



**INFLUENCE OF PRINCIPALS' LEADERSHIP ON TEACHERS' JOB MOTIVATION
IN ALELTU WOREDA PRIMARY SCHOOLS, NORTH SHOA ZONE, OROMIA
REGIONAL STATE**

BY

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EDUCATIONAL PLANNING AND MANAGEMENT**

JUNE, 2020

ADDIS ABABA UNIVERSITY



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Declaration

I, the undersigned, declare that this thesis is my original work and that all sources of materials used in this study have been duly acknowledged.

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ABBREVIATION AND ACRONYMS

CPD	Continuous Professional Development
CRC	Cluster Resource Center
CTE	College Of Teachers Education
E.C	Ethiopian Calendar
ESDP	Education Sector Development Programs
INSET	In-service Training
MoE	Ministry of Education
PTA	Parent Teachers Association
REB	Regional Education Bureau
SD	Standard Deviation
UNESCO	United Nations Educational Scientific and Cultural Organization
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas
WEO	Woreda Education Office
ZEO	Zonal Education Office

Abstract

The purpose of the study was to assess the influence of principals' leadership on teachers' job motivation in Aleltu woreda primary schools. To this end, descriptive survey design was employed to used in this study. Data were gathered from both primary and secondary sources. The primary sources were principals, supervisors and teachers. The secondary sources were relevant policy documents and school reports. To select the participant of study, simple rondom sampling techniques were employed to select teachers and principals, where as purposive sampling was used to select supervisors. Data collecting instruments were questionnaires (closed ended and open-ended); interview and documentary review was employed for this study. A technique of data analysis was used to mathematical calculation formula of mean, variance and standard deviation. The data analysis led to the following major findings: The results revealed that influence of principal leadership on teachers job motivation give low intrinsic and extrinsic initiation, unfavorable physical school environment, low community respect, low technical support of teachers, absence of feedback after class observation, impact of psychological environment, poor reward system/remuneration and compensation/, teachers lack of chance to participate in decision making, absence fair delegated duties and school policy system not comfortable. Based on the major findings conclusion drawn were intrinsic and extrinsic had an impact on teachers job motivatiojn, poor career development, school enviroment condition, poor leadership skills, system of teachers rewards, relationship of teachers and supervisor on classroom supervision were factors that influence on teachers job motivation. Based on the major findings and conclusion drawn, certain feasible recommendations were made. Some of these were : concerning bodies to improve teachers job motivation like; Woreda Education Office, Ministry of Education, zonal education office, Regional Education Bureau and other stakeholders should hard work to improve teachers' salary, community respect, school facility, school leadership and communication approach to improve teachers' job motivation in primary school of Aleltu woreda.

CHAPTER ONE

1 INTRODUCTION

This part of the study gives overview about background of the study, statements of the problems, basic research question (hypothesis of the study), objectives of the study, significances of the study, and delimitation of the study, Limitation of study, definition of key terms and organization of the study.

1.1 Back- ground of the Research

Teachers' job motivations today are the basic concern for Ethiopia educational system. A long with perception, personality, attitudes and learning, motivation is very important element of behavior (Miner, Ebrahim and Wahtel, 1995). It plays a significant role to make teaching and learning more effective and also to improve efficiency and quality of education. In fact, it should be pointed out that teachers job motivation are closely intertwined concepts which constitute an important part of the success of school. Thus, different countries around the world have been attempting to highlight and explain the concept of teachers' job motivation in various ways based on their organizational context and own perspectives. Principal leadership is the ability to influence teachers' job motivation. The effects that provide motivations are related to needs which have not been met (Covey, 2004) Motivation is the internal and external intensity of a person's desire to engage in some activity (Dessler, 2001). It is a basic meaning for the cause and explanation of a behavior.

Teacher job motivation plays an important role in the promotion of teaching and learning excellence. Motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment (Teresa, 2012). Education reforms focus on improving teachers' competence, the learning and working environments and greater decentralization, all of which can improve teachers' motivation. But, many reform programs also try to increase the workload of teachers and ignore or pay insufficient attention and other conditions of service (Paul, 2004). He also put that regardless of development status, the teaching force in most countries has never enjoyed full professional status. According to him, the status of teachers as a semi-profession is more evident in developing countries including Ethiopia.

According to Gibson, Ivancevich & Donnelly, (1988) motivation is defined as the force that causes an individual acting in a certain manner or to be oriented towards it. Herzberg (1967) studied that motivation could be enhanced when opportunities are provided for subordinates to demonstrate their

capabilities and when they are recognized for their accomplishments. Therefore, motivation is the backbone of schools in teaching and learning process. According to UNESCO (2015), improving the motivation and status of teachers greatly improves teaching. Research suggests that students learn more in classrooms with highly dedicated and motivated teachers. Owens (2004) also describes motivation as the forces that cause people to behave as they do. He further points out that behaviorists think of it as extrinsic while others believe it is intrinsic. Motivated teachers were actively engaged in teaching and learning, open to new ideas and approaches and committed to students and change over the lifetime of their teaching careers. Teachers' motivation plays an important role in the promotion of teaching and learning excellence. Motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. The teacher was "fundamental to the teaching/learning process" yet many were unmotivated (Neves de Jesus et al. 2005). The lack of motivation was of concern to principals because of the connection of student performance to teacher motivation.

