TEACHERS MOTIVATION AND SCHOOL CLIMATE IN SECONDARY AND PREPARATORY SCHOOLS OF EASTERN ARSI ZONE, OROMIA

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We certify that we have read and evaluated the thesis prepared by Nebiyu Asrat entitled "**Teachers Motivation and School Climate in Secondary and Preparatory Schools of Arsi Zone**" and examined the candidate. We recommended that the thesis be accepted as fulfilling the thesis requirements for the degree of Master of Arts in Educational Leadership complies with the regulation of the University and meets the accepted standards with respect to originality .

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LIST OF ACRONYMS

AbPS	Abomsa Preparatory school
AbSS	Abomsa Secondary School
APS	Arboye Preparatory School
ASS	Arboye Secondary School
BSS	Bollo Secondary School
CPS	Chole Preparatory School
CSS	Chole Secondary School
CTE	College of Teachers Education
ETP	Educational Training Policy
EHEEE	Ethiopian Higher Education Entrance Examination
ESDP	Education Sector Development Plan
KSS	Kete Secondary School
MSS	Magna Secondary School
MoSS	Moye Secondary School
MoE	Ministry of Education
NSCC	National School Climate Center
SPS	Sire Preparatory School
SSS	Sire Secondary School

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ABSTRACT

This study was conducted to assess school climate and motivation of teachers in Arsi Zone Secondary and Preparatory Schools. To conduct the study, correlation design was employed and simple random sampling technique was employed to select the sample school teachers and availability sampling was used to select school principals and secondary school supervisors. To this end, 4 supervisors, 12 secondary & preparatory schools with 30 school principals and 180 teachers were included in this study. Questionnaire was the main data gathering instrument for this study. Thus, 180 teachers and 30 school principals filled the questionnaires. An interview was also conducted to enrich the quantitative data. As a result, four secondary and preparatory school supervisors were interviewed. Quantitative data collected through questionnaire was analyzed by using frequency, percentage and t-test by using SPSS. The data gathered through interview was discussed in line with questionnaire. Consequently, the main findings come out from this study were: Teachers were not motivated to teaching although they are interested to impart knowledge to others Teachers were not happy with the school climate in which they work. From these findings it was concluded that there was teachers in the study area were having low motivation to teaching and the school climate was not conducive. Motivation of teachers and school climate goes together simultaneously. If school climate was conducive there was teachers' motivation and if not there was no. Finally, to minimize and if possible to solve the problems, the following recommendations were drawn; policy makers should prepare a guide line in which equally qualified candidates' pay similarly although they work in different sectors, school leaders should take corrective measures based on the rule and regulation of the school on those students that make repeated mistakes, school leaders should encourage, treat equally, reward and create smooth relationship with teachers, and Woreda and Zone education office as well as Regional Education Brue should allocate sufficient budget to fulfill school facilities and create conducive school climate.

CHAPTER ONE

INTRODUCTION

The main purpose of this chapter was to set the background, objectives, significance and scope of the study. The conceptual terms used in the study are also defined in this chapter.

1.1. Background of the Study

Schools are social institutions. Within school there are students, teachers, administrators, and much kind of service personnel. Members of each of these groups occupy distinctive positions and are expected to behave in certain ways. The role expectations of these groups and norms ascribed to them are different from each other. Clearly, the relationships among many kinds of people in school are varied and complex. Only if those relationships are understood and generally accepted can the school function effectively.

Every school has a climate that distinguishes it from other school and influences behavior and feelings of teachers and students for the school (Sergiovanni & Starratt, 1998). Climate has been defined in various ways by authors in terms of its safeness – they stated that school climate refers to teachers' feelings of how safe their working school is, and identified three components which comprise a safe school, viz. context, psychosocial variables and school behavior; the atmosphere of the work place, including a complex mixture of norms, values, expectations, policies, and procedures that influence individual and group pattern and behavior (Spencer, Pelote and Seymour, 1998); employees' perception of the events, practice, and procedures as well as their perceptions of the behaviors that are rewarded; supported and expected within an organization (Schneider, Wheeler and Cox, 1992).

As for school, climate is a necessary link between school structure and teacher attitude and behavior. It was found that formal characteristics of school had an important influence on the way in which teachers perceived climate (George and Bishop, 1971). Clearly, climate represents a composite of the mediating variables that intervene between the structure of a school and the style and other characteristics of leader and teacher performance and motivation (Sergiovanni & Starratt, 1988)

Motivation is the internal and external intensity of a person's desire to engage in some activity (Dessler 2001). It is the basic meaning for the cause and explanation of a behavior. The effects that provide motivations are related to needs which have not been met (Covey, 2004). Motivation is the force that causes an individual to act in a certain manner or to be oriented towards it (Gibson, Ivancevich & Donnely, 1988). The needs and requests which make up the foundation of the concept of motivation are mainly shaped by the culture, social justice and structure in which the individual is in, as well as the emotional and spiritual makeup of the person. The motivation of human beings is closely related to all the objects that the person establishes relations with (Bingol, 2006). In addition, personal traits, physical conditions, previous experiences, environmental conditions and organizational climate are related to motivation.

When viewed from a school leadership view, motivation is deciding on what method to choose to activate an individual (Ruthankoon and Ogunlana, 2003). If a task needs to remain motivational, the person performing the task as well as his or her superior need to be on the same page in regards to their expectations from the task. Together with this, it is a known fact that the experience and skill of the staff are important factors in increasing motivation (Pandey, Wright, and Moynihan 2008). However, if the staff fails to find a connection to the outcome of the task they perform for the goals of the school, this can negatively affect their motivation.

Motivated teachers are more dedicated to the school. They have job satisfaction and as a result of this, they work more productively. For this reason, school leaderships motivate their teachers to use their knowledge and skills towards school aims (Lindner, 1998). School principals have to keep in mind that teachers who do not have work motivation may weaken the school work. For this reason, they have to use different approaches to motivate teachers.

The education and training policy (ETP) of Ethiopia gives due attention to teachers' motivation. According to the policy, teachers need to have diligence, professional interest; mental and physical fitness will be certified before assigned to teach. The policy also considers the condition in which teachers develop themselves through continuous educational training and the way in which career structure will be implemented (ETP, 1994, 20).

In summary, school climate can be viewed as the general situation in which the school operates. These are students' behavior, school community, educational policy, working conditions of the school and the school leadership. The main emphasis of this study was assessing motivation of teachers in school climate which relates school climate with teacher's motivation.

1.2. Statement of the Problem

Teachers' role is very vital in molding the future of a country. Teachers are the ideals to their pupils. A school should not be just confined to teaching and learning but it should be considered as a place where consciousness is aroused and illumined; soul is purified and strengthened. It is the place where the seeds of discipline, devotion and commitment are planted and fostered with deliberate effort. Given the importance of teachers in the educational process, one of the most important factors contributing to a teachers' effectiveness and motivation can be said to be school climate.

School climate is a major factor in the lives of educators who teach, learn, and grow professionally in schools. School climate can be a positive factor in the lives of teachers or a significant roadblock to learning. Dedicated school leadership who are working towards improved school climate are making conscious efforts to enhance and enrich the culture and conditions in the school so that teachers can teach better and students can learn more (Hansen and Childs, 1998).

As to Huang (2001), the most satisfaction in teaching comes from considering learners who have achieved success academically, and considering learners changing their individual characters and identities. Wright and Custer (1998) explain the reasons why excellent technology teachers enjoy teaching. The majority of the teachers expressed that working with children and considering the interaction of the teachers' involvement to the social order as the pleasurable aspects of teaching.

Eick (2002) presented that science teachers are motivated in teaching science. The study focused that teachers whose backgrounds were science majors be supplementary motivated to augment their capacities and talents. This research study focused on teachers' job satisfaction and motivation for teacher efficiency, reaching one's probable and individual growth was ranked as the third mainly significant aspect that motivated teachers to teach.

Teachers in Addis Ababa are significantly dissatisfied with most aspect of their work. Salary and benefits emerged as the primary dissatisfying aspect of all the work factors. Other areas of dissatisfaction related to poor fringe benefits and opportunities for promotion, the management style, of the principals, the lack of decision-making opportunities for the teachers, as well as the opportunity to develop personally, and the poor relationship teachers have with the principal and the parents (Gedefaw, 2012).

The issue of leadership style is a major and basic concern for all organizations and institutions in various counties. In Ethiopia there is a rapid and increasing awareness in various sectors and fields in line with a sharp increase in the number of teachers including the educational institutions which are indirectly related to educational domains ESDP III (MoE, 2011). Most Preparatory schools of South Wello zone are characterized by delay: in the beginning time of the instructional process, problem of curriculum coverage, and burden of makeup class around the end of the semester were noticed which shows less effective school leaders (Yenenew, 2012)

The successful implementation of a curriculum depends on a large extent, on delegation and sharing decision styles of principals that boost teachers job opportunities, satisfaction, career commitment and intention to complete the syllabus contents on terms scheduled (Weiss, 1993). Abwalla (2014) reported that principals' leadership style of General Secondary Schools in Gambella regions had significance effects on decision-making, communication and delegation to improve the level of teachers' performance and thus teachers have not been performing to the expectation.

Motivations of teachers and school climate have been identified by different educational research worldwide. In Ethiopia, however, there is little attempt was made to identify under the topic motivation of teacher and school climate. Although Gedefaw (2012) tries to investigate job satisfaction of secondary school teachers in Addis Ababa, he did not say something about the motivation of secondary school teachers. As that of Yenenew (2012) study on Effectiveness of Principal Instructional Leadership in Preparatory Schools in South Wollo Zone, also say nothing concerning the motivation of teachers and school climate.

The most recent research conducted in Gambela by Abwalla Jay (2014) identified the type of leadership styles in secondary schools, but he did not say whether the styles of the leader results to teachers motivation or not. However, teachers' motivation is somewhat seems far from what is expressed in the concept of motivation because of different factors that exist in most of the high schools and preparatory schools in the country. Many teachers complain the current working conditions. Teachers were speaking about the students' behavior, achievement and they did not show interest to stay in the school compound. Mostly, teachers were searching for another job. They want to leave teaching and seem not satisfied with their work.

Now day's teachers in school are performing below the required level and most of them were seems not motivated towards their work. Most of the time, teachers complain with the school climate and the type of leaders in the school. Their peer discussion mostly concentrated on complaining their work. Teachers also complain the salary payment they get from their work. Even teacher were not volunteer to tell their career to others. Working as a vice director at Arboye high school from 2000 to 2003 and at Arboye preparatory school for the last three years, the researcher also hear these teachers compliant. It seems that teachers were not motivated in school climate in which they work. Thus, the purpose of this study was to examine the motivation of teachers and school climate.

Therefore, the study was guided by the following basic questions:

1. To what extent teachers are motivated?
2. Is your school climate conducive or not?
3. How are teachers motivated by school leadership?
4. What is the relationship between school climate and teachers motivation?

1.3. Objectives

1.3.1. General objective

The general objective of this study was to assess the motivation of teachers and school climate at Jeju, Merti, Chole and Sire district secondary and preparatory schools of Arsi zone.

1.3.2. Specific objectives

The specific objectives of the present study are:

i. To examine the motivation of teachers
ii. To examine whether school climate is conducive or not.
iii. To understand the motivation of teachers in relation to school leadership.
iv. To find out the relationship between school climate and teachers motivation.

