone & Harackiewicz, 2000). The difference is in people doing activities for their own sake (intrinsic) or for instrumental reasons (extrinsic). Both of these concepts of motivation will be described in the following sections.

2.8.1. Intrinsic motivation

The concept of intrinsic motivation was first discovered as a result of experimental studies by White (1959) where he found that animals engage in exploratory, playful and curiosity-driven behaviors even in the absence of reinforcement or reward. Therefore, intrinsic motivation reflects the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to teach (Ryan & Deci, 2000). Deci & Ryan, (1985) describe that intrinsic motivation is a drive from within the person or from the activity itself and the motivation is not

drive-based or a function of external control (A person will work on a task because, for example, he or she finds it enjoyable, not because he or she will be rewarded or punished. As a result, the ideal incentive system is in the work content itself, which must be satisfactory and fulfilling for the workers.

Theories and various studies, show that intrinsic work motivation is primarily related to task characteristics such as job autonomy, skill variety, task significance, task identity, and feedback from the job (Houkes, Janssen, Jonge & Nijhuis, 2001). Here, the relation can be made with the higher order needs of Maslow (1943). Osterloh and Frey (2000) state, that under specific conditions, intrinsic motivation is superior to other forms of motivation in circumstances relevant for organizations. Reiss,(2004) also state that intrinsic motivation is also referred to as ego motives. To sum up the concept; intrinsic motivation is internally driven or it derives from within the person or from the activity itself. Therefore, certain task characteristics are important in the sense that workers must perceive the work content as being satisfactory and fulfilling.

2.8.2. Extrinsic motivation

Although intrinsic motivation is undoubtedly an important type of motivation, most of the activities people do are not caused by intrinsic reasons (Ryan & Deci, 2000). Amabile (1993) agrees with this and states that there are many work activities that are purely extrinsically motivated. Extrinsic motivation is the motivation to engage in an activity as a means to an end. Individuals who are extrinsically motivated work on tasks because they believe that participation will result in desirable outcomes such as a reward or the avoidance of punishment (Pintrich & Schunk, 1996). The motivation comes from outside the individual (external). A task can be of little or no interest, but the external reward will be a motivator for the person to continue the task. Examples of external rewards are money, a cheering crowd or a good grade.

Extrinsic motivation is also called drives (Reiss, 2004). As a conclusion; extrinsic motivation is externally driven and the focus is on the outcome of the activity for the task-worker himself. The outcome could be a reward or the avoidance of punishment. DeCharms (1968), states that extrinsic motivation contrasts with intrinsic motivation. There are instances of documented cases where extrinsic goals can become so deep-seated by persons that it becomes difficult to

distinguish whether it concerns external or internal motivation (Ryan and Deci, 2000). Amabile (1993) argues that both types of motivation often co-occur; one person can be intrinsically motivated to do his or her job, however, to complete the task within a certain deadline, he or she could be extrinsically motivated. Hence, the line of demarcation between intrinsic and extrinsic motivation is vague and both types of motivation can be present for one specific task.

2.9. Influencing Intrinsic and Extrinsic Motivation

Both intrinsic and extrinsic motivation, have been explained in some detail above. It is essential for leaders to know what motivates their subordinates. The distinction between intrinsic and extrinsic motivation is important here, since intrinsically motivated behavior may be deemed more desirable than extrinsically motivated behavior in certain circumstances (Osterhloh and Frey, 2000). Then, also, it becomes important to know if there are possibilities to influence these types of motivation one way or another.

Osterhloh and Frey (2000), state that it is more difficult for leaders to change the intrinsic motivation of their subordinates than the extrinsic motivation. This can be explained by the fact that intrinsic motivation will occur only for activities that hold intrinsic interest for an individual. This implies that the appeal of novelty, challenge or aesthetic value for that individual (Ryan & Deci, 2000). But there are many possibilities to enlarge the intrinsic drive of a person. For example, this can be achieved by a positive performance feedback (Harackiewicz, 1979) choice and the opportunity for self-direction (Zuckerman, Porac, Lathin, Smith, & Deci, 1978) and high levels of instrumental support (Yperen & Hagedoorn, 2003).

Reiss (2004) even determines sixteen which represent intrinsic desires that directly motivate a person's behavior: power, curiosity, independence, status, social contact, vengeance, honor, idealism, physical exercise, romance, family, order, eating, acceptance, tranquility and saving. Locke (1978), states that goal-setting is one very important element of teachers motivation. Therefore, teachers are motivated by clear goals and appropriate feedback. Also, working toward a goal provides a major source of motivation to actually reach the goal (Locke, 1968). It appears that goal-setting contributes to both intrinsic motivation (the challenge of reaching the goal) and extrinsic motivation (the reward for reaching the goal). The outcome of intrinsically motivated

people is more uncertain than in the case of extrinsically motivated people (Osterloh & Frey, 2000). Osterloh and Frey (2000) state that external reward makes extrinsic motivation easier to calculate than intrinsic motivation. To sum up this, it seems relatively harder to influence intrinsic motivation as opposed to extrinsic motivation and the outcome for intrinsically motivated people appears to be more uncertain.

2.10. Theoretical Framework

There are numerous concepts and theories that address the factors contributing to school leadership and teachers motivation. These include (a) school leadership theories and (b) teachers motivational theories.

2.10.1 .Transformational leadership

Agboli and Chikwendu (2006) state that transformational leaders, see people as being motivated through a shared vision and commitment to organizational goals, because of their commitment to relationship building; they focus on cultivating trust, respect, and empowerment within the organization. Johnson,(2000) argue that transformational leadership is instrument to inspire people to perform various tasks effectively in the organization to improve individual as well as collective good.

2.10.2. Motivational theories

The term motivation derived from the Latin word *movere*, meaning to move (Kretiner & Kinicki, 1998). The concept of motivation stands for “those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal oriented” (Mitchell, 1982). Usually, the construct of motivation studied is based on two motivational theories, 1) Maslow’s need hierarchy theory (1954), and 2) The motivation-hygiene theory (Herzberg, Ilerzbert,, 1959).

1. Maslow’s need hierarchy theory: The concept of motivation has traditionally been studied based on the motivational theory of Maslow’s (1954) need hierarchy theory. Maslow identified human needs into a hierarchy of five categories, namely, physiological, safety, belongingness, esteem and self-actualization. The core of the theory is that the least satisfied need would create

the highest level of motivation, and the humans are inclined to satisfy such needs in a hierarchical order.

2. Herzberg two factors theory: According to this theory, there are two aspects of motivation: extrinsic and intrinsic. However, satisfaction and dissatisfaction are not necessarily mutually exclusive. Certain job factors such as achievement, recognition, work itself, responsibility, and professional growth tend to motivate people (Tamosaits & Schwenker, 2002; Timmreck, 2001). The hygiene factors, such as policy, administration, working conditions, salary, job status, and security, on the other hand, tend to contribute to dissatisfaction.

The review of the literature on school leadership and teachers motivation has been analyzed in order to see how the principals exercise leadership to teachers' motivation. The analyses are carried out by applying several variables which provide a sufficient understanding of the context within which the issue studied and analyzed. The discussion provides an important framework for this study in term of the variables (Transformational Leadership and Teachers motivation) that are going to be used

2.11. Conceptual frame work

After, review of different literatures and theories of leadership and 0motivation below there is a conceptual framework relating the variables in the study as indicated in Figure 1.

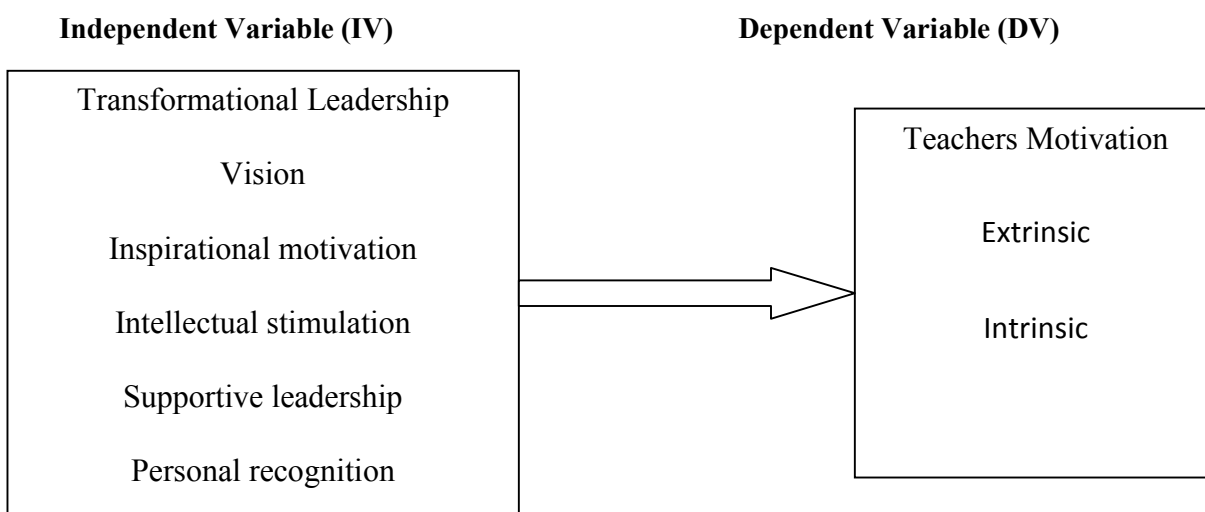


Figure 1 illustrates the conceptual framework of the study

1. Transformational Leadership

Transformational leadership is a participative leadership and is defined as transforming the values and priorities of subordinates, whereby the leader motivates them to perform better beyond their expectations (Yukl, 1994). The five dimensions of transformational leadership are 1) vision, 2) inspirational motivation, 3) intellectual stimulation, 4) supportive leadership and 5) personal recognition (Bass & Avolio, 1994). The following are a short explanation of these concepts.