1.4. Significances of the Study

Teachers with high motivation demonstrate an excellent academic performance. Particularly, this study is important to add the knowledge of teacher motivation and school climate at Chole,Jeju, Merti and Sire district secondary and preparatory schools of Arsi zone. Generally, it is important to know how school leader was affect teachers' motivation. The study will be utilized for training of leaders in the field of education. The current situation demands a highly encouraging and participatory school climate. This research is valuable to gain insight into school climate that will help school leaders to improve their administrative and academic performance. At the same time it is also valuable to know how teachers can be motivated towards a better academic performance. The study will help to identify and facilitate climate of a school in a way that motivates teachers. Conducive-school climate is a major reason for performance and success. It will indicate what will be expected from government, policy makers and curriculum developers to motivate teachers in school climate. Besides, it will serve as a benchmark for other researchers to conduct further studies.

1.5. Delimitation of the Study

Due to time and budget constraints the study was delimited to teachers of Oromia regional state, Arsi Zone of Jeju, Merti, Chole and Sire woreda secondary and preparatory schools teachers and secondary school supervisors. This is because of the researcher was communicated with these population well to get concrete evidences. Moreover, these districts were chosen so as to reduce both time and money consumed on journey to the sites. The study also delimited to the school climate factors such as school leadership, student, and school facilities.

1.6. Limitations of the study

First, while there are various factors of school climate which affect teachers' motivation, due to the limit of time, finance and material resources; this research was not incorporating all factors to see their effect on teachers' motivation. The investigation was run by focusing on the three school climate factors and teachers motivation. The factors were school leadership, school facilities and students. When we say students their achievement, behavior and interaction with teachers were considered. In addition because of the limits mentioned above, this research was conducted on secondary and preparatory school teachers of Oromia region, Arsi Zone. Therefore, to generalize the result for both primary and secondary school teachers, the study would have involved more participants from both school levels. 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.

1.7. Operational Definitions of Key Terms

Motivation: is the desire (drive) teacher has to do something or to perform a task.

Perception: it is attitude of teachers towards the school climate.

School climate: is the school environment, the school situation, atmosphere, facility in which teachers work.

School leadership: Those people who are concerned to lead and support teaching-learning processes directly such as director, vice directors.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter contains related literature reviews which are written on school climate, motivation of teachers and leadership behaviors. The climate of school is essential characteristic of every school. It is unique to every school. Different researches are being conducted on school climate throughout the world due to its importance.

2.1. Defining School Climate

School environment vary greatly. Whereas some schools feel friendly, inviting, and supportive, others feel exclusionary, unwelcoming, and even unsafe. The feelings and attitudes that are elicited by a school's environment are referred to as school climate. Although it is difficult to provide a concise definition for school climate, most researchers agree that it is a multidimensional construct that includes physical, social, and academic dimensions. The physical dimension includes: appearance of the school and its classroom; school size and ratio of students to teachers in the classroom; order and organization of classrooms in the school; availability of resource; safety and comfort. The social dimension includes: quality of interpersonal relationships between and among students, teachers and staff; equitable and fair treatment of students by teachers and staff; degree of competition and social comparison between students; and degree of which students, teachers, and staff contribute to decision-making at the school. And the academic dimension includes: quality of instruction; teacher expectations for student achievement; and monitoring student progress and promptly reporting results to students and parents (Alexandra, 2007).

Kreft (2009), explored that school climate is groups of distinctiveness happening in a school that are confirmed by its members. In adding together, such uniqueness is to; clarify the state of that school, distinguish one school from the other school, be long lasting distinctiveness, and have influence on the performance of persons in that school. According to Millar and Fredericks (2010, the school climate is the consciousness of members in a school about the work arrangement, uniqueness of each person in the school supports dependability, ingenuousness,

equality, remuneration, eradication of danger, disagreement, and harmony of people in the school.

Peterson and Skiba (2001) define school climate as the feelings that teachers have about the school environment over a period of time. These feelings may have to do with how comfortable they feel in the environment or whether they feel that the environment is supportive of teaching.

According to McEvoy (2000), school climate consists of attitudes, beliefs, values and norms that underlie the instructional practices, the level of academic achievement and the operation of a school. Hernandez and Seem (2004) defined school climate in terms of its safeness. They stated that school climate refers to teachers' feelings of how safe their working environment (school) is, and identified three components which comprise a safe school, viz. context, psychosocial variables and school behaviour. Context refers to the school atmosphere, individual members of the school community and their relationships within the school, as well as the societal influences. Psychosocial variables refer to all variables that may have an impact on the school climate, while the components of safe school affect the school member's behaviours and how they perceive the school

The sum of the values, cultures, safety practices, organizational structures within a school, teaching practices, diversity, leader-teacher relationships, teacher-teacher relationships, parent-teacher relationships, and student-teacher relationships, is the concept of school climate. With respect to the above definitions, it can be decided that the school climate is the understanding of members in school to working surroundings, both directly and ultimately. The school climate persuaded performance of members in that school by determining the anticipation form of members towards fundamentals of that school. The school climate is unambiguous or exceptional in each school. Out of the definition given above, the definition of school climate given by Peterson and Skiba (2001) is in line with this study.

2.2. Difference between School Climate and Culture

The terms school climate and school culture give details of the nature of the place of work. The main difference found is that school culture is broader than school climate. Both concepts

attempt to recognize noteworthy properties of school (Burns, 2010). The fact is that definitions of climate and culture are frequently indistinct. The functional difference is that culture consists of communal assumptions and ideologies. On the other hand, climate is defined by common perceptions of behavior. To be sure the theoretical hurdle from communal assumptions leads to culture and the communal perceptions leads to climate is not bulky. But the variation is authentic and seems consequential in the patterns of professed behavior in school.

2.3. Theories Related to School Climate

There are numerous theories in which the school climate has been investigated and explored by many researchers and scholars. The prominent theories which laid the foundation of school climate are as follow:

Rudolf Moos's theory

Moos (1973), affirmed in his research study the conceptualization of human environment. He developed three extensive categories of proportions, which depict assorted socio psychological settings. These three domains are given as follow:

Dimensions of relationship: this realm includes feelings of attachment, association and teacher support, which recognize the temperament and concentration of personal associations and appraise the degree of which people interrelate and sustain one another.

Dimensions of system maintenance and system change. It involves aspects such as teacher is in command of and regulations clarity, which involves the degree to which the surroundings is order, novelty, comprehensible in prospect, maintains have power over and is approachable to change.

Dimensions of personal development: This sort includes task direction and antagonism, which assesses the essential information along which delicate enlargement and self-augmentation is predisposed to happen, which embrace variable concerning to precise functions of environments and to the impending intensification and enlargement of students.

Thus, constraint of Moons format is that it inattentive mainly on one set of dimensions conceptualized as the social climate.

Pielstick's theory

Pielstick (1988), recommended four important domains of learning environment: Physical, social, instructional and psychological. This theory recommended that:

Physical domain: this domain has to do with substantial environment together with such things as sound conditions, lightings, temperature, ventilation, arrangement, and amount/quantity of apparatus.

Social domain: this domain has to do with those fundamentals connected to interpersonal actions and circumstances including such possessions as classroom climate or atmosphere, mode, social interaction, discipline, order, teacher-pupil empathy and collaboration.

Instructional domain: this domain encompasses materials apparatus, strategy and that teacher behaviors associated to instruction. There are a congregation of rudiments interconnected to the third domain, such as magnitude, level and eminence of instructional utensils, core curriculum plans and instructional organization. It focuses on time spent in instruction. It includes academic prominence and inclinational resource personnel and instructionally associated to educator behavior.

Psychological domain: this domain focuses on determinants of acquired behavior or learning such as the extent and intensity of the stimuli concerned.

Moon's theory explains only the social domains of school climate which is only one of the four dimensions. According to the National School Climate Center (NSCC), there are four major categories of school climate dimensions. These are: safety, teaching and learning, interpersonal relationship and institutional environment (www.schoolclimate.net). Pielstick's theory is in line with NSCC categories of school climate dimensions. That is, physical domain is related to institutional environment, the social domain is related to interpersonal relationship, and instructional domain is related to teaching and learning, while psychological domain is related to safety dimension of NSCC. Thus, Peilstick's theory is more appropriate than Moon's in explaining school climate.

2.4. Components of School Climate

According to Greenberg and others (2003), plentiful aspects of a school's social and physical environment include its climate. Solitary organization accredited the subsequent eight areas:

1. Decision making
2. Learning milieu
3. Relations with school community
4. Culture and attitude

5. Manifestation
6. Student interactions
7. Intimately proscribed environment
8. Associations of faculty.

The product of good school climate is a strong school culture. School culture is "the way we do that here". In a school with strong culture any staff or students will be able to explain and demonstrate "how we do that here". Culture and climate are aspects of an interactive system, in that changes in one produce changes in the other (Reichers and Schneider, 1990).

The terms school culture and school climate describes the environments that affect the behavior of teachers and students. School culture is the shared beliefs and attitudes that characterize the district wide organization and establish boundaries for its constituent units. School climate characterizes the organization at the school building and classroom level.

As mentioned above, school culture is broader than school climate. School culture can be components of school climate in the way that how we do things in school compound and in classroom.

2.5. Approaches of School Climate

There are many approaches to the perception of climate. Two approaches in particular have acknowledged considerable support. The first cognitive approach regards the discernment of climate as an individual judgment and cognitive illustration of the work setting. From this standpoint climate assessments are hypothetical to be conducted at a personage level (Putin, 2009). The second communal perception approach focuses the significance of communal perceptions as ground work of the impression of climate. The school organizational climate has also been defined as the communal perception of the method possessions are around here (Putin, 2009).

2.5.1. Cognitive Schema Approach

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

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

2.5.2. Shared Perception Approach

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

The National Commission on Teaching and America's Future's Initiation into Learning Communities, states the association between school climate and issues touching teachers education. This monograph reflects school climate in stipulations of a learning community, and properly argues that initiation, to be effectual, must be orientation into a vigorous school climate. The association stuck between this commencement of orientation and preservation is made. The teacher education programs are occasionally criticized for the reason that of the high abrasion of underpinning teachers. The implications of preparing school privileged who appreciate the critical function of a school climate that promotes teamwork and learning communities and the

teachers who understand the significance of such a climate has implications for teacher schooling (Chauncey, 2005; Fulton &Lee, 2005). School climate by portrayal reflects school personnel, students, and parents communal, poignant and ethical as well as academic experiences of school life.

The above two approaches see school climate from different point of view. As the cognitive schema approach regards the concept of climate as an individual perception and cognitive representation of the school climate. From this perspective climate assessments should be conducted at an individual level. Whereas, shared perception approach emphasizes the importance of shared perception as underpinning the notion of climate. According this approach climate assessment should be conducted at a group or social level. Schools are social institutions. Although, there are individual differences in school, assessing school climate in view of shared perception approach is important. Because, if the school fit into the social context, then it easy to serve individual.

2.6. Teachers' Motivation

Motivation is the catalyst that spurns employees' eagerness to work without pressure. To motivate is to provide employees with a motive to do some tasks. It is to cause or provoke somebody to act either positively or negatively. To say that nobody can motivate employees at work is like saying there are no influential leaders, that there are no effective managers, that there are no motivational speakers, that the psychologists in sports management teams are useless and that motivation is not achievable. Motivation has been used by effective managers to prompt ordinary people to achieve uncommon results in all fields of endeavors. The interest of motivation has been promoted by the realization that schools develop and progress only to the extent to which they succeed in motivating and developing their workers. Motivation is the glue that holds an organization together; it is the stuff of progress.

The word motivation involves liveliness and coerces to learn, focus on work efficiently, and attain prospective. It is what moves us to do something including pursuing a teaching career. Downs and Mclnerney (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. Consequently, motivation possibly will conclude what attracts persons to teachings. How extended they stay behind in their preliminary teacher education courses, the degree to which they fit into place with attentiveness their courses and the teaching profession. Motivation to follow a teaching profession is predominantly imperative in the progress circumstances of teacher shortages (Preston, 2002). Teachers' motivation takes roots from inner interest of the teachers. Additionally, retaining and attracting properly motivated teaching candidates, have the prospective to not only counterbalance teacher shortages but augment the improvement of effectual educators in the elongated run.

Motivation is not a new term in research field. It is commonly assumed to be a good thing that goes in influencing individual's performance and behavior at work (Kanu, 1997). Teacher motivation has to do with teachers' attitude to work. It has to do with teachers' desire and will to participate in the pedagogical process within the school environment. (Donald, 1997)
Kerlinger (1993), referred to motivation as 'an intervening variables', which identified as psychological and internal processes that were not directly observable but which in turn mostly accounted for behavior. Teacher motivation is anything done to make teachers satisfied, happy, committed and dedicated in such a way that they bring out their best in their places of work so that both parents, students and society will properly benefit from their services (Tracy, 2000).

Motivation is a management function that individuals to accomplish institutional targets. It is designated, purposive and goal-oriented behavior that involves certain forces acting on or within the individual in order to sustain, initiate and direct behavior. Extrinsic motivation refers to motivation that comes from outside the individual; a reward system (Graham, 2006). In intrinsic motivation in human beings are naturally motivated to develop their intellectual and other innate skills and to take pleasure in their accomplishments (Stipek, 2006)

As to Cole (2000), motivation is a term mostly used to describe those processes, both rational and initiative by which people seek to satisfy the basic ambitions, personal goals, and perceived needs which basically trigger off human behavior. Teacher motivation referred to as those basic factors that operate within the system of school which if not made available to the teacher could

create prevention in performance, cause stress, frustration and discontentment all of which would subsequently affect and reduce classroom effectiveness and students quality output. This implies and focuses that teacher's motivation includes factors that causes, sustain, channel and influence teacher's behavior towards high profile management and academic achievement standards in school.

2.6.1. Factors Representing Intrinsic and Extrinsic Motivation to Teach

Many researchers have identified different factors of motivation. These factors which represent intrinsic and extrinsic motivation are given below.

2.6.1.1. Intrinsic motivation.

Authority and leadership: it reflects that the opportunity of teaching gives one to be in authority, the figure of attention in a room of people, their own boss or for leadership (Sinclair, 2006)

Altruism: It refers entering teaching to help the less fortunate, to provide a service to others, make an impact on society, and solve some perceived problems in the educational system because good teachers were needed so badly in schools (Mcinerney, 2006)

Self-evaluation: it means to a personal assessment of one's own character and personality in terms of one's suitability to be a teacher, a personal calling to teach or having always wanted to teach students (Dowson, 2006).

Intellectual stimulation: it is the intellectual nature of teaching work such as love of learning, teaching or a specific subject area; imparting knowledge to other people, promoting respect for knowledge and learning; or the intellectually stimulating nature of being a teacher (Dowson, 2006).

Working with children: it refers working with children or expression of love for children, to serve as a positive role model for children or an enjoyment in working with children in other context (Sinclair, 2006).

Personal and professional development: it is entering teaching profession for the opportunities it provides for professional development or one's own character, or the professional development necessary for career advancement or to lead to other careers (Sinclair, 2006).

As mentioned above, intrinsic motivation is self-desire to seek out new thing and new challenges, to analyze one's capacity, to observe and gain knowledge. Intrinsic motivation is driven by an interest in the task itself and exists out within individuals. In such situation persons' driven towards doing things in the absence of reward. Teachers who are intrinsically motivated are more likely to engage in school tasks willingly.

2.6.1.2. Extrinsic motivation

Career change: it refers as teaching not being the first priority occupation one had considered or held, having been totally dissatisfied with work or study done previously, having trained for another field but could not able to get a place in that field or did not feel competent or comfortable in that field, or even motivated by a stressful life event (example; death divorce, geographic relocation) which led to making changes in one's life (Downs, 2006)

Influence of others: is being motivated to enter teaching profession by others, such as past teachers, family members, friends' careers advisers or media material which highlighted the benefits of teaching.

Life-fit: it means the compatibility of teaching as a career with a home situation and the demands of family and work. (Mcinerney, 2006).

Working conditions: it refers to the perceived benefits of being a teacher, such as work hours, good salary, vacation time, a pleasant working environment or job security (Sinclair, 2006).

Nature of work: it refers the type of work teaching involves, including being a busy, creative profession and varied work which would not lead to boredom, a suitable profession for a woman; and, the social nature of teaching, such as an opportunity to interact with interesting colleagues or to meet a lot of people (Sinclair, 2006).

The above descriptions explain that, extrinsic motivation is the opposite of intrinsic motivation. Extrinsically motivated teachers perform an activity in order to attain a desired outcome. It comes from influence outside of the person. Individual may only wish to engage in certain activities because they wish to receive some external reward. Extrinsically motivated teachers compact each other because it encourage the performer to wine and to beat others, not simply to enjoy the intrinsic rewards of the activity.

Both intrinsic and extrinsic motivations are important in school. A teacher lacks either of the two can never accomplish his work fully. Teachers in school need to be motivated both in work condition of the school and the desire they have to the school.

2.7. Motivation Theories

The theories of motivation can be classified into two broad categories: content theories and process theories. Content theories endeavor to recognize factors contained by individuals and their environments that strengthen and uphold behavior. Process or cognitive theories endeavor to elucidate how environment factors are moderated by psychological states and behavior factors to invigorate and maintain behavior and how they impede behavior (Barnabe & Burns 1994; & McKenna, 2000). Content theories comprise Herzberg's two-factor theory and Maslow's theory on hierarchy of needs. Process theories comprise the Vroom's expectancy theory, operant learning theory and Adam's equity theory.

2.7.1. Content Theories

2.7.1.1. Maslow's theory on hierarchy of needs

According to Maslow needs ranging from lower order to higher order needs (Maslow, 1954). The basic principle in the wake of the hierarchy is that needs at every one level have to be satisfied to some extent before desires on the subsequently higher level can be satisfied. The lower four desires are called insufficiency needs because they stimulate people to congregate them and in anticipation of they are met, people find it difficult to act in response to higher-order or so-called augmentation needs (Owens, 1995; Everard, 1996).

Maslow distinguishes a number of needs ranging from lower order to higher order needs (Maslow, 1954)

Physiological needs: is also called a basic need which consists of the fundamental physiological provisions such as shelter, water and food. These can be acquired if capital and employment are there.

Security and protection needs: If the requirements on the preceding level are contented, a new needs level without human intervention emerges on behalf of a higher stride in the needs

hierarchy. This stage represents constancy and autonomy from physical intimidation and dangers. People want to be guaranteed that their endurance is not in difficulty. Their work is supposed to give them this sort of security. Numerous teachers have entered the education system for the reason that the service can make available a protected and stable job.

Belonging needs: It includes sentimental relationships and the need to be in the right place to a group and family. Reaction from group members which confirms one's sagacity of belonging is indispensable.

Self-esteem and status needs: These needs submit to the need to experience appreciated and valued by the self and considerable others. Teachers who do not feel that their position and self-esteem requirements are being met from beginning to end the profession can become unenthusiastic. They want to be acknowledged for their accomplishments. The need for such acknowledgment is to a certain extent met by medals and promotions. Fulfillment of these requirements leads to self-confidence and a good judgment of indulgence.

Self-actualization needs: these needs refer to the requirements to accomplish one's potential and to develop one's capability.

The notion of Maslow's needs pecking order underlies on motivation. According to the study made by Reeve (1996), self-esteem requirements are an imperative motivator of high apprehension to school managers and teachers. According to Maslow's theory, a need is a prospective motivator in anticipation of it has been contented. The contentment of the need makes it unproductive as a motivator and the subsequently higher order necessitate becomes the motivator.

From the description above it can be deduced that growth and development of individual is in satisfying needs in hierarchical fashion. This may account for differences in behavior of teachers. Maslow regarded the single, holistic principle that binds together the multiplicity of human motives in the tendency for a new and higher need to emerge as the lower need fulfills by being sufficiently gratified. From a teaching point of view, this means that as one becomes more self-actualized, the ensuing development of wisdom will enable appropriate behavior in a wide variety of situations. The satisfaction of social needs was important for social integration into the school system and hence successful teaching and accomplishment of tasks.

2.7.1.2. Herzberg's two- factor model

According to this theory two sets of work factors are distinguished. One set relates to the definite implementation of the work and these factors are known satisfiers or motivators. The next set of factors relates to the work atmosphere and is called as dissatisfiers or hygiene factors (Herzberg 1959). Two-factor theory by Herzberg posits with the intention of employees are not motivated by extrinsic factors such as job security, salary and working conditions, other than by intrinsic factors such seeing that responsibility, achievement and recognition (Eimers, 1997; Jones, 1997). It is suitable hygiene factors are provided then employees will not be discontented with their work, but neither will they be there provoked to carry out at their full prospective (McKenna, 2000).

Motivators produce actual motivation, and at what time they are insufficient, there is no motivation. Even though hygiene factors are not motivating, they are a precondition for motivation (Owens, 1995). Low and Marican (1993), distinguished stuck between teachers as hygiene seekers and motivation seekers, and originate that motivation seekers showed superior dedication to teaching than hygiene seekers.

As Owens (1995), conclude from this theory for education put into practice the possessions which make people contented at work are not merely the opposites of things which make them discontented. The two sets of things are dissimilar in category. One cannot merely make happy people by removing the causes of disappointment, for example by giving personnel a higher accommodation financial assistance. For that reason, the opposite of dissatisfaction according to this theory is not satisfaction as one might anticipate, other than to a certain extent "no dissatisfaction". For instance, working circumstances, salary, and type of consideration, attitudes of management and climate of the school can be sources of dissatisfaction. On the other hand, to get better the working conditions and salary, and develop an additional compassionate, concerned administration, one be capable of expect to decrease disappointment, but one cannot anticipate to motivate staff members through such means. This theory suggests that it is not probable to motivate people through continuation factors. Reducing the class size, increasing a more sociable atmosphere and improving the working conditions probably will accomplish two

things: Produce environment in which they possibly will be motivated and eliminated or reduce the dissatisfaction of teachers.

Managers in the field of education should be concerned with ensuring together that the causes of disappointment are disinterested and that opportunities for satisfaction are augmented (Owens, 1995).