Vision: is a means through which principal is defining and communicating a clear mission, goals and objectives by incorporating the followers to the process (Karip, 1998). It is setting, together with the staff members, a mission, goals and objectives to realize effective teaching and learning (Keung, 1992). It is also described as a means through which leader or school principals predict where the school organization is going to be in the next some future years.. **Inspiration motivation:** is creation of team spirit by the leader to reach organizational objectives and to increase the performance (Hall, Johnson, Wysocki, & Kepner, 2002)..It is articulation and representation of a vision; leaders' optimism and enthusiasm. **Intellectual stimulation:** is a means in which leader's supporting the followers for being creative and innovative (Bass, 2000)I It is described as way in which school principal encourage innovation and creativity through Challenging the normal beliefs or views of a group.

Intellectual stimulation is a means in which school principal promote critical thinking and problem solving to make improvement of organization performance or followers are encouraged to question established ways of solving Problems..**Supportive leadership:** is related to creation of a suitable and supportive environment in which individual differences and needs are considered (Bass, 1989), and the thoughts of the followers are valued (Tourish & Pinnington, 2002). It is the understanding of the needs and abilities of each follower; developing and empowering the individual follower. (Rowold & Heinitz, 2007). **Personal recognition:** is a means in which school principals acknowledges improvement and providing resonance to the teachers for their good work. to achieve the objectives of the schools.

2. Teachers Motivation

Motivation can be seen as the willingness of somebody to behave in a certain way; the incentive for a person to achieve something. An incentive can be internal or external in nature. That is why the distinction between intrinsic and extrinsic motivation is made. Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, while extrinsic motivation refers to doing something because it leads to a separable outcome (Ryan & Deci, 2000-a). Intrinsic motivation: refers to doing something because it is inherently interesting or enjoyable. Intrinsic motivation derives from within the person or from the activity itself and the motivation is not drive-based or a function of external control (Deci & Ryan, 1985). Extrinsic motivation:: Although intrinsic motivation is undoubtedly an important type of motivation, most of the activities people do are not caused by intrinsic reasons (Ryan & Deci, 2000-a). Amabile (1993) agrees with this and states that there are many work activities that are purely extrinsically motivated. Extrinsic motivation is the motivation to engage in an activity as a means to an end. Individuals who are extrinsically motivated work on tasks because they believe that participation will result in desirable outcomes such as a reward or the avoidance of punishment (Pintrich & Schunk, 1996). The motivation comes from outside the individual (external). A task can be of little or no interest, but the external reward will be a motivator for the person to continue the task.

3. Transformational leadership and motivation in general

Transformational leadership is a participative leadership which is based on mutual trust and commitment. Transformational leaders can make their subordinates perform beyond expectation, due to the fact that transformational leaders focus on current as well as on future needs of their subordinates' internal drivers. Transformational leadership seems to contain several aspects of leadership and the following dimensions of transformational leadership are distinguished: vision, inspirational motivation, intellectual stimulation, supportive and personal recognition. First, the relationship between transformational leadership and motivation in general are investigated.

Transformational leadership involves the motivation of others (Avolio, 1999). Hence, motivation seems to be a key aspect of this leadership. The study of Webb (2007) confirms that if leaders

want to increase motivation toward extra effort among their staff, focusing their attention on behaviors associated with five dimensions of leadership. In addition, Judge and Piccolo (2004) demonstrated that transformational leadership has a positive, nonzero relationship with the motivation of followers. No distinction is made between the separate dimensions of transformational leadership. Nevertheless, it can be assumed that the dimensions of the transformational leadership have significant positive relationship with intrinsic motivation and negative correlation with extrinsic motivation. . This can be concluded as a result of the fact that transformational leadership has the highest correlation with motivation (Judge & Piccolo, 2004).

Transformation leadership		Teachers motivation
Vision	→	-
Inspirational motivation		-
Intellectual stimulation	→	- Extrinsic
Personal recognition		+ intrinsic
Supportive leadership		+

Figure 2.The relationship between transformational leadership and teacher’s motivation in general.

Furthermore, the influence of the transformation leadership on the types of motivation – intrinsic and extrinsic has been explored to determine their contribution to the types of motivation. Transformational leadership appears to have a positive influence on intrinsic motivation and negative influence on extrinsic motivation.

CHAPTER THREE

3. Research Design and Methodology

This chapter deals with the methodological aspects of the research, which include the research design, research method, study site and population, sample size and sample techniques, data collecting instruments, data analysis procedure and ethical considerations.

3.1 Research method

To accomplish this study, mixed method was employed. Because mixed method is very important to collect quantitative and qualitative data from study subject under the topic principals' leadership and teacher motivation in general secondary schools of Agnwa zone.

3.2 Research design

In order to examine the school principals leadership and teachers motivation explanatory co relational research design was employed. Because the design is assume to be more important to examining the association between dependent and independent variables. In other hand, it is also helps to measure the degree of relationship between two variables using quantitative co relational statistical analysis research procedure.

3.3 Source of data

In order to conduct the study the data was collected from primary sources to determine the relationship between school leadership and teachers motivation in general secondary schools. The primary sources of data used in this study were included school principals, and teachers. Because teachers and principals are assumed that they have better exposure, experience and first hand information regarding the issue under the study.

3.4 Study site and population

According to proclamation No 27/1995 Article 4(3), Gambella national region state is structured in three zones namely, Agnwa zone, Mejang zone, Nuer zone and one special woreda (Itang) Agnwa Zone has five Woredas and eight secondary schools.. These secondary schools were

located in Abobo Woreda (Abobo secondary school), Gambella Woreda (Abol secondary school), Gog Woreda (Pignwodo, Gog, and Thatha secondary schools), Jor woreda (Shentwa and ongogi secondary schools) and Dimma woreda (Dimma Secondary school). Thus, the total number of teachers and principals who have been working in eight general secondary schools of Agnwa zone is (217) and (16) respectively (ZEO, 2015). The determination of the study population and sample schools is based on 2015 annual statistics report. According to this report there are eight general secondary schools in Agnwa zone, in which the study was conducted. The specific population for this study comprises (134) teachers and (16) principals. The total population considered in the study was (150).

3.5 Sample size and sampling techniques

In this research in order to get relevant information about the school leadership and teachers motivation, the study population was selected by using various techniques. As mentioned above there are eight general secondary schools in Agnwa zone, which level from grade (9 – 10). To conduct the study, all general secondary schools and 16 principals who have been working in Agnwa zone by using available technique all included in the study. This is because, the number of general secondary schools and principals in the zone are few and can also easily be managed by the researcher.

Thus, the total population of teachers in all general secondary schools in the zone is (217). To determine the sample size of teachers, sample size determination formula of Paler-Calmorin was employed. Because, this formula is one of the formulas in determining the sample size in probability sampling technique. Therefore, out of (217) teachers only (134) teachers have been taken as a sample for the study from all general secondary schools to represent the population. Then the sample size has been computed using the formula displayed as follows:

$$n = \frac{NZ + (Se)^2 \times (1+p)}{NSeZ^2 \times P(1-P)}$$

Where; **n** = sample size **N** = total number of population (231) **Z** = the standard value (2.58) of 1% level of probability with 0.99 reliability **Se** = Sampling error or degree of accuracy (0.01) **p** =

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

After, the determination of the sample size of teachers, simple random sampling technique (lottery method) were used to gives equal chance for all respondents to participate in the research. To determine equal proportion of sample teachers from each secondary school by using proportional technique or William, (1977) formula has been utilized. This can be done by dividing the targeted sample teachers (134) with the total number of teachers in the sample secondary schools (217) and multiplied by total number of teachers in each school. Mathematically; X (no of teacher in each school) Where, P_s = Proportional allocation to size, n = Total teachers sample size (150) N = Total number of teacher in the eight selected sample school (217). $P_s = n/N \times X$ (no of teacher in each school). Moreover, the respondents are available in the study to get relevant and real information regarding to the issue under the study is (134) teachers and (16) principals have been taken as a sample in this study. Hence, the total population of respondents included in this study is (150).

Table 3.1: The summary of the population, sample size and sampling technique

No	Name of school	Total number of teachers in each school	Sample size included in the study	Total number of principals in each school	Sample size included in the study	Total sample size	Sample technique
1	Abol	31	19	2	2	21	Available technique
2	Okuna	31	19	2	2	21	available technique
3	Abobo	29	18	2	2	20	available technique
4	Pignwudo	39	24	2	2	26	available technique
5	Gog	18	11	2	2	13	available technique
6	Depa	31	19	2	2	21	available technique
7	Shenthwoa	19	12	2	2	14	available technique
8	Ongogi	19	12	2	2	14	available technique
	Total	217	134	16	16	150	

3.6 Data collection instruments

In this study to acquire the necessary information from participants, questionnaire and semi-structure interview were used to collect data from all general secondary schools of Agnwa zone.