According to Herzberg's two-factor theory, certain factors in the workplace results in job satisfaction, but if absent, they don't lead to dissatisfaction but no satisfaction. That is the fulfillment of hygiene factors do not result motivation. Teachers can be motivated by the work teaching and these works do not lead them to dissatisfaction. Teachers can be satisfied or dissatisfied by the work condition such as type of leader, teacher-student interaction and the facilities of the school. Hygiene factors affect teachers' willingness to work while motivating factors affect their ability and efficiently to work.

Maslow and Herzberg's theory relates in that; both theories classified based on hierarchical and argue that "we behave as we do because we are attempting to fulfill internal needs". Maslow's lower level need corresponds to the hygiene factors and must be dealt with if dissatisfaction is not to cause difficulties. Once hygiene factors are fulfilled, as in Maslow's theory, the job content factors become the motivators or the self-actuating factors. Whereas Maslow's higher needs (esteem and self-actualization) corresponds to the Herzberg's motivators.

2.7.2. Process Theories

2.7.2.1. Operant learning theory

This theory comprise the operant learning theory with the intention of proposes that an individual engages in an explicit behavior for the reason that the behavior has been imposed by a specific conclusion (Drafke & Kossen, 1998). Constructive reinforcement such as being paid a financial additional benefit for performance is one method to augment the preferred behavior of people. In extermination, the subsequent form of reinforcement a response is undermined because it is no longer harmonizing with some optimistic reinforces. Unconstructive or negative reinforcement

and punishment is two other forms of reinforcement. With respect to negative reinforcement, the probability that a person will fit into place in a meticulous behavior is greater than before because the behavior is followed by the elimination of something the person dislikes. For instance, the teacher will teach additional mathematics lessons to stay away from involvement in sports instruction. With respect to punishment the probability of a given behavior is decreased for the reason that it is followed by something that the individual dislikes (Wagner & Hollenbeck, 1998).

2.7.2.2. Equity theory

Equity theory which is proposed by Adam's emphases on the concept of fairness. The equity theory has evolved commencing the social comparison theory (George, 1996).

This equity theory examines the propensity for staff members to judge against the fairness of what the work requires them to do with what they take delivery of in swap over with their efforts. It also suggests that staff members judge against their have possession of job situation with that of another person (Schermerhorn and others 1997). If they do not experience evenhandedness, people will obtain actions intended to bring them a state of equity flanked by what they place into their work and what they receive in return. According to this equity theory, the perception and not facts influence motivation (George, 1996).

2.7.2.3. Expectancy theory

The three foremost concepts underlying the theory are those of expectancy, valence and instrumentality (Schermerhorn and others 1997). It attempts to give details the determinants of work place attitudes and behaviors.

According to this presumption, motivation is strong-minded by individuals' beliefs in their own hard work, the consequential job performance, and in conclusion the outcomes or rewards and incentives offered for the job performance (George, 1996). The performance outcome procedure occurs yet again and again where real events make available additional information to hold up a person's belief, and viewpoint influence future motivation. There are three most important

determinants of motivation with respect to this theory. The anticipation that attempt will result in performance. The staff will be motivated to work only to the degree that they anticipate high levels of attempt to be reflected in high levels of performance.

Valence refers to the individual value personnel put on the outcomes that they think about they will receive for their performance. Outcomes (positive or negative) may result either commencing the environment (example: superiors, the reward system of the organization or colleagues) or from performance of a task itself (example: personal worth, achievement or feelings of accomplishments). High valence of outcomes causes the high motivation. The expectancy or anticipation that performance will result in reward personnel will be motivated by the conviction that their performance will show the way to outcomes (rewards) for them. Failure or disappointment to consider that performance will be rewarded; will negatively have an effect on motivation.

The three factors of motivation in expectancy theory (effort, performance and expectation) collectively establish the overall level of motivation. If one of these factors is zero, there will be no motivation (George, 1996). The notion of expectancy suggests a number or guiding principles to managers. Managers can optimistically influence the motivation of personnel members in the subsequent ways (Callahan & Fleenor, 1988). Thus, Motivation is a function of the relationship between: effort expended and perceived level of performance, and the expectation that rewards will be related to performance.

From the description given above, the most important attribute of both types of process theory (expectancy and equity) has been to draw attention to the effects of cognitive and perceptual processes on objective teachers' work conditions. It suggests that educational administrators and policy makers need to pay attention to the expectancy values that is the link between effort and teachers' needs satisfaction and job performance, determine what outcome teachers value, link the reward that teachers value to their job performance, and ensure that teachers wages and salary rates are not perceived as unfair.

Operant conditioning theory of motivation suggests that internal states of the mind such as needs are misleading, scientifically immeasurable, and in any case hypothetical. Therefore, reinforcement theory rests on two underlying assumptions: first, human behavior is determined by the environment, and second, human behavior is subject to observable laws and can be predicted and changed. Hence, the foundation of the reinforcement theory is the 'law of effect', which states that behavior will be repeated or not depending on whether the consequences are positive or negative. So, the three process theories of motivation are related in that they consider the cognitive and perceptual process on the achievement of individuals.

Expectancy theory highlights the fact that in order to motivate the employees the managers should basically tie the rewards to performance. In other means, the employees need to be rewarded according to how they perform meaning to say that the better they perform the better the rewards should be. According to equity theory employees are motivated provide that the rewards given to them are very much equal to their inputs as far as possible. Whereas, operant conditioning emphasizes employees motivation to work is either as a result of positive reinforcement or as fear of punishment.

Generally, process theories are basically concerned with how the people think and behave to get what they want. To say, these theories do go to explain how the employees/people are motivated thus focusing on the process by which motivation occurs. In other words, it could also be said that these theories explain why the employees behave the way they do.

2.8. Role of School Principals in Teachers Motivation

Managers motivate their employees to use their knowledge and skills towards organizational aims (Lindner, 1998). School principals have to keep in mind that teachers who do not have job satisfaction and are demotivated may weaken educational programs. For this reason, they have to use different approaches to motivate teachers (Lunenburg and Ornstein, 2004).

There are a variety of factors in motivating the staff. These can be summarizes as a secure future, good and healthy working conditions and positive communication with peers as well as managers. The most important factor for the motivation of teachers in the school administration:

the participation of teachers in decision making, the sharing of authority and responsibility, compensation and rewards can motivate them (Kocabas and Karkose, 2005). Another factor is the communication and interaction the teachers have with their colleagues and students.

In addition, physical conditions of the school, as well as the issuing of the tools that will be used during the teaching also motivate the teachers (Ataki, 1996). Another factor is the relationship of the teacher with the families and their surroundings. The communication that the teachers establish with the families positively impacts the success of the students and results in the teacher having a sense of peace.

School principals must be also sensitive towards the social needs of teachers. A principal who is not aware of this and does not display effort to fulfill this will have difficulty in motivating people (Bursalioglu, 2002). For this reason, principals have to understand what motivates teachers and are aware of how they can enhance energy and motivation in reaching the aims of schools (Adir, 2002). This is closely related to the quality and adequacy of school principals. A principal who has the necessary proficiency may motivate his/her teacher with a visionary view.

Bass (1990) described that motivation is a sub-dimension of transformational leadership. Motivation has been shown to be an inspiring component of transformational leadership. Researchers have shown a positive relationship between transformational leadership and motivation. Transformational leadership increases motivation of employees (Park and Rainey, 2008). The success of the leader depending on their personal make up, the size of the organizations they work in as well as their country and culture.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design, research site, research population, sample and sampling technique, data collection instruments and data analysis procedures.

3.1. Description of the Study Area

This study was conducted at locality previously known as Arsi Zone in Oromia Region; but currently it is called Eastern Arsi zone. This zone consists of 30 Secondary Schools and 24 preparatory schools. Out of these secondary and preparatory schools, the study was conducted at Arboye Secondary School (ASS), Bollo Secondary School (BSS), Kete Secondary School (KSS), Arboye Preparatory School (APS), Abomsa Secondary School (AbSS), Abomsa Preparatory Schools (AbPS), Chole Secondary School (CSS), Chole Preparatory School (CPS), Magna Secondary School (MSS), Moye Secondary School (MSS), Sire Scondary School (SSS) and Sire Preparatory School (SPS).

Arboye, Abomsa, Chole and Sire are the towns of Jaju, Merti, Chole, and Sire districts respectively. Arboye, Abomsa, Chole and Sire are located 185, 203, 267, 125 KM Southeast of Addis Ababa respectively. Abomsa is located 23KM East of Arboye, Chole is located 80KM South of Arboye and Sire is 50 KM West of Arboye. Jeju and Chole district consists of three secondary and one preparatory school, namely BSS, KSS, ASS & APS of Jeju and MSS, MoSS, CSS and CPS of Chole. These four districts are characterized by three weather conditions i.e. Dega, wonadega and Kola. Barley, wheat, teff and maize are the main agricultural products in these districts.

In each districts there was one secondary school supervisor, which supervise the overall work of the school. Supervisors contact face-to-face, discuses with teachers and principals, observe classes, analyses of data, and plan for instruction. So, it is important to include these supervisors in the study.

3.2. Research Design

The research design of this study was co-relational survey to investigate Secondary and Preparatory teachers' motivation and school climate. In order to achieve the intended objectives of the study, quantitative approach was used. Qualitative design aims at describing the detail complex social phenomena according to participants' views (Seliger & Shohamy, 1989). Quantitative research was not only important to document teachers' motivation but also to determine how their environment is; in this case the school climate. The data was analyzed quantitatively using tables, frequencies, mean, and percentages (Fraenkel, Jack & Wallen, Norman, 2006). Thus, the quantitative approach was used in the current study in which data was collected using questionnaires and interview prepared by the researcher.

3.3. Sample Size and Sampling Techniques

All Secondary and Preparatory Teachers in Eastern Arsi Zone were the target population in this study. However, for schools; ASS, APS, AbSS, AbPS, BSS, CSS, CPS, KSS, MSS, MoSS SSS and SPS were selected to sample the study participants, because data collection from the whole population was extremely difficult. There were 408 teachers, 30 school principals and 10193 students found in these schools. In order to get relevant and authentic information about teachers' motivation and school climate, respondents of the study were selected by using simple random sampling technique.

To determine the sample size, simple random sampling technique, the formula of Paler-Calmorin was used. This formula was used because it is one of the formulas in determining the sample size in probability sampling technique. Then the sample sizes were computed as:

$$n = \frac{NZ + (Se)^2 x(1-P)}{NSe + Z^2 xP(1-P)}$$

Where; ***n*** *= sample size*

N *= total number of population (408))*

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

Se*= Sampling error or degree of accuracy (0.01)*

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

Therefore, $n = \frac{408(2.58) + (0.01)^2 x(1-0.5)}{408(0.01) + (2.58)^2 x0.5(1-0.5)}$ = ***183.*** Thus one hundred eighty three secondary & preparatory school teachers were necessary to represent the whole population of the study. To give equal distribution of teachers between schools proportional allocation to size of teachers in each school was done. To represent equal proportion of sample teachers in each secondary and preparatory school William (1977) formula was used. Hence, it was done by dividing the targeted sample teachers (183) with the total number of teachers in the sample secondary and preparatory schools (408) and multiplied by total number of teachers‟ in each school.

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

Where, Ps = Proportional allocation to size

X = no of teacher in each school

n = Total teachers ‟ sample size” (183)

N = Total number of teacher in the twelve selected sample school (408)

Thus, after calculating the proportion of sample lottery method was used to select the samples from each school. Four Secondary and Preparatory school supervisors were sampled using availability sampling form each woredas.

There was one group for questioners. This was teachers. Open ended and close ended questionnaire were administered to all the sample sizes i.e.183 teachers. Semi-structured interview was conducted on 4 persons (secondary school supervisors in each woredas). Interview conducted with supervisors was used to compare the responses gathered through questionnaires from teachers.

Table 3.1. Summary of Teachers Population, Sample size and Sampling Techniques

Woredas	Schools	Total Number of Teachers			Sample Teachers			%	Sampling Techniques
		M	F	T	M	F	T		
Chole	CSS	44	5	49	20	2	22	44.9	Simple random Sampling to Select teachers form One school & proportional Sampling from each school
	CPS	20	4	24	9	2	11	45.8	
	MSS	28	2	30	12	1	13	43.3	
	MoSS	18	2	20	8	1	9	45	
Jeju	ASS	36	5	41	16	2	18	43.9	Simple random Sampling to Select teachers form One school & proportional Sampling from each school
	APS	14	1	15	6	1	7	46.7	
	BSS	30	3	33	13	2	15	45.5	
	KSS	26	4	30	12	1	13	43.3	
Merti	AbSS	67	4	71	30	2	32	45.1	Simple random Sampling to Select teachers form One school & proportional Sampling from each school
	AbPS	19	4	23	8	2	10	43.5	
Sire	SSS	41	9	50	19	4	23	46	
	SPS	20	2	22	9	1	10	45.5	
Total population & sample		363	45	408	162	21	183	44.9	

3.4. Data Collecting Tools

This section is designed to explain the instruments of data collection that was used to gather data from the intended sample. Two types of tools, such as, questionnaires, and interviews were used to collect the relevant data.

3.4.1. Questionnaires

According to Dawson (2007), questionnaires can be administered in different ways. Dawson explains to use collective administration not the mailed questionnaires because collective questionnaires are served when there are large number of respondents in an area. And it is the quickest way of collecting data, ensuring a very high response rate and the mailed questionnaires are used for the respondents who are far from each other. Moreover, the method is less expensive and offers greater likelihood of obtaining accurate information. Hence, collective administration was used in this study. The questionnaire was Likert scale types with five scales ranging from strongly disagree to strongly agree which was categorized under different variables. The questionnaires consists both closed-ended and open-ended questions which were answered simultaneously.

3.4.2. Semi-structured interview

According to Save the Children (2003), interview is one of the primary data collecting methods that are classified into structured, semi-structured, and unstructured ones. The researcher has chosen the semi-structured method because it is flexible, allowing new questions to be brought during the interview as a result of what the interviewee says. In addition, it has frame work of themes to be explored. Semi-structured interview was used because it allows the researcher to explain the questions for respondents and in turn the respondents can ask questions for clarification. Contents of the interview were teacher's motivation, school climate factors and the relationship between them.

3.5. Data Collection Procedures

In this section, the researcher proposes the way how to collect the data procedurally. Before starting data collection school directors, teachers and internal supervisors were asked in order to collect the data. Internal supervisors were helpers of the researcher to collect data using questionnaire and interview. Questionnaire was administered to all sample sizes; semi-structured interview was conducted on four secondary and preparatory school supervisors. First, questionnaires and interviews were formulated and data was gathered using questionnaires from the respondents (sample size). Then, the data was collected using interview in similar manner.

While conducting the interview, the researcher used only notes. The researcher was checked data collected looking forth and back across the data gathering procedures.

In order to check the validity and reliability of the research instruments, the pre-test was conducted in different school from the school on which the research was conducted. So Danab secondary school with 23 teachers and 1 school principals is the school at which the pilot test was conducted. After the dispatched questionnaires were collected and analyzed; necessary modification and replacement of nine unclear items and complete removal of five items were done.

3.6. Data Analysis

Both descriptive and descriptive statistics such as frequency, percentage, mean and standard deviation were used to analyze the data collected through questionnaire. The data collected from teachers through closed ended items of the questionnaires that respondents background information especially, their sex, academic qualification and subject of specialization, teaching load per week, experience and responsibilities were analyzed using frequency tables, and percentages. Furthermore, for the empirical data the analysis was based on related frequencies table means and percentages obtained from frequencies tables and descriptive statistics.

To investigate the level of teacher's motivation and school climate, researcher used mean, in simple and understandable way and to make it easy for further interpretation. It also used to roughly judge the motivation and school climate of secondary and preparatory schools of Arsi Zone. Data collected by interview guides were analyzed by organizing it into patterns, categories and through description. A correlation analysis was performed using Pearson correlation coefficient.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part present the analysis and interpretation of the main data. The purpose of the study was to analyze the motivation of teachers and school climate. The study was mainly emphasizes factor such as leadership of the school students behavior, achievement and interaction with teachers as well as school facilities to see how these factors affect teachers motivation. This chapter was present findings of the study and includes a description of the response rate and respondents, an analysis and presentation of the findings.

4.1. Characteristics of Respondents

A total of 183 questionnaires were distributed to the respondents (teachers), out of this, 180 were returned. Producing an overall 98.4% return rate. After the questionnaires were collected they were tallied and organized to prepare for SPSS analysis. The tallied data were screened, and analyzed using SPSS system.

As Table 4.1 below shows, 88% of the teachers were males and only 12% were females. Thus one can conclude that most of the teachers in the study area were males. This means, although the Education and training policy of our country gives due attention to increase females participation, there were still less number of females in secondary and preparatory school. In considering the age of respondents 43.9% of the respondents were aged above 20 and below 29 years, 30.6% of them were aged of 30 to 39 years, 19.4% were aged of 40 to 49 and 6.1% of the respondents were aged above 50 years. As we can see in the age ranges most of the respondents were young people's which have an age ranging from 20 to 29 years. Here because respondents were male dominated, it was one difficulty situation to see the difference in motivation of male and female at the same time what perception difference exists about school climate between male and female.

Table 4.1: Table showing sex, age, work experience and academic qualification of respondents

No	Question	Characteristics	Distribution	
			Frequency	Percentage
1	S e x	Male	159	88
		Female	21	12
		Total	180	100
2	A g e	21 - 29	79	43.9
		30 - 39	55	30.6
		40 - 49	35	19.4
		>50	11	6.1
		Total	180	100
3	Work Experience as Teacher	1 - 5	32	17.8
		6 - 10	73	40.6
		11 - 15	22	12.2
		16 - 20	11	6.1
		21 & above	42	23.3
		Total	180	100
4	Academic Qualification	Dip	14	7.8
		BED/BSc/BA	163	90.6
		MA/MSc	3	1.6
		Total	180	100

As number 3 of the above table indicates, 40.6% of the respondents were have a work experience of 6 to 10 years and the next higher percentage was seen in a work experience of 21 and above years (23.3%). Thus it can be deduced that most respondents were less experienced and some of them were highly experienced. In considering the academic qualification most of the respondents (90.6%) were degree holders. According to the Education and Training Policy a secondary school teacher must have a degree and those of preparatory teachers must have second degree (masters). Thus, in light of the policy almost all preparatory teachers and principals were below the standard in qualification.

Table 4.2: Respondents field of specialization, teaching load per week and responsibility

No	Question	Characteristics	Distributions	
			Frequency	Percentage
5	Field of Specialization	Language	39	21.7
		Natural	92	51.1
		Social	49	27.2
		EdPM	-	-
		Total	180	100
6	Teachers Teaching Load per week	5 - 10	23	12.8
		11 - 15	55	30.6
		16 – 20	88	48.9
		21 - 25	14	7.8
		26 - 30	-	-
		Total	180	100
7	Responsibility	H/R/Teach	47	26.1
		D/Head	25	13.9
		U/Leader	11	6.1
		I/Supp	3	1.7
		Club &Comm	12	6.7
		Mentor	21	11.7
		No additional responsibility	61	33.8
		Total	180	100

From the table above, 51.1% of the teachers were natural science teachers, 27.2% of the teachers were social science and 21.7% of them were language teachers. As, the education and training policy of our country 70% of candidates in universities are assigned to natural science and 30%

of them are assigned to study social science. So, the large numbers of natural science teachers indicate the result of the educational policy.

When we see the teaching load per week of teachers in school most of the teachers (48.9%) hold 16 – 20 periods per week and 30.6% of the teachers hold 11 – 15 periods per week. This weekly load was fair and did not overload teachers. As number seven of the above table reflects 66.2% of the teachers have additional responsibility in addition to teaching. Although teachers load per week was fair, most of them have additional responsibilities in the school.

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.

4.2.1. Analysis of Teachers Response

Here the teachers of the school were asked to answer motivation, climate, students, profession, facilities, teacher-student relationships, how teachers view school leaders and work situation questions. The following table shows the analysis and interpretations of their responses. The number of respondents were 180 (N=180).

Table 4.3: Teachers Motivation Scale

No	Item	Scale						M	S D
		DA		UN		A			
		f	%	f	%	f	%		
1	For me, teaching is the best of all possible job for which to work	92	51.1	9	5	79	43.9	1.93	.975
2	I have a desire to impart knowledge to others	55	30.6	5	2.8	120	66.7	2.36	.920
3	Teaching gives me a lifelong opportunity to learn	63	35	30	16.7	87	48.3	2.13	.906
4	Teaching gives me an opportunity for leadership	85	47.2	24	13.3	71	39.4	1.92	.930
5	I am always interested to teach	92	51.1	19	10.6	69	38.3	1.87	.940
6	Teaching fits well with my personality that I proud of myself being a teacher.	106	58.9	20	11.1	54	30	1.71	.900
7	Teaching can easily lead me to another job opportunity	81	45	26	14.4	73	40.6	1.96	.926
8	Teachers would accept any job to keep working for this school	86	47.8	23	12.8	71	39.4	1.92	.933
9	Teaching offers me a good opportunity for career advancement	82	45.6	21	11.7	77	42.8	1.97	.942
10	Being a teacher brings me respect in my community	85	47.2	20	11.1	75	41.7	1.94	.944

N=180, f = frequency, %= percentage, M= mean & SD= standard deviation

Table 4.3 reflects that most of the respondents disagreed that teaching is the best of all possible job for which to work 92(51.1%), M=1.93 and Std. deviation .975; teaching gives an opportunity for leadership 47.2%, M=1.92 and Std. deviation .930; interest to teach 51.1%, M=1.87 ; and teaching fit with their personality 58.9%, M=1.71. They also disagreed with the statement which expresses teaching lead to another job opportunity 45%, M=1.96, acceptance to any job of the school 86(47.8%), M=1.92 & Std. deviation .926, opportunity to career advancement 45.6% with M=1.97 & Std. deviation .942 and respect teachers have in community 47.2% with M=1.94. Regarding the response for item two the respondents agreed that they were interested to impart knowledge to others 120(66.7%) with M=2.36 & std .920. In response to item three, teaching gives me a lifelong opportunity to learn 87(48.3%) with M=2.13, teachers agreed.