3.6.1 Questionnaires

In order to collect data from study subject, researcher was used questionnaire. Because questionnaire is believe to be an instrument convenient to assess and acquire necessary information from participants with short period of time and with minimum cost. The questionnaire was prepared in English language, with assumption that all of the sample teachers

and principals can read and understood the items written in the questionnaires. The questionnaire consists of two parts: The first part of the questionnaire, describes the respondents background information includes: sex, academic qualification, field of specialization, experience and responsibilities holding. Whereas the second part, contain the largest and the whole number of close –ended items that address the basic question of the study. The closed- ended items was prepared by using likert scales, which contain the value between one and five.

3.6.2. Structured interview

To collect data for this study, researcher used structured method of interview. Because, this method is flexible and allowing new questions to be brought during the interview as a result of what the interviewee says. This means allows the researcher to explain the questions for respondents and in turn the respondents can ask questions for clarification. In addition, it has frame work of themes to be explored. The Contents of the interview is school leadership and teacher’s motivation, and the relationship between them.

3.7. Procedure of data collection

Before distribution the questionnaire, two assistant data collectors from the field of specialization was selected by researcher to gather data from the sample schools. The selection of these assistants’ data collectors was based on the location and English languages background to facilitate the data collection process. To make the data collection procedure cleared and to avoid confusions concerning the objective of the study and how the items is answered, the data collectors were properly oriented about the data collection procedures by researcher. Then, questionnaire was dispatched to sample teachers and principals and them follow up was made by researcher.

After, questionnaires were dispatched to sample teachers and principals, .then all questionnaires distribute to all respondents were collected back. The result of the open- ended questions was summarized and organized with relating category. To this end, analysis and interpretation of data was made base on the questionnaires. Finally, the overall course of the study was summarized with finding, conclusion, and recommendation.

3.8. Validity and reliability checks

The validity and reliability of this research was checked and made in pilot secondary schools. The pre-test was done in three zones polite secondary schools with teachers and school principals. After the distribution of questionnaires and collected back by researcher, necessary modification was made on two items. Additionally the reliability of the instrument is measured by using Cronbach alpha test. This is to check the consistency and accuracy of the measurement scales.

3.9 Method of data analysis

In this research, various statistical tools such as frequency mean, standard deviation, ANOVA and correlation were used to analyze data. The background information especially, the sex, academic qualification, subject of specialization, experience and responsibilities was analyzed by using frequency and percentages. Furthermore, to analysis the strength of the relationship between principals' leadership and teacher's motivation; researcher was used co relational analysis to compare the two variables, in simple and understandable way and to make it easy for further interpretation. It also used to roughly judge whether independent variable has more or less relationship with dependent variable. Therefore, a correlation analysis performed by using Pearson correlation coefficient. This helped to see the relationship between school leadership and teachers' motivation in general secondary schools of Agnwa, zone in Gambella region.

3.10 .Ethical consideration

In order to conduct the study first, the researcher has gone to the study area with the letter of entry which was 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. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the characteristics of the population, analysis and interpretation of the data. The primary sources of data was gathered from two groups namely, teachers and principals who have been working in general secondary schools of Agnwa zone. The respondents included in the study were considered relevant and key actors in the field. Specially, teachers and principals were the primary stakeholders by the virtue of their profession and position and vested responsibilities in the practice of school leadership in general secondary schools. The data was collected by using different instruments, mainly questionnaire and semi-structured interview. The summary of the quantitative data has been presented by the use of tables that incorporates various statistical tools. Similarly, the qualitative data was organized according to the themes, analyzed and used to strengthen or elaborate the quantitative one. Because the research design is explanatory thus, the qualitative data is used to support the result obtained from the interpretation of the quantitative data.

From the above mentioned, among various data collecting instruments, questionnaire and semi-structured interview were used to collect necessary information for this study. Thus a total of 150 questionnaires were distributed to secondary school teachers and principals. But properly filled and returned back. Among the total of 150 respondents, all of them were properly participated and gave necessary information on the issue under investigation. Therefore, the total response rate is sufficient and safe to analyze and interpret the data. Thus, various scholars provide some insight into school principal leadership and teacher's motivation and how it may be influenced by personal characteristics such as Sex, academic qualification, subject of specialization, experience and responsibilities.

4.1. Demographic characteristics of the population

The necessary information for this study was obtained from 134 teachers, and 16 principals, who have been working in general secondary schools of Agnwa zone in Gambella region .Thus, the overall results under the investigation of the study and the personal background information of the respondents were presented as follow.

Table .2. Demographic Characteristics of the Population

	Characteristics	N	Percent
1.Sex	Male	133	88.7
	Female	17	11.3
	Total	150	100
2.Academic Qualification	Master	4	2.7
	Degree	100	66.7
	Diploma	45	30.0
	Certificate	1	0.7
	Total	150	100
3.Area of Specialization	Management	13	8.7
	Leadership	13	8.7
	Others	124	82.7
	Total	150	100.0
4.Work Experience	Less than 5 years	71	47.3
	5-10 years	51	34.0
	10-15 years	24	16.0
	15-20 years	1	0.7
	20-25 years	3	2.0
	Total	150	100
5.Responsibility	HRT	55	36.7
	HD	54	36.0
	CC &UL	26	17.3
	CPD	12	8.7
	Total	150	1.3

Note:: HRT=Home Room Teacher HoD=Head of Department CC\$UL=Club Committee and Unit Leader CPD=Continuous professional development Coordinator

1. Sex

Table 2 above presents the data on the gender of respondents of the teachers in general secondary schools of Agnwa zone. As shown in the table, 133 (88.7 %) of the respondents are males and 17(11.3 %) of the respondents are females. As the results shows in the sample schools the number of male teachers are more than the number of female teachers. This means that there is a sex differences between male and female teachers regarding on their views in the practice of principals leadership in general secondary schools of Agnwa zone.

2. Academic Qualification

It was necessary for the study to determine the educational qualification levels of the teachers and the kind of training that may be most appropriate. From table 2, it is reveals that respondents hold a range of educational qualifications level from Master degree to certificate .This shows, 4 (2.7 %) of the respondents had Master degree, 100 (66.7%) first Degree, 45(30.0 %) Diploma and 1(0.7%) Certificate. So from the data indicate that educational qualification level of the majority of respondents is first degree. This means that teachers in general secondary schools of Agnwa zone they are capable to practice school principal's leadership.

3. Area of Specialization

As far as area of specialization concerned it is necessary to determine the field of specialization of the respondents which determine what kind of area of specialization most appropriate to manage or to lead the schools. Table 2, shows, 13 (8.7 %) of teachers are specialized in management, 13 (8.7 %) of teachers are specialized in leadership and 124 (82.7 %) are specialized with other fields of specialization .As the result shows that the majority of teachers and principals who have been working in general secondary schools of Agnwa zone are not specialized with the fields that are related to leadership

As principal's asked on the area of specialization most principal's said that'' we are specialized with different school subjects''. This shows that principals are well trained as teachers, but not as school principal. In general speaking in Agnwa zone, principals are not formally trained for leadership roles that they must perform. So a few had been vice principals before, so they

acquired some skills in case they happen to have served under knowledgeable principals. Unaware of what lay before them, and what their schools stand for most principals start leadership without knowing what values are required of them.. This mean, that the majority of teachers and principals are not specialized with the science of leadership to practice school principals leadership.

4. Work Experience

The study also sought to find out the years of service of the teachers who have been rendered to the school to enable responses into a proper perspective. Table 2, presents the categories of teaching years or service of the respondents in study area. As shown in the table 2, out of 150 teachers 71 (47.3%) of teachers below 5 years services, 51 (34.0%) of teachers between 5-10 years, 24(16.0%) of teachers between 10-15 years, 1(0.7%) of teachers between 15-20 years, and 3(2.0%) of teachers between 20-25 years services respectively. This result reveals that the majorities of the teachers are new and have little experience which needs more professional support from school leaders to serve and to practice school principal's leadership.

5. Current position

The researcher further investigated into the current positions held by teachers in general secondary schools of Agnwa zone. The results in table 2, shows that 55 (36.7%) of respondents are Home room teachers and 54 (36.0%) of respondents are department heads. 26 (17.3%) of respondents are clubs committees and Unit-leaders positions holders and 12 (8.7%) of the respondents have Continuous professional development coordinators positions holders. The results show that teachers had extra activities and responsibility from school to perform better and to practice principal's leaderships at schools. As teachers also asked to the current position they have to carry out in their school over the years. According to the teachers who have been selected as a sample of the study said that "We have different responsibility to perform our duties and to carry out school activities". This mean that teachers, as professionals need to have responsibility to their own works to be effective and good performer. As the result shows that the majority of the respondents had positive feeling on the schools practice in giving responsibility for their work.