The response to open ended questionnaires reflects low motivation of teachers. This was 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. As well as, the absence of recognition of teacher's performance, lack of reward and certification. The interview result also confirms that teachers have low motivation to teaching. The interviewee lists a similar reason as mentioned above.

Thus, it can be concluded that the intrinsic motivation of teachers was low. Here the opportunity teaching gives one to be in authority and their own boss or for leadership is not seen. In addition the chance of personal and professional development for teachers was less (Sinclair, 2006).

Table 4.4: School climate scale

No	Item	Scale						M	S D
		DA		UN		A			
		f	%	f	%	f	%		
1	This school is a fun place to be	99	55	31	17.2	50	27.8	1.73	.871
2	Teachers have nice benefit associated with their job	90	50	22	12.2	68	37.8	1.88	.931
3	It is the responsibility of teachers to improve school facilities	87	48.3	32	17.8	61	33.9	1.86	.898
4	Conducive school climate can be held by cooperation with teachers	59	32.8	21	11.7	100	55.5	2.23	.914
5	Teachers have a pleasant working environment	102	56.7	30	16.7	48	26.7	1.70	.865
6	I feel safe and comfortable with the staff and students in this school	96	53.3	18	10	66	36.7	1.83	.937
7	Students' accept and follow the rules and regulations of the school.	91	50.6	25	13.9	64	35.6	1.85	.918
8	In this school students' view are more accepted than teachers view in teaching learning processes.	82	45.6	27	15	71	39.4	1.94	.922

Response of table 4.4 reflect on item one teachers are disagreed 99(55%), M=1.73 & Std. deviation .871. In response to item two and item three respondents were disagreed that teachers have nice benefits associated with their job 90(50%), M=1.88 & Std. deviation .931, and teachers have responsibility to improve school facilities 87(48.3%), M=1.86. The response of item four shows respondents agreed that conducive school climate can be held by cooperation with teachers 100(55.5%) with M=2.23. As the same table indicates, teachers disagreed with item five to eight.

The interviewee reflects that teachers have no pleasant working environment and mostly school directors do not make teachers to feel free in school. There were students which show irregular behavior and even not respect teachers. This situation creates difficulties to manage and control misbehaving students and taking corrective measures. A school director was not interested to take corrective measure on students and give immediate feedback to the problem created.

Thus, from the above discussion it is possible that teachers were not happy in the school climate in which they work. There is no pleasant work environment. There was no any benefit given to teachers even though teachers are doing additional work.

As Peterson and Skiba (2001) define school climate feelings that teachers have about the school environment over a period of time in which the feeling may be how comfortable they feel that the environment is supportive of teaching. The definition simply describes school climate dimensions as safety, teaching and learning, interpersonal relationship and institutional environment. Since the above result reflects the feeling of teachers as well as principals are not good (not comfortable). The safety dimension can be explained in terms of the response of item one, four and five. The teaching learning dimension in terms of response of item two, the interpersonal relationship in response to item four, six and seven as well as the institutional environment can be described in terms of item three and eight. So, this shows that teachers are not happy with school climate they work in. Simply the school climate was not conducive for teachers.

Table 4.5: Teachers view about students' behavior, achievement and relationship with them

No	Item	Scale						M	S D
		DA		UN		A			
		f	%	f	%	f	%		
1	Teaching allows me to experience the love and respect of children	93	51.7	9	5	78	43.3	1.92	.974
2	Teaching gives me a chance to serve as a positive role model for children	49	27.2	11	6.1	120	66.7	2.39	.888
3	I have good interaction with my students	91	50.6	9	5	80	44.4	1.94	.975
4	My students achievement really motivate me to get on with my job	86	47.8	23	12.8	71	39.4	1.92	.933
5	The behavior of students in my school is interesting	84	46.7	28	15.6	68	37.8	1.91	.917
6	Students seek extra work so they can get good results	79	43.9	36	20	65	36.1	1.92	.886
7	My students respect me every where	79	43.9	26	14.4	75	41.7	1.98	.927
8	I am interested being doing with students	95	52.7	12	6.7	73	40.6	1.88	.961
9	I am happy being my evaluation is compared with students achievement	84	46.7	28	15.6	68	37.7	1.91	.917

As table 4.5 shows, respondents disagreed that teaching allows them to experience love and respect of children 93(51.7%). In response to item two, teachers agreed that teaching gives a chance to serve as a positive role model to children 120(66.7%). In looking the response for item three, which is interaction with students', teachers disagreed 91(50.6%). Regarding the remaining item of the same table most respondents disagreed with the statements listed. That is the achievement of students do not satisfy them to get on with their job 86(47.8%), with M=1.92, the behavior of student was not interesting 84(46.7%), M=1.91 and students do not seek extra work to get good result 79(43.9%) with M=1.92. The other thing that makes respondents disagreed was that students were not respecting them everywhere 79(43.9%) with M=1.98 due to this teachers luck interest to do with students and respondents were unhappy being their evaluation is compared with their student's achievement 84(46.7%) with M=1.91 and std. deviation .917.

Open ended questionnaire response reflects that teachers were not interested with the students they teach. This is due to misbehavior of students, low academic achievement, low interest to learn and not accepting what the teacher says and low respect to teachers. Students give less attention to their education. Some students do not respect even rule and regulation of the school. The interview response of secondary school supervisors also confirms the above mentioned conditions. As the interviewee express evaluating teachers in terms of what the students achieved made teachers to develop negative feeling to teaching.

Here it can be deduced that, the behavior, achievement and teacher-student interaction was the climate factor related to students in the school that can affect teacher's motivation. Teachers deal with students to transfer what they now to students and to assist students in changing their behavior. But if these things were not met teachers frustrate to do more and hesitate since they do not achieve what they expect of students. Working with children refers expression of love for children, to serve as a positive role model for children or an enjoyment in working with children in other context (Sinclair, 2006). The response given above reflects that teachers lack a positive attitude to work with children and they oppose being their evaluation was compared with that of the student's achievement.

Table 4.6: How teachers view their profession?

No	Statement	Scale						M	S D
		DA							
		f			%	f	%		
1	Teaching gives me immediate feedback about my performance	87	48.3	14	7.8	79	43.9	1.96	.962
2	Teaching offers me a job with security	76	42.2	31	17.2	73	40.6	1.98	.912
3	Teaching gives me an opportunity to meet a lot of people	57	31.7	13	7.2	110	61.1	2.29	.920
4	Teaching gives me freedom of decision, setting objective and what to do in classroom.	57	31.7	20	11.1	103	57.2	2.26	.910
5	The mission or purpose of my school makes me feel my job is important	84	46.7	18	10	78	43.3	1.97	.951
6	I will change my current job if I have opportunity to do so	78	43.3	11	6.1	91	50.6	2.07	.969
7	The text book that I use offers variety in terms of activities & tasks such as class work, homework and project work.	62	34.4	11	6.1	107	59.4	2.25	.939
8	I am happy with the professional development opportunities offered in my job	85	47.2	16	8.9	79	43.9	1.97	.957
9	My present job helps me to fulfill all the objective I have as a teacher	86	47.8	19	10.6	75	41.7	1.94	.946

As item one of table 4.6 shows that teaching does not give immediate feedback 87(48.3%) and teaching is not secure job 76(42.2%). In response to item 3 and 4, 61.1% and 57.2% of the teachers agreed with the statement which says teaching gives an opportunity to meet a lot of people and teaching gives freedom of decision, setting objectives and what to do in classroom respectively.

Regarding to the response for item 5, 8 and 9 teachers disagreed that the mission or purpose of their school makes them feel their job is important 84(46.7%), they are happy with the professional development opportunities offered in their job 78(43.3%) and their present job help them to fulfill all the objectives they have as a teacher 86(47.2%). As the same table reflects, most teachers 91(50.6%) with M= 2.07 were interested to change their current job if they have the opportunity to do so (item 6) and the text book they use offers them variety (59.4).

Interview response reflects that teachers were not happy being they are teachers even though imparting knowledge to others is interesting. This is because of different reasons. These are the salary of teachers are not comparable to their work. Even if two persons have the same qualification, the one employed as a teacher has lower salary per month than the one who was employed as TVT school teacher or elsewhere. The other reason is that, teachers have low status of life and low respect was given to them from students as well as community. Due to these reasons teachers need to change their profession if they got the chance to do so.

Thus, most teachers were not satisfied and motivated to stay as teacher. The low economic status and low recognition and respect given to them make hate their profession and think their profession was not important. The professional development opportunities given were not sufficient and it does not make teachers to compete with the current life situation. So, teachers were view negatively their profession.

Table 4.7: School facilities

No	Statement	Scale						M	S D
		DA							
		f			%	f	%		
1	I have all the materials and equipment's I need to do my best every day	81	45	29	16.1	70	38.9	1.94	.916
2	Financial resources are properly allocated to improve school facilities	80	44.4	25	13.9	75	41.7	1.97	.930
3	In this school teaching facilities are sufficient	88	48.9	22	12.2	70	38.7	1.90	.934
4	This school has rooms designed for cafeteria, bathroom, storage, laboratories, library and pedagogical center.	98	54.4	17	9.4	65	36.1	1.82	.936
5	This school building is accessible to handicapped students	96	53.3	16	8.9	68	37.8	1.84	.944
6	This school has all play grounds such as football, handball, basketball etc	89	49.4	12	6.7	79	43.9	1.94	.967
7	This school has computer lab and internet access	81	45	23	12.8	76	42.2	1.97	.936

Table 4.7 reflects that majority of the respondents disagreed with the statements raised from item one through item seven. Accordingly in response to item one, 45% of teachers disagreed the availability of materials and equipments they need and that of item two, 44.4% of the

respondents disagreed financial resources were properly allocated to improve school facilities. Regarding the response for item three, 48.9% of teachers disagreed that school facilities are sufficient, 54.4% of them disagreed the rooms designed for cafeteria, bathroom storage, laboratories, library and pedagogical center are there, and 53.3% of respondents disagreed that the school building is accessible to handicapped students.

As the same table reflects, response for item six, schools has no play ground such as football, handball, basketball etc (49.4%) and most school has no computer lab and internet access, item seven (45%). As open ended questionnaires response shows, school facilities were the main factor that can affect teacher's motivation. Here it is described that in some school even there is a shortage of pen and paper to do ordinary work. There was no laboratory class to do practical activities for natural science subjects; there was no any sufficient play ground to practice and relax with physical exercises for students and teachers. Response from the interviewee also reflects that especially those of newly opened schools have no facilities. The only thing they have is their name secondary schools. There was insufficient room, play ground, libraries and budget allocation.

As Pielstick (1988), recommended four important domains of learning environment: physical, social, instructional and psychological domains. From the above table it can be deduced that the physical and instructional domain of the schools were not fulfilled. Therefore, if the required apparatus, instructional utensils and necessary things are not sufficiently supplied to teachers their motivation to teach was reduced and they do not apply their full potential to change students in teaching learning processes.