4.2 Result of the empirical data

The close ended questionnaires contains five likert scale type ranging from strongly disagree to strongly agree. But for the purpose of analysis the strongly disagree and disagree options have combined to disagree whereas the strongly agree and agree options were combined to agree. Thus in the analysis of the quantitative data the response of respondents which were selecting strongly disagree and disagree were analyzed as disagree option and those respondents which select strongly agree and agree were analyzed as agree in data presentation & interpretation

4.3 Analysis of data

Here, teachers in general secondary schools of Agnwa zone are asked to answer to what extent do school principals leadership practice in secondary schools and to what levels teachers intrinsically and extrinsically motivated in secondary schools and the degree and the relationships between leadership and teachers motivation. The following table shows the analysis and interpretations of their responses. The number of respondents were 150(N=150)

4.4. Level of practice of principal's leadership

It was necessary to measure the level of principal's leadership practice in general secondary schools. Table 3, shows the level of principals leadership practice in general secondary schools of Agnwa zone in Gambella region.

Table 3. Frequency distribution of principal's leadership

Leadership	Disagree		Undecided		Agree		Total	
	N	%	N	%	N	%	N	%
1.Vision	20	13.3	43	28.7	87	58.0	150	100
2.Inspiration	31	20.7	55	36.7	64	42.6	150	100
3.Intellectual	38	25.3	48	32.0	64	42.7	150	100
4.Supportive	32	21.4	48	32.0	70	46.6	150	100
5.Recognition	29	19.3	39	26.0	74	54.6	150	100

As shown in table 3, , 87(58.0%) of the respondents agree with the idea that principals are effective in setting and communicating clear school vision while 20(13.3%) of the respondents disagree, with the idea that principals are effective in setting and communicating clear school

vision in the same issue .Though 43(28.7%) of the respondents are not able to judge the effectiveness of their principals on the same issue. This means that principals are more effective in setting and communicating clear school vision.

As reveals in table 3, 64(42.6%) of the teachers agree with the idea that principals are effective in inspiring teachers in secondary schools while 31(20.7%), of the teachers disagree, on the issue that principals are effective in inspiring teachers. Though 55(36.7%), of the teachers are not able to judge the effectiveness of principals in inspiring teachers in general secondary schools. This mean, that principals are effective in inspiring and motivating teachers in general secondary schools.

As shown in table 3, 64(42.7%) of the respondents agree with the idea that principals are effective in intellectual stimulating of teachers. While 38(25.3%) of the respondents disagree, on the idea that principals are effective in intellectual stimulating of teachers. However, 48(32.0%) are not able to judge the effectiveness of principals in intellectual stimulating of teachers. .This means, that principals are more effective in intellectual stimulating of teachers in general secondary schools.

As shown in the table 3, 70(46.7%) of the respondents agree on the idea that principals are more effective inspiring teachers while 32(21.4%) of respondents disagree with the idea that principals are more effective in supporting teachers. Though, 48(32.0%) of the respondents are reluctant to give respond on the same issue that principals are more effective in supporting teachers. This mean, that principals are more effective in supporting teachers in general secondary schools.

As shown in table 3, 74(54.6%) of the teachers agree on the idea that principals are effective in providing effective recognizing for good work of teachers while 29(19.3%) of the teachers disagree, on the idea that principals are effective in providing effective recognizing for good work of teachers.. Though, 39(26.0%) of the teachers are not willing to respond on the issue that principals are effective in providing effective recognizing for good work of teachers. As the result shows, that principals are more effective in providing effective recognition for good work of teachers. The results generally shows that there is average level of practice of school

principals leadership which as measured by five dimension of their school principals leadership in general secondary schools of Agnwa zone

As teacher's interview on the current status of school principal's leadership practice from a sample of general secondary schools a few of the teachers said that " we are not effective in practicing principals leadership " where as the majority of the teachers said that "Even though, principals are not specialized in leadership but they perform well as compared with two decade's leadership practice in secondary schools of Agnwa zone " Because most of the Principals are well experienced and first degree holder. This mean, one can conclude that principals are more effective of practice of school principals leadership in general secondary schools of Agnwa zone.

According to Burns (1978) transformational leadership is a process in which leaders and their followers bring each other to a higher level of ethic and motivation Avolio (2000), transformational leaders inspire trust in those they are leading, encouraging them to think critically and seek new ways to approach their jobs. Transformational leaders motivate by making followers more aware of the importance of task outcomes (Akpa , 2011). As a result, there is an increase in their levels of teacher's motivation and commitment to the goals of their organization in a positive way (Hiller, 2009). Yukl, (1999) shows that transformational leadership is an important aspect of school principal's leadership. Transformational leadership has five important components such as vision, inspiration, intellectual stimulation, personal recognition, and supportive leadership.

Vision: is a means leader's determining institutions' vision and mission by incorporating the followers to the process (Karip, 1998). Inspirational motivation: is creation of team spirit by the leader to reach organizational objectives and to increase the performance (Hall, Johnson, Wysocki, & Kepner, 2002).. Intellectual stimulation: followers are encouraged to question established ways of solving Problems. Or a means leader's supporting the followers for being creative and innovative (Bass, 2000).. Personal recognition: is a means the leader give value or recognition to the followers. Supportive leadership: Understanding the needs and abilities of each follower; developing and empowering the individual follower. (Rowold & Heinitz, 2007). It

is related to the creation of a suitable and supportive environment in which individual differences and needs are considered (Bass, 1989), and the thoughts of the followers are valued (Tourish & Pinnington, 2002).

As a conclusion, transformational leadership level of school principals treated as partially in general secondary schools of Agnwa zone. Similar studies also conducted by Eres (2011) in Ankara Turkey try to investigate the relationship between teacher motivation and transformational leadership of school principals. According to the study result shows that, the level of teacher's motivation in general secondary schools is partly satisfied whereas the transformational leadership level of school principals is rare.

4.5. Over view of principals' leadership practice using mean and standard deviation

By comparing mean and standard deviation of the school principal's leadership practice it is important to know the overall mean score of school principals leadership practice in general secondary schools. Therefore, the mean of school principal's leadership practice is measure by considering five types of leadership components,, namely, vision, inspiration motivation, intellectual stimulation, supportive leadership and personal recognition. Table 3, shows the mean and the standard deviation of school principal leadership practice in general secondary schools of Agnwa zone in Gambella Region.

Table 4 .Mean and Standard Deviation of practice of School Principals Leadership

School Name		V		INSP		INT		SUP		REG	
S.no		M	SD	M	SD	M	SD	M	SD	M	SD
1	Abobo	3.45	0.887	3.35	1.089	3.40	0.82	3.25	1.25	3.45	1.09
							1		1		9
2	Gambella	3.38	0.805	3.67	0.856	3.05	0.86	3.38	0.97	3.33	0.91
							5		3		3
3	Pignudo	3.62	0.637	3.11	0.864	3.15	0.92	3.11	0.99	3.35	0.93
							5		3		6
4	Gog	3.60	0.632	3.33	0.976	3.13	0.99	3.40	0.82	3.47	0.74
							0		1		3
5	Thata	3.10	0.737	3.11	0.937	3.47	0.77	3.21	0.91	3.26	0.80
							2		8		6
6	Shentwoa	3.57	1.089	3.21	1.121	3.29	1.54	3.21	1.05	3.29	1.13
							0		1		9
7	Ongogi	3.78	0.579	3.21	1.051	3.14	0.77	3.43	0.93	3.29	0.91
							0		7		4
8	Okuna	3.38	1.11	3.04	0.865	2.95	1.11	3.19	1.20	3.52	0.98
							7		9		1
	Overall Average	3.47	0.83	3.25	0.95	3.20	0.97	3.26	1.02	3.37	0.93

Note=Vision, INSP=Inspiration, INT=Intellectual, SUP=Supportive, REG=Recognition

As depicted in table 4, the overall mean score of teachers on the effectiveness of school principals in setting clear vision is high ($x=3.47$, $SD=0.83$). The same table show that the overall mean score of teachers rating regarding the effectiveness of principals in inspiring motivation is also high ($x=3.25$, $SD=0.95$).The mean score of teachers on the effectiveness of principals in intellectual stimulating the teachers is slightly above average ($x=3.20$ $SD=0.97$).The same table shows that teachers rating of school principals effectiveness in providing the necessary support to teachers is above average ($x=3.26$ $SD=1.02$).Finally, the same table shows that the overall mean score of teachers rating of the effectiveness of principals in recognizing teachers for their good work is also above average ($x=3.37$ $SD=0.93$).The results generally shows that teachers

have positive view about their principals leadership effectiveness as measured by the five dimensions .

4.6. Demographic variables and school leadership

It was necessary to determine the significant correlation and difference between demographic variables and school principals leadership practice in general secondary schools .To determine the significant differences and relation between socio demographic factors and school principals leadership practice in Agnwa zone different statistically tools were employed such as mean, standard deviation, Pearson correlation and t-test.

Table 5. T-test on the Differences between male and female respondents regarding their view on the practice of school principals leadership

A test was employed to determine whether or not there is a significant difference between male and female teachers in their level of practice of school principal leadership in general secondary schools of Agnwa zone in Gambella region.

Table.5. T-test on the Differences between male and female respondents

Sex	Mean	Std	Df	t-test	Sig
Male	3.41	0.79	149	-0.688	0.00
Female	3.41	0.79			

As table 5 show that, the average score on school principals leadership practice of male and female teachers were ($x=3.41$, $SD=0.79$) and ($x=3.41$, $SD=0.79$) respectively. The result shows that statistically there is no significant difference between male and female teachers in their level of principal leadership practice $t(149)= -0.688$, $p(.00)$, $p < 0.05$. This mean that male and female teachers have similar view regarding on the practice of the school principals leadership.