Table 4.8: Teacher – student relationships

No	Statement	Scale						M	S D
		DA							
		f			%	f	%		
1	I have good teaching learning relationship with my students	88	48.9	15	8.3	77	42.8	1.94	.958
2	Teachers in my school help and support the top, middle, slow learner and female students both in the classroom and outside the classroom appropriately.	90	50	20	11.1	70	38.9	1.89	.939
3	I feel comfortable with the students-teacher relationship in this school	83	46.1	21	11.7	76	42.2	1.96	.942
4	Teachers and students are aware of the procedures to resolve problems and conflicts.	82	45.6	22	12.2	76	42.2	1.97	.939
5	In this school teachers and students can communicate to each other to strengthen their relationship.	85	47.2	23	12.8	72	40	1.93	.934
6	I like to spend a lot of energy to make my classes interesting	88	48.9	15	8.3	77	42.8	1.94	.958

Table 4.8 reflects that in response to item 1 to 6, 88(48.9%), 90(50%), 83(46.1%), 82(45.6%), 85(47.2%) and 88(48.9%) of the respondents respectively disagreed with the statements given. The table shows that majority of the respondents accept that teaching-learning relationship with their students was not good; teachers in the school does not support top, middle, slow learner and female students in class and outside the classroom and the student-teacher relationship was not comfortable. Regarding to the response for item three onwards, there was no awareness of

resolving problems, there were low communication between teachers and students, and teachers do not spend a lot of energy to make their class interesting.

The answer to open ended questionnaire as well as interview response reflects that there was no smooth teacher-student relationship. This was due to student's in-acceptance of what the teachers say. Most of the students ask their right and know almost all of their rights without being trying few of their obligations. Most students were not come school with their textbooks and do not do homework and class work appropriately.

From the responses given above it can be conclude that the poor teaching learning relationship between students and teachers, the way students accept what the teacher says in the class room and outside the class as well as the communication they have in the school was affected the students result and the initiations of the teacher to help students continuously. Any person needs respect from other. If students were not doing homework, class-work, group and project work as well as try all their best to improve their ability with the help of teacher, the teacher frustrated to help them more. These were again leads teachers to have discomforted and lose interest of teaching in addition to other factors teachers experience in their work.

School climate related theories of Rudolf Moos's and Pielstick's suggest the relationship dimension and social domains respectively, there was a relationship between teachers and students, leader and teacher, etc this relationship is important in social interaction, discipline, order, teacher-pupil empathy and collaboration (Moos's, 1973 & Pielstick's, 1988). The above discussion reflects that the teacher-student relationship was not as that of the theory states. As a result this poor teacher-student relationship made the teacher lazes-fair to follow student's performance and improvement in day to day activities.

Table 4.9: How teachers understand and view their school leaders?

No	Statement	Scale						M	S D
		DA							
		f			%	f	%		
1	There is sufficient variety of leadership style to maintain my interest	94	52.2	30	16.7	56	31.1	1.79	.891
2	My school director leads me and others in exemplary manner.	97	53.9	26	14.4	57	31.7	1.78	.900
3	The relationship with the school leader enables me to be open when discussing work problems and concerns	101	56.1	17	9.4	62	34.4	1.78	.929
4	My school leader keeps me informed about what is going on.	107	59.4	20	11.1	53	29.4	1.70	.896
5	My school leader cares about me as a person	89	49.4	24	13.3	67	37.2	1.88	.925
6	My school leader treats equally all staff members	97	53.9	22	12.2	61	33.9	1.80	.918
7	The principal of this school is willing to listen teachers problems	105	58.3	26	14.4	49	27.2	1.69	.874
8	School leaders do mostly a work related to teaching and learning	100	55.6	18	10	62	34.4	1.79	.927
9	My school leader delegates work to individuals	93	51.7	30	16.7	57	31.7	1.80	.893
10	My school leader make decision on issues immediately	97	53.9	24	13.3	59	32.8	1.79	.909

The response of table 4.9 shows for items listed from number one to number ten most of the respondents disagreed (52.2%, 53.9%, 56.1%, 59.4%, 49.4%, 53.9%, 58.3%, 55.6%, 51.7%, and 53.9%). Simply when we take the average percentage 54.4% disagreed, 13.1% of the respondents undecided and 32.5% of them were agreed. The same table reflects there was no sufficient variety of leadership style to maintain teacher's interest, the school directors did not lead in exemplary manner and there was no relationship with the school leader which enables teaches to discuss openly concerning work problems. In response to item four to seven, teacher's reply that the school leader did not inform them about what was going in the school, did not care of them, did not treat equally and did not will to listen their problems. Regarding the last three item of the above table, school leaders did mostly a work not related to teaching and learning, there was no work delegation and there was no immediate discussion of issues.

Response to open ended questionnaire reflects teachers in the school was not view their leaders positively. Some of the reasons mentioned were: some of the leaders was treat teachers unequally and not listen to teachers' problem. In addition most school leaders do not delegate work and initiate cooperation. Others were not telling for what purpose school budget was allocated and how much was allocated. This phenomenon was also reflected by the interview response. Some school principals have low ability and experience than the teachers they lead.

Thus, teachers in the school view their school leader negatively. There was no strong work relationship and communication. Unequal treatment and carelessness of the school leader results in less cooperation.

School leaders are the most important factors for the motivation of teachers (Kacabas and Karkose, 2005). In order to motivate teacher's school administration need to participate them in decision making, share authority and responsibility with teachers, compensation and reward teachers which perform effectively. As the above discussion reflect the absence of variety in leadership style, not leading in exemplary manner, weak relationship with teachers and not informing them about what was going on in the school would deactivate teacher's activities. Teachers in such circumstances do not put their effort to improve the school and feel silent even

when they know that things are done correctly. So, in order to get teachers suggestion and support in school leading it was important to have positive relationship.

Furthermore, the school leader should care about teacher as a person, treat equally all and would listen to their problems as well as the school leader must emphasize on school work. It was the absence of these things that make teachers unhappy in teaching learning process. To make cooperation and communication with teachers easy delegating school work to individual teachers and giving feedback about the performance was also important. Whenever decisions are necessary making that decision fast as much as possible makes the teacher happy and responsive.

Table 4.10: Teachers Work situation of the school

No	Statement	Scale						M	S D
		DA		UN		A			
		f	%	f	%	f	%		
1	This school really inspires the very best in me in the way of motivation	103	57.2	25	13.9	52	28.9	1.72	.886
2	My classroom is a fun place to be	99	55	29	16.1	52	28.9	1.74	.880
3	The learning environment is orderly and serious	96	53.3	32	17.8	52	28.9	1.76	.876
4	The reward is contingent on the requested performance of teachers	105	58.3	30	16.7	45	25	1.67	.856
5	I have opportunities to innovate and work on my initiative	102	56.7	22	12.2	56	31.1	1.74	.904
6	I am interested in repeated meeting in my school	110	61.1	23	12.8	47	26.1	1.65	.868
7	I am free to choose my own method of teaching	107	59.4	10	5.6	63	35	1.76	.943

The above table shows that, most of the respondents disagreed with the statement listed form number one to number nine. The same table reflects 57.2% of teachers agree that their school do not inspire them to motivation or simply teachers were not motivated in their school (item one).

In response to item 2 & 3, 55% of teachers disagreed that their classroom is a fun place to be and 53.3% replied that the learning environment is not orderly and series. Regarding the other items 58.3% disagreed that the reward is contingent to the requested performance of teachers, 56.7% do not have the opportunities to innovate and work on their initiatives, 61.1% disagreed that they were interested in repeated meeting and 59.4% of the respondents was not free to choose their own method of teaching.

The response of open ended questionnaire reflects teachers in school were in need of recognitions and contingent reward to their performance. They also prefer their school to facilitate and allocate budget for initiating innovation. Respondents mention that a repeated meeting especially in non teaching-learning issues was boring to them and they need to be free in choosing their own method of teaching. The interview result also supports the above idea.

Form the above description it can be deduced that the work situation of teachers was not conducive. If a teacher was not rewarded properly contingent to his performance and free to choose his/her own method of teaching the result is not good. Such situations lead to de-motivation and a teacher without motivation in school do not work effectively. This will intern affect the efficiency of the students and the teacher also performs below the required level. Whenever a reward is given to a person it must initiate other to do so.

According to equity theory the perception and not facts influence motivation (George, 1996). When the reward is not contingent to the work performance the person performing better would reduce the work to restore equity if he was thinking his performance and the reward given to him are not equal. As that of expectancy theory (George, 1996), teachers accept a job and try to innovate things expecting that incentive was offered to them. But if there are no such things it would reduce motivation to do more.

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The purpose of the study was to assess motivation of teachers and school climate at secondary and preparatory schools of different Arsi Zone Woredas namely, Chole, Jeju, Marti and Sire. The specific objectives of this study were: to examine the motivation of teachers, to examine whether school climate is conducive or not, to understand the motivation of teachers in relation to school leadership and to find out the relationship between school climate and teachers motivation.

Four basic research questions were raised. These were the following:

1. To what extent teachers are motivated?
2. Is your school climate is conducive or not?
3. How are teachers motivated by school leadership?
4. What is the relationship between school climate and teachers' motivation?

In order to answer these questions the participant of the study was selected. The subject of the study were 180 teachers selected using simple random sampling techniques (lottery method), and 4 secondary and preparatory school supervisors selected using availability sampling method. From these subjects of the study, quantitative and qualitative data those were necessary for the study were generated using close ended, open ended questionnaires and interview.

The questionnaires were developed by the researcher based on the concept of review literature. The questionnaires were consists of teachers motivation scale, school climate scale, student (behavior, achievement & interaction with teacher), how teachers view their profession, school facilities, how school leader work with teachers, and work situation of the school. Data was collected through these questionnaires and the collected data was analyzed using quantitative and qualitative approaches to answer the basic research questions. The analysis was made using, frequency and percentage, mean and standard deviation. The data collected through open ended questionnaires and interview were analyzed using categorization and interpretation. The concept of school climate and motivation were described using review of related literatures. Data's were

presented using tabulation and the results were interpreted and concluded based on the respondent's response.

The major findings of the study were:

- Most respondents were male, 88% and are young pupils aged from 20 to 39 years, 74.5%.
- Preparatory school teachers in the study area were having low academic qualification than what is stated in Education and Training Policy. Large number of teachers was graduated with different natural science fields (27.2%). Teachers were not overloaded in number of periods they thought per week but most of them, 66.2% have additional responsibilities in school
- Teachers were not motivated to teaching although they are interested to impart knowledge to others (as Table 4.3. shows 49.3% disagreed, 11.3% undecided and 39.5% agreed). Teachers were not happy with the school climate in which they work (Table 4.4 & Table 4.10).
- There were no smooth teacher-student (as table 4.5. shows, on average 48% disagreed, 11.2% undecided % 40.1% agreed) and teacher-leader interaction, the behavior of students was not good, and students' achievement was low.
- The study shows that teachers were interested to change their profession, they were not happy with the professional development opportunities offered in their job and their job never fulfills the entire objective they have as a teachers.
- The study shows that schools have no all materials required for teaching and learning, financial resources were not properly allocated. That is the physical and instructional domain of a school was not fulfilled.
- Teachers were not getting sufficient variety of leadership styles, school directors did not lead them in exemplary manner, there was no open discussion with school leaders, and there was no work delegation and immediate decision on issues.

5.2. Conclusion

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

- The numbers of female teacher were very low in the study area and this may hamper to see whether differences in motivation differ in gender.
- Most teachers aged from 20 to 39 years. This shows teachers in the study area were not serving long in the school.
- Additional responsibilities given to teachers in school would overload teachers and consumes preparation time of teacher in which he/she can help students' to achieve better which results teachers to view their school negatively.
- Preparatory school teachers have low academic qualification as per to the policy, this resulted in demotivation of teachers since the teacher may face difficulties to cope up with the subjects he/she taught in the school.
- Teachers in the study area were having low motivation to teaching and the school climate was not conducive. Motivation of teachers and school climate goes together simultaneously. If school climate was conducive there was teachers' motivation and if not there was no motivation. A negative school climate will result with low performance and inefficient result which are results of low motivation.
- There were poor teacher- student interaction, the behavior of students was not good and student's achievement was poor. This will contribute to negative school climate which affects teachers motivation.
- Teachers were view their profession negatively and schools have poor facilities. The absence of proper school facilities demotivates teachers to effectively deal with every aspect of teaching and learning. Luck of sufficient teaching and learning materials made the teacher to fill negatively about the school and this leads him/her to loss motivation.
- The low teacher-leader relationship were resulted teacher to think as if they have no contribution in school and reduce their contribution which leads to ineffective use of school

resource and also reduce the positive result of group work as well as cooperation. Today's school leadership was assigned based on political affiliation and support. Qualification, experience and special ability were not considered in selecting school leaders and school leaders selected using such criteria emphasizes only political work.

- School leaders, students (behavior, achievement and interaction with teachers) and school facilities are the factors that reduce teacher's motivation. Among these the main factors that affect teacher's motivation are school leadership and facilities are the most one. In addition teacher's motivation was affected by inappropriate student behavior, low achievement and low respect given to teacher by students.

5.3. Recommendations

Based on the above conclusions, the following recommendations were forwarded to improve teachers motivation and school climate which affects teachers motivation in secondary and preparatory schools of Arsi zone.

- Higher institution must work and plan to increase the number of female teacher graduates through guidance and giving special tutorial class to strengthen female students result.
- Policy makers should design the way in which teaches gain additional benefit from his profession through overtime payment and giving development chance for best performing teachers. In such a way it is possible to reduce the number of leavers and have experienced teachers in school.
- Teachers should be informed how they identify and alleviate students' misbehavior, achievement and interaction with teachers using appropriate instructional methods through short training, and guidance and counseling program. The school should prepare a ground rule to punish students' who will not respect rule and regulation of the school.
- School leaders should take corrective measures such as giving advice, firing from school, giving labor work, etc. based on the rule and regulation of the school on those students that make repeated mistakes.
- School leaders should encourage, treat equally, reward and create smooth relationship with teachers.

- School leaders should follow teachers' day to day activities, active participant, and sociable, invite cooperation and give immediate feedback as well as appreciate best performance in order to promote teachers motivation.
- The reward given to teachers should be contingent with their performance and need to have both intrinsic and extrinsic rewards through giving development chances, appreciation, writing letter of recognition etc, to create good computation between teachers.
- Woreda education office should allocate sufficient budget to fulfill school facilities and create conducive school climate. They should also select school leader based on experience, qualification and effectiveness of work to increase leaders' acceptance.
- Woreda education office should promote best performing teachers, conduct continuous supervision and give immediate feedback to teachers' questions as well as prepare panel discussion, work shop and experience sharing to facilitate teacher-leader interaction. In addition excessive political intervention should be minimized to make teachers feel free.
- Woreda education office should work cooperatively with Woreda administration officers to alleviate teachers' house problems or should give house allowance.
- Policy makers should prepare a guide line in which equally qualified candidates' pay similarly although they work in different sectors.

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APPENDICES

APENDIX I

ADDIS ABABA UNIVERSITY
INSTITUTION OF HUMANITIES AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRES TO BE FILLED BY TEACHERS

Dear Respondents: This research aims to provide information on "Teachers' Motivation and School Climate at Secondary and Preparatory Schools of Arsi Zone, Oromia region." The success of this study directly depends upon your honest and genuine response to each question. You are requested to be as frank as possible when answering this questionnaire. The questions are answered for research purpose only. Your responses will be highly respected and accorded the highest confidentiality. Do not provide your name.

Thank you.

Part I: This part of questionnaire contains the personal information. Thus, please fill the necessary answer for each item properly by writing in the space prepared.

Note:- put (√) in the box provided to indicate your answer

- Give only one answer for one question.

1. Gender Male ☐ Female ☐
2. Age 21 – 29 ☐ 30 – 39 ☐ 40 – 49 ☐ > 50 ☐
3. Your Work Experience as teacher including this year
   1- 5 ☐ 6 – 10 ☐ 11 – 15 ☐ 16 – 20 ☐ 21 & above ☐
4. Your Academic qualification Dip ☐ BED/BSc ☐ MA/MSc ☐ Other ☐
5. Field of your specialization _____
6. your teaching load per week _____

   5- 10 ☐ 11 – 15 ☐ 16 – 20 ☐ 21 – 25 ☐ 26 – 30 ☐
7. Responsibilities you are currently holding at school _____

PART II: this part of the questionnaire containing close ended items that focused on the motivation and school climate under investigation. Based on the concept of each item, please select the option that directly represent your opinion on motivation and school climate and rate the following using a scales.

Where; 1=Strongly Disagree (SD); 2=Disagree (D) 3=neither Agree nor disagree; 4=Agree (A); and 5=Strongly Agree (SA)

Teachers' motivation Scale

No	Statement	Scale				
		1	2	3	4	5
1	For me, teaching is the best of all possible job for which to work					
2	I have a desire to impart knowledge to others					
3	Teaching gives me a lifelong opportunity to learn					
4	Teaching gives me an opportunity for leadership					
5	I am always interested to teach					
6	Teaching fits well with my personality that I proud of myself being a teacher.					
7	Teaching can easily lead me to another job opportunity					
8	Teachers would accept any job to keep working for this school					
9	Teaching offers me a good opportunity for career advancement					
10	Being a teacher brings me respect in my community					

School Climate scale

No	Statement	Scale				
		1	2	3	4	5
1	This school is a fun place to be					
2	Teachers have nice benefit associated with their job					
3	It is the responsibility of teachers to improve school facilities					
4	Conducive school climate can be held by cooperation with teachers					
5	Teachers have a pleasant working environment					
6	I feel safe and comfortable with the staff and students in this school					
7	Students' accept and follow the rules and regulations of the school.					
8	In this school students' view are more accepted than teachers view in teaching learning processes.					

Teachers view about students' behavior, achievement and relationship with them

No	Statements	Scales				
		1	2	3	4	5
1	Teaching allows me to experience the love and respect of children					
2	Teaching gives me a chance to serve as a positive role model for children					
3	I have good interaction with my students					
4	My students achievement really motivate me to get on with my job					
5	The behavior of students in my school is interesting					
6	Students seek extra work so they can get good results					
7	My students respect me every where					
8	I am interested being doing with students					
9	I am happy being my evaluation is compared with students achievement					

How teachers view their profession?

No	Statement	Scale				
		1	2	3	4	5
1	Teaching gives me immediate feedback about my performance					
2	Teaching offers me a job with security					
3	Teaching gives me an opportunity to meet a lot of people					
4	Teaching gives me freedom of decision, setting objective and what to do in classroom.					
5	The mission or purpose of my school makes me feel my job is important					
6	I will change my current job if I have opportunity to do so					
7	The text book that I use offers variety in terms of activities & tasks such as classwork, homework and project work.					
8	I am happy with the professional development opportunities offered in my job					
9	My present job helps me to fulfill all the objective I have as a teacher					

School facilities

No	Statement	Scale				
		1	2	3	4	5
1	I have all the materials and equipment's I need to do my best every day					
2	Financial resources are properly allocated to improve school facilities					
3	In this school teaching facilities are sufficient					
4	This school has rooms designed for cafeteria, bathroom, storage, laboratories, library and pedagogical center.					
5	This school building is accessible to handicapped students					
6	This school has all play grounds such as football, handball, basketball etc					
7	This school has computer lab and internet access					

Teacher-student relationships

No	Statement	Scale				
		1	2	3	4	5
1	I have good teaching-learning relationship with my students					
2	Teachers in my school help and support the top, middle, slow learner and female students both in the classroom and outside the classroom appropriately.					
3	I feel comfortable with the students-teacher relationship in this school					
4	Teachers and students are aware of the procedures to resolve problems and conflicts.					
5	In this school teachers and students can communicate to each other to strengthen their relationship.					
6	I like to spend a lot of energy to make my classes interesting					

How teachers understand and view their school leaders?

No	Statement	Scale				
		1	2	3	4	5
1	There is sufficient variety of leadership style to maintain my interest					
2	My school director leads me and others in exemplary manner.					
3	The relationship with the school leader enables me to be open when discussing work problems and concerns					
4	My school leader keeps me informed about what is going on in the school					
5	My school leader cares about me as a person					
6	My school leader treats equally all staff members					
7	The principal of this school is willing to listen teachers problems					
8	School leaders do mostly a work related to teaching and learning					
9	My school leader delegates work to individuals					
10	My school leader make decision on issues immediately					

Work situation of the school

No	Statement	Scale				
		1	2	3	4	5
1	This school really inspires the very best in me in the way of motivation					
2	My classroom is a fun place to be					
3	The learning environment is orderly and serious					
4	The reward is contingent to the requested performance of teachers					
5	I have opportunities to innovate and work on my initiative					
6	I am interested in repeated meeting in my school					
7	I am free to choose my own method of teaching					

Part III: Open ended questionnaire

1. How do you explain your motivation of teaching?

   _____

   _____

2. What are the school climate (school leadership, school facilities, student behavior, achievement and student-teacher interaction) factors that affect your motivation in school? Which one is the most affecting factor?

   _____

   _____

3. Based on your school climate and current work situation, what can you recommend in order to motivate teachers?

   _____

   _____

APENDIX II

ADDIS ABABA UNIVERSITY
INSTITUTION OF HUMANITIES AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guidelines for secondary and preparatory school supervisors'

PART I: Personal Information

1. Gender Male ☐ Female ☐
2. Age 21 – 29 ☐ 30 – 39 ☐ 40 – 49 ☐ > 50 ☐
3. Your Work Experience as teacher including this year
   - 3.1. Experience as teacher ----------
   - 3.2. Experience as school leader ----------
   - 3.3. Experience as school supervisor ----------
   - 3.4. Total years of experience 1- 5 ☐ 6 – 10 ☐ 11 – 15 ☐ 16 – 20 ☐ 21 & above ☐
4. Your Academic qualification _____
5. Field of your specialization _____

Part II. Interview Questions

1. How can you explain the motivation level of teacher in secondary and preparatory school?
2. What are the roles of school leaders to motivate teachers?
3. What can you say about students (achievement, behavior and their interaction) with teachers? Are these school climate factors affecting teachers' motivation?
4. What is the relationship between teachers' motivation and school climate?
5. What would be done to motivate teachers in school climate?

DECLARATION

This thesis, "**Teachers Motivation and School Climate in Secondary and Preparatory Schools of Arsi Zone** " is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name: Nebiyu Asrat

Signature ----------

Date of Submission: June, 2015 (____/____/2015)

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

Name: _____

Signature: _____

Date: _____