4.7. Inter co relational matrix between principals' leadership and education qualification and work experience

In order to measure the relationship between school leadership and demographic variables Pearson correlation coefficient was determined. Table 7 shows the inter correlation matrix between principals leadership and demographic variables.

Table 6. Inter Correlation Matrix between School Leadership and Demographic Variables (Education Qualification and Work Experience) of the respondents.

Correlation	V	INS	INT	SUP	PR	EdQ	EXP
V	1	.647**	.495**	.607**	.560**	.069	-.140
INS		1	.501**	.654**	.689**	.057	-.054
INT			1	.554**	.550**	.125	.067
SUP				1	.727**	.190*	-.056
PR					1	.132	.006
EdQ						1	-.053
EXP							1

Note: V=Vision, INS=Inspiration, INT=Intellectual, PR= Personal Recognition SUP=Supportive, EDQ=Education qualification, EXP=Experience,

** . Correlation is significant at the 0.01 level (2-tailed), * . Correlation is significant at the 0.05 level (2-tailed).

As shown in table 6, principals practice of setting and communicating clear school vision has significant positive correlation with their inspirational motivation ($r=0.65$, $p< 0.01$), intellectual stimulation ($r=0.49$, $p< 0.01$), level of support ($r=0.61$, $p< 0.01$) and personal recognition ($r=0.56$, $p< 0.01$). However, setting vision has no significant correlation with the level of education and length of teaching experience.

As shown in table 6, principals practice in inspiring of school teachers has significant positive correlation with their intellectual stimulation ($r=0.50$, $p<0.01$), level of supportive leadership ($r=0.65$, $p< 0.01$), and personal recognition ($r=0.69$, $p< 0.01$). Though, inspirational motivation

has no significant correlation with the level of education and the length of experience of the teachers.

As reveals in table 6, principals practice in creating intellectual stimulation of teachers has significant position correlation with their level of supportive leadership ($r=0.55$, $p< 0.01$), and personal recognition ($r=0.55$, $p< 0.01$). However, intellectual stimulation has no significant correlation with the level of education and the length of experience of the teachers.

As shown in table 6, principals practice of supportive leadership has significant positive correlation with their personal recognition ($r= 0.73$, $p< 0.01$). However, supportive leadership has no significant positive correlation with the level of education and the length of work experience. The results generally shows that five dimension of school principals leadership practice has no significant positive correlation with the level of education and the length of teaching experience of the teachers.

Table. 7. ANOVA test on differences exist between respondents regarding on their views having different area of specialization

ANOVA has employed to test Whether or not there is difference exist between respondents regarding on their views having different area of specialization.

Table 7.ANOVA test on t differences exist between respondents having different area of specialization

Leadership	Sum/of Squares	Df	Mean Square	F	Sig.
Between Groups	554.426	3	184.809	.904	.05
Within Groups	29857.448	146	204.503		
Total	30411.873	149			

ANOVA was computed to test if differences exists between respondents having different area of specialization on their views on the practice of school principals leadership .Accordingly the result shows that statistically there is no significant difference $F(3,146)=0.904$, $p>0.05$ between

respondents having different area of specialization on regarding on their views on the practice of school leadership

Table 8, ANOVA test differences exist between respondents regarding on their views on the responsibility of the teachers on practice of principals leadership

Leadership	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	433.556	4	108.389	.524	.718
Within Groups	29978.317	145	206.747		
Total	30411.873	149			

ANOVA was employed to determine whether or not there is a significant difference between respondents having different responsibility on their views of the practice of school principal's leadership. Accordingly the result shows that statistically there is no significant difference $F(4,145)=0.53$, $p>0.05$ between respondents having different responsibility regarding on their views on the practice of school leadership.

4.8. Level of teacher's motivation

The level of teacher's motivation could be measured by using different statistically instruments such as frequency and percentage. In general, teachers motivation is further disaggregated into two types of motivation namely, intrinsic motivation and extrinsic motivation. Therefore, the level of teacher's motivation in general secondary school is determined by measuring the level of intrinsic and extrinsic motivation of teachers. Table 9, shows the level of intrinsic and extrinsic motivation of teachers in general secondary schools of Agnwa zone in Gambella region.

Table 9. Level of intrinsic and extrinsic motivation of teachers

Motivation	Disagree		Undecided		Agree	
	N	(%)	N	(%)	N	(%)
Intrinsic	7	4.7	53	35.3	90	60.0
Extrinsic	65	43.3	62	41.3	23	15.3

As shown in table 9, 7 (4.7%) of respondents disagree, with the idea that principals are effective in motivating the level of internal motivation of the teachers while 90(60.0%) agree principals are effective in the same issue. Though, 53(35.3%) are not able to judge on the effectiveness of their school principals in motivating the level of internal motivation of teachers. As the result shows that principals are effective in motivating the level of internal motivation of the teachers.

As reveals in table 9, 65(43.3%) of respondents disagree with the issue that principals are effective in motivating the level of external motivation of the teachers where as 23 (15.3%) of the respondents agree with the idea that principals are effective in the same issue. Though, 62(41.3%) of the respondents are not able to judge on the effectiveness of school principals in motivating the level of external motivation of the teachers. This mean that principals are not effective in motivating the level of external motivation of the teachers. The results generally shows that principals are effective in motivating the level of internal motivation of the teachers while they are not effective in motivating the level of external motivation of the teachers.

As teachers interview on the current status of teacher's motivation in general secondary schools of Agnwa zone, Some of the teachers said that “teachers are not internally motivated where as the majority of the teachers said that “ teachers are internally motivated. On the other hand, teachers also ask on the external motivation of teachers. So Some of the teachers said that “ teachers are externally motivated” where as most of the teachers said that “ teachers are not extrinsically motivated” This mean, interview result confirm that teachers in general secondary schools of Agnwa zone are internally motivated where as extrinsically not motivated. Because of: unfulfilled individual interest, improper evaluation of their work which was not directly related to what they were doing in the school, unequal treatment of teachers by school principals and luck of necessary teaching materials and absence of reward and certification.

Robbin (1994) state that motivation is the willingness to do something and conditioned by the action's ability to satisfy some need of the individual. Ryan and Deci (1972) argue that making extrinsic rewards like monetary and payments contingent on performance reduces a person's intrinsic motivation. The studies have shown that when a person with intrinsic interest performs

a task where awards are added as incentive they showed less subsequent intrinsic interest in the target activity than when a person performed the same task without awards as incentive. Greene (1973). Lepper (1973) concluded that expected extrinsic rewards undermine the intrinsic motivation in previously enjoyable activities. People tend to be more focused on the reward than on the activity.

In general Fleur Kappen (2000) argue that leaders should or should not use contingent rewards to motivate their subordinates for their performances, because it seems relatively easier to influence extrinsic motivation and the outcome is less uncertain. Dermer (1975) states that in the majority of administrative settings, the allocation of extrinsic rewards based on performance, is a preferable method to alternative approaches. This is due to the fact that people work with some expectations with respect to extrinsic rewards which must be allocated equitably (Dermer, 1975). In conclusion; extrinsic motivation could indeed undermine intrinsic motivation, however, extrinsic rewards seem to be acceptable and useful in an administrative setting.

However Eres (2011) in Ankara Turkey investigate the relationship between teacher motivation and transformational leadership characteristics of school principals. According to the study result shows that, the level of teacher's motivation in general secondary schools is partly satisfied whereas the transformational leadership characteristics level of school principals is rarely. Moreover, Kappen (2010) in the same manner carried out the study in US on leadership and motivation. According to the study result he found that transformational leadership has an overall positive relationship with an intrinsic motivation and no relationship with extrinsic motivation. This mean the result of the study was different with the current study conducted in general secondary schools of Agnwa zone in Gambella region which show that teachers are internally motivated in general secondary schools of Agnwa zone but externally not motivated.

Table 10. Mean and standard deviation of intrinsic and extrinsic motivation

It was necessary to determine the mean and the standard deviation of intrinsic and extrinsic motivation of teachers by using descriptive statistic .Table 10, determine the mean and the standard deviation of intrinsic and extrinsic motivation of the teachers.

Table 10. Mean and standard deviation of intrinsic and extrinsic motivation

Motivation	N	Mean	Std. Deviation
Intrinsic	150	3.56	0.63
Extrinsic	150	3.28	0.79

As depicted in table 10, the overall mean score of teachers on the effectiveness of school principals in motivating teachers intrinsically had an average ($x=3.56$, $SD=0.63$). The same table show that the overall mean score of teachers on the effectiveness of school principals in motivating teachers extrinsically an average ($x=3.28$, $SD=0.79$). The results general show that teachers are intrinsically motivated with the practice of school principal's leadership in general secondary schools and extrinsically are not motivated.

4.9. Demographic variables and teachers motivation

In order to determine the significant correlation and the differences between demographic variables and teachers motivation in general secondary schools various statistical tools were employed such as mean, standard deviation, Pearson correlation and t-test.

Table 11., t-test on the Difference between male and female respondents regarding their view on the teachers motivation (N=150).

A test was employed to determine whether or not there is a significant difference between male and female teachers in their level of teacher's motivation in general secondary schools of Agnwa zone in Gambella region

Table 11. Demographic variables and teachers motivation

Sex	Mean	Std	Df	t-test	Sig
Male	3.41	0.79	149	-0.69	0.00
Female	3.41	0.79			

As shown in table 11, the average score on school principals leadership practice of male and female teachers were ($x=3.41$, $SD=0.79$) and ($x=3.41$, $SD=0.79$) respectively. The result shows that statistically there is no significant difference between male and female teachers in their level of teachers motivation $t(149) = -0.69$, $p(0.00)$, $p < 0.05$. This mean that male and female teachers have similar view regarding on the practice of the school principals leadership.

4.10. Inter co relational matrix between teachers' motivation and education qualification and work experience)

In order to measure the relationship between teacher's motivation and demographic variables Pearson correlation coefficient was determined. Table 10, shows the inter correlation matrix between principals leadership and demographic variables.

Table .12. Inter Correlation matrix between teachers' motivation and education qualification and work experience

Correlation	EDU	EXP	EXT	INT
EDU	1	-.053	-.082	.014
EXP		1	-.109	-.066
INT			1	.422**
EXT				1

Note: EDU=Education, , EXP=Experience, INT=Intrinsic, EXT= Extrinsic

*. Correlation is significant at the 0.05 level (2-tailed), **. Correlation is significant at the 0.01 level (2-tailed).

As shown in table 12, the level of educational qualification of the respondents has no significant positive correlation with their experience of the respondents ($r=-0.05$, $p>.01$), extrinsic motivation ($r=-0.08$, $p>.01$) and intrinsic motivation ($r= 0.01$, $p>0.01$). However educational level of respondents has no significant positive correlation with extrinsic and intrinsic motivation of the teachers and the length of the teaching experience of the teachers.

The same table show that the experience of the respondents has no significant correlation with their extrinsic motivation ($r = -.11, p > 0.01$) and intrinsic motivation ($r = -.07, p > 0.01$). However, the level of experience of the respondents has no significant positive correlation with the level of extrinsic and intrinsic motivation of the teachers. The results in general show that teacher's motivation has no significant positive correlation with level of education and the length of experience of the teachers.

Table 13. Area of specialization and teacher's motivation

ANOVA was employed to determine whether or not there is a significant difference between respondents having different area of specialization in the practice of principal's leadership and teacher's motivation.

Table 13 ANOVA table for area of specialization and teacher's motivation

		Sum of Squares	Df	Mean Square	F	Sig.
Intrinsic	Between Groups	289.851	2	144.926	1.879	.05
	Within Groups	11340.742	147	77.148		
	Total	11630.593	149			
Extrinsic	Between Groups	59.210	2	29.605	.582	.05
	Within Groups	7475.563	147	50.854		
	Total	7534.773	149			

According to the result show that statistically there is no significant difference $F(2,147)=1.88, p > 0.05$ between respondents having different area of specialization and teachers motivation regarding on their views on the practice of school principals leadership. The same table shows that statistically there is no significant difference $F(2,147)=0.58, p > 0.05$ between respondents having different area of specialization of respondents regarding their views on the practice of school principals leadership and teachers motivation .This mean that statistically there is no significant difference between respondents having different area of specialization regarding on their views on the practice of school principals leadership and motivation of teachers.

Table 14, ANOVA table for responsibility and teacher's motivation

ANOVA was computed to test if differences exist between respondents having different responsibilities on their views of the practice of principals' leadership and teachers motivation.

Table 14, ANOVA table for responsibility and teacher's motivation (intrinsic & extrinsic)

		Sum of Squares	Df	Mean Square	F	Sig.
Intrinsic	Between Groups	188.427	4	47.107	.597	.05
	Within Groups	11442.167	145	78.911		
	Total	11630.593	149			
Extrinsic	Between Groups	188.323	4	47.081	.929	.05
	Within Groups	7346.450	145	50.665		
	Total	7534.773	149			

As shown in table 14, statistically there is a significant differences $F(4,145)=0.59$, $p<0.05$ between respondents having different responsibilities regarding their views on the practice of school leadership. The same table also shows that statistically there is a significant differences $F(4,145)=0.93$, $p<0.05$ between respondents having different responsibilities regarding their views on the practice of school leadership. This mean that statistically there is significant difference between respondents having different responsibilities regarding on their views on the practice of school principals leadership and motivation of teachers.

Table 15. Inter correlation matrix between demographic variables and teacher's motivation

Correlation	Sex	EDQ	ASP	EXP	RESP	INT	EXT
Sex	1	.046	-.103	-.046	-.092	-.029	.046
EDQ		1	.179*	-.053	-.165*	-.082	.014
ASP			1	-.248**	-.121	.171*	.008
EXP				1	.007	-.109	-.066
RESP					1	.036	-.021
INT						1	.422**
EXT							1

Note: Sex=Sex, EDQ=Education Qualification, AOS= Area of Specialization, EXP=Experience, RESP=Responsibility, INT=Intrinsic, EXT=Extrinsic

*. Correlation is significant at the 0.05 level (2-tailed), **. Correlation is significant at the 0.01 level (2-tailed).

As shown in table 15, the sex of the respondents has no significant positive correlation with their educational level of teachers ($r=.05$, $p < 0.01$), area of specialization ($r=-.10$, $p < 0.01$), level of experience of the teachers ($r=-.05$, $p < 0.01$), responsibility of respondents ($r=-.09$, $p < 0.01$) level of intrinsic motivation ($r=-.03$, $p < .01$) and level of extrinsic motivation ($r=.05$, $P < .01$). However, the sex of the respondents has no significant correlation with four of demographic variables and the level of extrinsic and intrinsic motivation of the teachers.

As shown in table 15, educational level of the respondents has significant positive correlation with their area of specialization of respondents ($r=.18$, $p > 0.01$), experience of the teachers ($r=-0.05$, $p < 0.01$), responsibility of the respondents ($r=-0.17$, $p < 0.01$), level of intrinsic motivation ($r=-0.08$, $p < 0.01$), and level of extrinsic motivation ($r=0.01$, $p < 0.01$). However, the educational level of respondents has significant positive correlation with the area of specialization and responsibility of the respondents and no significant correlation with the experience of the teachers, intrinsic and extrinsic motivation of the respondents.

As shown in table 15, the area of specialization of the respondents has significant positive correlation with their level of experience of the respondents ($r=-0.25$, $p < 0.01$), responsibility of the teachers ($r=-0.12$, $p < 0.01$), level of intrinsic motivation ($r=0.17$, $p < 0.01$) and level of extrinsic motivation ($r=0.01$, $p < 0.01$). However, the area of specialization has significant positive correlation with level of experience of the teachers and the level of intrinsic motivation and no significant correlation with responsibility and extrinsic motivation of the teachers.

As show in table 15, the level of experience of the respondents has no significant correlation with their responsibility of the teachers ($r=0.01$, $p < 0.01$), level of intrinsic motivation ($r=-0.11$, $p < 0.01$) and extrinsic motivation ($r=-0.01$, $p < 0.01$). However, the length of experience of

the respondents has no significant correlation with responsibility and level of teachers motivation.

As reveal in table 15, responsibility of the respondents has no significant correlation with the level of their intrinsic motivation ($r=0.04$, $p<0.01$), and level of extrinsic motivation ($r=-0.02$, $p<0.01$).However, the result general shows that the responsibility of the teachers has no significant correlation with the level of intrinsic and extrinsic motivation of the teachers.

As reveals in table 15, the level of intrinsic motivation has significant positive correlation with their level of extrinsic motivation ($r=0.4.2$, $p<0.01$) and no significant correlation with extrinsic motivation of the teachers. The result in general shows that there is significant positive correlation of level of intrinsic motivation of teachers and no significant positive correlation of level of extrinsic motivation. The result generally shows that demographic variables such as sex, education, experience and responsibility of teachers except area of specialization have no significant positive correlation with level of teacher’s motivation.

Table 16. Inter correlation matrix between principal’s leadership and teachers motivation

Correlation	V	INS	INT	SUP	REG	INTR	EXT
V	1	.647**	.495**	.607**	.560**	.321**	.407**
INS		1	.501**	.654**	.689**	.397**	.387**
INT			1	.554**	.550**	.308**	.337**
SUP				1	.727**	.436**	.489**
REG					1	.434**	.524**
INTR						1	.422**
EXT							1

Note: V=vision, INS=inspiration, INT=intellectual stimulation, SUP=supportive leadership, REG=recognition, INTR=intrinsic, EXT=extrinsic

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

As shown in table 16, principal practice of setting and communicating clear school vision has significant positive correlation with their intellectual stimulation($r=0.50$, $p<0.01$), supportive

leadership ($r=0.65$, $p<0.01$), personal recognition ($r=0.69$, $p<0.01$), internal motivation ($r=0.40$, $p<0.01$), and external motivation ($r=0.39$, $p<0.01$). However, setting vision has significant positive correlation with the overall components of practice of school principals leadership.

As the result shown in table 16, principal practice of inspiring of teachers has significant positive correlation with their inspirational motivation ($r=0.65$, $p<0.01$), intellectual stimulation ($r=0.50$, $p<0.01$), supportive leadership ($r=0.61$, $p<0.01$), personal recognition ($r=0.56$, $p<0.01$), internal motivation ($r=0.32$, $p<0.01$), and external motivation ($r=0.41$, $p<0.01$). However, principals practice in creating and inspiration motivation of teachers has significant positive correlation with the overall components of practice of school principals leadership.

As shown in table 16, principal practice of creating intellectual stimulation has significant positive correlation with their supportive leadership ($r=0.55$, $p<0.01$), personal recognition ($r=0.55$, $p<0.01$), internal motivation ($r=0.31$, $p<0.01$), and external motivation ($r=0.34$, $p<0.01$). However, principal leadership practice in creating intellectual stimulation has significant positive correlation with the level of supportive leadership, personal recognition, level of internal and external motivation of teachers in the practice of principals leadership

As shown in table 16, principal practice of supporting leadership has significant positive correlation with their personal recognition ($r=0.72$, $p<0.01$), internal motivation ($r=0.44$, $p<0.01$), and external motivation ($r=0.49$, $p<0.01$). However, principal leadership practice of supporting leadership generally has positive correlation with their personal recognition, internal and external motivation of the teachers.

The result in table 16, shows that principal practice in promoting personal recognition of teachers has significant positive correlation with their internal motivation ($r=0.43$, $p<0.01$), and external motivation ($r=0.52$, $p<0.01$). However, as the result shows that principal leadership practice in promoting personal recognition of teachers generally has positive correlation with their level of internal and external motivation of teachers.

As shown in table 16, principal practice in promoting the level of internal motivation of teachers has significant positive correlation with their external motivation ($r=0.42$, $p<0.01$). However, as the result shows that principal leadership practice of promoting the level of internal motivation of teachers has positive correlation with their level of external motivation of the teachers.

The results generally, shows that the overall five dimension of school principals leadership practice such as vision, inspiration intellectual, supportive, and recognition of teachers has significant positive correlation with the level of intrinsic and extrinsic motivation.

CHAPTER FIVE

5. SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

This part of the study concerned with the summary of the major findings, general conclusion drawn on the basis of the findings and recommendations which are assumed to be useful to enhance the level of school principal's leadership practice and teacher's motivation in general secondary schools of Agnwa zone in Gambell region

5.1 Summary of major findings

School Leadership seems to be one of the most important tools to encourage and to inspire teachers to perform in the most effective way and also to attract potential teachers. Therefore, where teachers are highly motivated, than teaching and learning activities become more effective which result to good efficiency and quality education. To this end, the key to create the efficient school principals leadership is to an answer the question what really enhance teacher's motivation. Thus, this research seeks to provide the current principal leadership practice on teacher's motivation. Therefore, the study aimed is to examine the relationship between school leadership and. teachers' motivation in general secondary schools of Agnwa zone in Gambella, Region.

In order to meet this purpose, the following basic research questions were designed.

- To what extent teachers are motivated in general secondary schools of Agnwa zone?
- To what extent do the principals exercise leadership so as to motivate teachers in general secondary schools of Agnwa zone?
- To what extent do teachers motivated extrinsically by school leaders in general secondary schools of Agnwa zone?
- To what extent do teachers intrinsically motivated by school leaders in general secondary schools of Agnwa zone?

- Is there a significant relationship between school leadership and teacher's level of motivation in secondary schools of Agnwa zone?

To answer these research questions, mixed method was employed. To this effect, the study is conducted in 8 general secondary schools. Thus, out of 16 principals who were working in 8 general secondary schools in Agnwa zone all are included in the study by using available technique. A total of 134 teachers are selected through simple random sampling technique (lottery method) to participate equally in the study.

Furthermore, to get necessary information on the issue 150 questionnaires were distributed to all respondents and properly filled and returned back. In addition, structured interview was conducted with 8 school principals and 8 teachers to extract in-depth information regarding to school principals leadership practice on teachers motivation. The data was collected from teachers and principals through closed ended items of the questionnaire. The analysis of data has been done by using different statistical tools like, percentage, frequencies, mean, standard deviation, t-test and Pearson correlation. The analysis of the quantitative data is performed in the help of SPSS version 20 computer program. The data gathered through open ended items of the questionnaire and structured interview was analyzed qualitatively using narrations to support the result obtained from quantitative analysis.

Finally the research came up with the following major findings.

- Sex wise table 2, item 1 shows 133 (88.7 %) and 17(11.3 %) of the respondents are male and female respectively. The finding result shows that 88.7 % of the majority of the respondents agreed that the numbers of female teachers in study area are very low (table 2, item 1).
- The academic qualification of teachers was 4 (2.7 %) of the respondents are Master degree, 100 (66.7%) first Degree, 45(30.0 %) Diploma and 1(0.7%) Certificate .The study finding shows that 66.7% of the majority of teachers in general secondary schools of Agnwa zone they are first degree holders.(table 2, item 2)
- From the area of specialization of the teachers indicates in table 1, shows 13 (8.7 %) of teachers and principals are specialized in management, 13 (8.7 %) of teachers and principals also specialized in leadership and 124 (82.7 %) of the teachers and principals are specialized with other fields of

specialization. The finding shows that 82.7 % of teachers and principals who have been working in Agnwa secondary schools are specialized are with other fields of specialization as a teacher not as principals. (table 2 item 3).

- The data shows in table 2, regarding on the work experience of the respondents 71 (47.3%) of teachers are below 5 years services, 51 (34.0%) of teachers between 5-10 years service, 24(16.0%) of teachers between 10-15 years service, 1(0.7%) of teachers between 15-20 years service, and 3(2.0%) of teachers between 20-25 years services respectively. Base on the data the finding result shows 47.3% of the majority of teachers agree that teachers in general secondary schools of Agnwa zone they are new and have little experience (table 2 item 4).
- As the study show 55 (36.7%) of respondents are Home room teachers and 54 (36.0%) of respondents are departmental heads, 26 (17.3%) of respondents are clubs, committees and Unit-leaders, and 12 (8.7%) Continuous professional development coordinators. The finding result shows the majority of the teachers in secondary schools in Agnwa zone had positive feeling on schools practice in giving responsibility for their work (table 2 item 5).
- The results generally shows that the majority of the respondents agree there is effective average level of practice of principals leadership which as measured by five dimension of their school principals leadership in general secondary schools of Agnwa zone.(table 30
- The results generally shows the average scores of that teachers indicate teachers have positive view about their principals leadership effectiveness as measured by the five dimensions (table 4)..
- As study show that, average score of school principals leadership practice of male and female teachers were ($x=3.41$, $SD=0.79$) and ($x=3.41$, $SD=0.79$) respectively. Base on the data the finding show that male and female teachers have similar view regarding on the practice of the school principals leadership.(table 5).
- The study result shows in table 5, on correlation between school principal's leadership practice and teachers motivation, statically there is no significant positive correlation with the level of education and the length of teaching experience of the teachers (table 6).
- As the result shows in generally in table 6 statistically there is no significant difference $F(3,146)=0.904$, $p>0.05$ between respondents having different area of specialization regarding on their views on the practice of school principals leadership (table 7).
- As the result indicate in table 8, 60.0% of principals agree that principals are effective in motivating the level of internal motivation of the teachers while they are not effective in motivating the level of external motivation of the teachers (table 8).

- The result indicates in table 9, the average scores of the teachers generally show teachers are intrinsically motivated with the practice of school principal's leadership in general secondary schools and extrinsically are not motivated.
- The study result shows in table 10, male and female teachers have similar view regarding on the practice of the school principals leadership (table 10).
- The study finding shows in table 11 teacher's motivation has no significant positive correlation with level of education and the length of experience of teachers (table 11).
- The study show in table 12, statistically there is no significant difference between respondents having different area of specialization regarding on their views on the practice of school principals leadership and motivation of teachers (table 12).
- As the result shows in table 13, statistically there is a significant difference between respondents having different responsibilities regarding on their views on the practice of school principals leadership and motivation of teachers (table 13).
- The study result shows in table 14, all demographic variables sand responsibility of teachers except area of specialization has no significant positive correlation with level of teacher's motivation (table 14).
- The result in table 15, on correlation between school principal's leadership on teachers motivation shows statically there is a significant positive correlation of principals leadership with the level of teacher's motivation (table 15).

5.2. Conclusion

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

- As the finding result shows on sex wise in table 2, 88.7 % of the majority of the respondents agreed that the numbers of female teachers in study area are very low. Therefore, the researcher concluded that the number of female teachers in generally secondary schools of Agnwa zone is low compare to males teachers.
- The study finding shows on academic qualification level of teachers in Agnwa zone 66.7% of the majority of teachers in general secondary schools of Agnwa zone they are first degree holders. Therefore, the researcher concluded that teachers who are working in Agnwa zone have good academic qualification level..
- As the finding shows in table 2, 82.7 % of the majority of teachers and principals who have been working in Agnwa secondary schools are specialized with other fields of specialization. Therefore, it is possible to conclude that teachers and principals who were rendered are specialized as a teacher not as principals.
- As the finding result indicate in table 2, 47.3% of the majority of teachers agree that teachers in general secondary schools of Agnwa zone they are new and have little experience. Therefore, one can conclude that teachers who are working in Agnwa zone they are not served for long time in school.
- As the finding result shows in table 2, the majority of the teachers in secondary schools of Agnwa zone had positive feeling on schools practice in providing responsibility for their work. Therefore, the researcher conclude that teachers in study area are willing to take responsibility to practice principals leadership.
- The finding result shows in table 3, on measuring the level of school principals leadership in secondary schools of Agnwa zone generally shows there is average level of practice of school principals leadership. Therefore it is possible to conclude that Agnwa zone hasin the right position to practice school principals' leadership.
- As the result indicates in table 8, shows 60.0% of principals agree that principals are effective in motivating the level of internal motivation of the teachers while they are not effective in motivating the level of external motivation of the teachers. Therefore, one

can conclude that teachers in general secondary schools of Agnwa zone they are not motivated extrinsically by school leaders.

- The finding result indicates in table 15, on correlation between school principal's leadership and teachers motivation shows statically there is a significant positive correlation of principals leadership with the level of teacher's motivation. Therefore, the researcher conclude that principals leadership and teachers motivation they directly propositional with the level of teachers motivation.

5.3. Recommendations

Based on the above conclusions, the following recommendations were forwarded to be the remedy of the effect by concerned bodies to alleviate and to improve the school principal leadership practice which are associated with teachers' motivation in general secondary schools of Agnwa zone.

- As the conclusion indicates in table 2, the number of female teachers in study area is very low compare to the number of male teachers. Therefore the researcher suggested that higher institution must work and plan to increase the number of female in secondary schools.
- As the researcher concludes in table 2, on academic qualification level of teachers in secondary schools of Agnwa zone, teachers have good academic qualification. Therefore, the researcher suggested that woreda education office advise to plan and continuous professional development of teachers in general 3secondary schools.
- As the researchers conclude in table 2, teachers and principals who had rendered in secondary schools of Agnwa zone they are specialized with other fields of specialized as a teacher not as principals. Therefore, the researcher advises woreda education office to provide opportunities for teachers and principals to specialized fields that related to management and leadership.
- As shown in table 2, on the work experience of the teachers, the researcher conclude that teachers who are working in Agnwa zone secondary schools they are not served for long time in school. Therefore, the researcher advice woreda education office to recruit well experienced teachers in secondary schools to assist and mentor the newly recruited teachers and principals.
- Base on table 2, the researcher conclude that teachers in study area are willing to take responsibility to practice principals leadership. Therefore, the researcher suggested that school principals as a leader advise to provide work assignment for teachers to practice principals leadership
- As the result in table 3, the researcher concludes that Agnwa zone has in the right position to practice principals' leadership. Therefore, the researcher advises woreda

education office to support teachers and principals to continuous practicing of principals' leadership in secondary schools.

- As the researcher conclude in table 8, teachers in general secondary schools of Agnwa zone they are not motivated extrinsically by school leaders. Therefore, the researcher suggested that educational experts and political leaders advise to work and to increase the level of external motivation of teachers.
- As the researcher conclude in table 15 principals' leadership and teachers' motivation they positive correlation. Therefore, the researcher suggested that teachers and principals advise to work effectively on principals' leadership practice to improve efficiency and quality of education.

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APPENDICES

APPENDIX: A

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRES TO BE FILLED BY TEACHERS AND PRINCIPALS

Dear Respondents: This questionnaire is designed to collect relevant information on the topic: The principals Leadership practice and Teachers Motivation in General Secondary Schools of Agnwa Zone in Gambella Region .The questionnaire is prepared for teacher and principals like you who is expected to perform well in the school duties. I request for your co-operation by helping to answer the questionnaire as per the instructions at the beginning of each section. Be honest in giving your responses to each question. Your responses will be highly respected and accorded the highest confidentiality. Thank you.

Part I: Background Information

This part of questionnaire contains the personal information. Please fill the necessary answer for each item properly by writing in the space provided. Note: - put right mark in the box provided to indicate your answer and give only one answer for one question.

1. Sex: 1. Male 2. Female

2. Academic qualification 1. Master 2.First Degree 3 .Diploma 4. Certificate

3. Field of your specialization: 1. Management 2.leadership 3.others

4. Experience: a) Below5 years b) 6 - 10 years c) 11 - 15 years d) 16 -20 years
e) .21 - 25 years f) 26 years & above

5. Responsibility: 1. HRT 2.HD 3.CC & UL 4.CPD

Note: HRT=Home Room Teacher HoD=Head of Department CC\$UL=Club Committee and Unit Leader CPD=Continuous professional development Coordinator

PART II: INDEPENDENT VARIABLE: SCHOOL LEADERSHIP

This part of the questionnaire containing close ended items that focus on the transformational leadership aspects of school principal’s leadership under the investigation. Based on the concept of each item, please select the option that directly represent your opinion on transformational leadership of school principals and rate the following using a scales where; 1=Strong Disagree (SD); 2=Disagree (D) 3= Undecided 4= Agree (A); 5=Strong Agree (SA)

1. Items related to transformational leadership of school principals

S.No	Statement	Responses				
		1=SD	2=D	3=Undecided	4=A	5=SA
I	Vision					
1.1	The school principal has a clear understanding of where we are going					
1.2	The school principal has a clear sense of where he/she wants our unit to be in 5 years					
1.3	The school principal can clearly articulate our school strategic vision and objectives					
1.4	I feel my school is moving in the right direction toward achieving its goals					
	Total					
II	Inspirational motivation					
2.1	The school principal says things that make teachers proud to be a part of this school					
2.2	The school principal says positive things about the work unit					
2.3	The school principal encourages teachers to see changing environments as situations full of opportunities					
2.4	The school principal helps others find meaning in their work					
	Total					

Note: Items in B.1 adapted from Weberg (2010); Hussain Haidar (2010); Tejada et al.(2001)

II	Intellectual stimulation	1=SD	2=D	3=Undecided	4=A	5=SA
3.1	The school principal challenges me to think about old problems in new ways					
3.2	The school principal has ideas that have forced me to rethink some things that I have never questioned before					
3.3	The school principal has challenged me to rethink some of my basic assumptions about my work					
	Total					
IV	Supportive leadership					
4.1	The school principal considers my personal feelings before acting					
4.2	The school principal behaves in a manner which is thoughtful of my personal needs					
4.3	The school principal sees that the interests of teachers are given due consideration					
4.4	The school principal facilitates consensus building in work group sessions					
	Total					
IV	Personal recognition					
5.1	The school principal commends me when I do a better than average job					
5.2	The school principal acknowledges improvement in my quality of work					
5.3	The school principal personally compliments me when I do outstanding work					
5.4	The school principal listens to me when I have problem					
	Total					

Note: Items in B.1 adapted from Weberg (2010); Hussain Haidar (2010); Tejada et al.(2001)

PART III: DEPENDENT VARIABLE: TEACHER MOTIVATION

2. Items to measure intrinsic motivation

S.NO	Statement	Responses				
		1=SD	2=D	3=Undecided	4=A	5=SA
2.1	I can be depended upon to do a good job.					
2.2	I am personally responsible for part of the education of every student I teach.					
2.3	Teaching is usually challenging					
2.4	One of the best things about teaching is seeing the students learn					
2.5	I set goals for myself and achieve them.					
2.6	I like to spend a lot of energy to make my classes interesting.					
2.7	I would like my students to learn more.					
2.8	Teaching is an important job.					
2.9	My attitude toward work is to work only as hard as I have to.					
2.10	My students think I am a good teacher					
2.11	I set tougher standards for myself than my principal sets for me.					
2.12	My principal values my educational opinion					
2.13	My peers respect my work.					
1.14	I spend some of my free time on a regular basis for self-improvement for teaching by reading professional articles, attending workshops and meeting.					
2.15	Participating in opportunities for professional growth is important to me.					
2.16	My co-workers think I am a good teacher.					
	Total					

Note: Items in B.2 & B.3 adapted from McNeil

B.3.Items to measure extrinsic motivation

		Responses				
S.N O	Statement	1=SD	2=D	3=Undecided	4=A	5=SA
3.1	The policies of my school system allow me to do my job effectively.					
3.2	The principals for whom I have taught appreciated the effort I invested in teaching.					
3.3	I have the support of the entire staff in doing my work.					
3.4	My job as a teacher requires too much of my time after the close of the regular school day.					
3.5	Positive aspects about teaching outweigh the negative aspects.					
3.6	I think teachers should be paid on experience					
3.7	My salary is reasonable for the amount of work I do					
3.8	I am satisfied with my salary.					
	Total					

Note: Items in B.2 & B.3 adapted from McNeil (1987)

APPENDEX: B

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview questions for teachers and principals

The main purpose of this interview is to gather information on: The Relationship between School Principals' Leadership and Teacher's Motivation in Agnwa Zone. You are, therefore kindly requested to give necessary information on the issue related to the study. The successes of this study directly depend upon your honest and genuine response to the interview. The information that will be obtained from response to this interview will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only. Thank you in advance for your cooperation

Part I: Interview questions for teachers

- a) How do you see your school principal's leadership practice in your school?
- b) Do you think that your school principal motivates teachers in their work? If yes how?
- c) Do you think that the way your school principal lead the school affects teachers' motivational level? How? Can you give example?

Part II: Interview questions for principals

- a) How do you observe that your school leadership practice in your school?
- b) Do you believe that teachers are motivated from your school leadership practice? If yes how can you motivate teachers? Can you give practical example?
- c)) Do you think that the way you lead your school affects your teachers' motivation? If yes how? Can you give example?