As stated in Edward (1999) Fredeic Herzberg proposes two sets of factors of work motivation: Hygiene and motivation factors. Hygiene factors were identified aspects of job context. They do not motivate us to work harder if they are satisfied but have the potential, if unsatisfactory, to reduce teachers' performance by making us dissatisfied with the employment. Hygiene factors include job security, working condition, company policy and its administration, technical supervision, peer relationships, relationships with supervisors. Satisfying experiences of employment in Herzberg's theory were what he called motivator factor. Gupta (2009) argued that motivation is the process by which the efforts of an individual or group are energized and sustained toward attaining a goal. It involves a chain reaction starting with felt needs, resulting in motives, which raise tension (unfulfilled desires) which causes action towards goals. A motivation is force that deals with the reasons underlying behavior (Guay et al., 2010).

Definition of motivation may vary but all agree that almost everyone is motivated in one way or another. Because everyone has different background and personality, different interests and attitudes, expectations, desire and needs, sources of motivation differ according to the individual. The influence of principal leadership on teachers' job motivation impact teachers' achievement system. When the influence of principal leadership was positive teachers' achievement and efficiency improved very well. According to Komba (2007), teachers' efficiency will attain at the maximum height if teachers are motivated to do at their best level. This will help teachers to execute

their duties promptly, stimulate ideas, increase commitment as well as play central role in executing educational plans more responsively to the total organization (Anthony, 1989).

The study showed that among the major factors that have been affecting teachers' job motivation where poor ineffective organization leadership, and administration, low support of a professional development and job design were the major factors that have been affecting teachers' motivation in the area studied. Theories of motivation are therefore a set of tools for understanding, explaining, and making predictions on the forces that push people to behave in a particular way or take a particular action (Shah and Shah, 2000). Amongst the various motivational strategies are ones which when applied could effectively increase productivity and achievement among staff and the institution, so long as the teaching-learning process is concern.

The purpose of this study is to assess the factors that the influence of principal leadership on teachers' job motivation in primary school of Aleltu Woreda. This research/study to establish influence of principal leadership on teachers' job motivation which would take place as an investigation is required to understand and identify the various dimensions of problems and to find the possible solution on influence of principal leadership on teachers' job motivation.

1.2 Statement of the problem

The influence of principal leadership affects teachers' job motivation in many ways. For instance, in the study area, there are problems with the design and operation the influence of principal leadership on primary school teachers' job motivation in Aleltu Woreda primary schools. Hoffman, Hutchinson and Reiss (2009) stated that positive teachers' job motivation has been linked to improved academic achievement and over all school activities. Further, the authors disclosed many factors such as collaborative decision-making, equity and fairness, sensitivity, leadership style, school facility, teacher-school community relation, methods teachers support, ways of initiation, salary and students discipline all have an influence on teachers' job motivation. According to the report of Centre for British Teachers in 2008, it was found that the education system in Ethiopia, at all levels is confronted by a lack of quality. Thus, a reform is needed to improve the efficiency and quality of education system of Ethiopia is associated with many challenging factors including the poor standard of those entering the teaching profession, high teacher turnover, low status of teachers, inadequate salaries which leads to low motivation of teachers whit their job. (Ayalew Shibebshi, 2004 Approach to Educational Organization and Behavior Management), (Befekadu, 2001 A Study of Causes of Teacher Attrition in Selected Regions), (Gedefaw, 2012 the implementation of continuous assessment in Bilo and Homi Secondary Schools, thereby analysing the practice and

challenges), Workneh and Tassew, 2013), (Getachew, 2019 Assessment of motivational factors associated with teachers' performance in government secondary schools of Addis Ababa), (Aklilu, 2003 The reason of Teachers Leave their Profession) and(Genene Bekele 2017 on practices and challenges of teachers' job motivation in selected secondary schools of east arsi zone). These studies indicated the seriousness of the problem in the system in general.

From above studies Genene Bekele, 2017 described the most influence on teachers job motivation were insufficient salary, low community respect, school facilities, school leadership and communication/relationship between teachers' and principal leadership. The limitation of this study does not describe the influence principal leadership style on teachers' job motivation and he did not say whether the styles of the leadership results in to high teachers' motivation or not. So, this study to fill the gap left. A motivated teacher job is recognized by high level of commitment, hard work, devotion, dedication and becomes a source of inspiration through his or her exemplary character because a teacher is always expected to be a role model in the school (Imrab, *et al.*, 2013). Motivation is the energizing of human behavior, or simply stated, the process of stimulating action (Kinard, 1988). Different Organizations, such as school, establish various motivational activates for their employees to maximize the accomplishment of their goal (Bogler, 2001).

When coming to the Aleltu Wereda primary schools the reason influence of principal leadership on teachers' job motivation reflect in many ways. Like, teachers resist command of leaders and the agreement among teachers and leaders are difficult, Teachers do not get proper recognition, they are not learning anything new or growing as a person, they do not like their coworkers, they want to earn more money. But, absence of research that was conducted in relation to the influence of principal leadership on teachers' job motivation in Aleltu woredait is difficult to get further information. Thus, the existence of such limited researches throughout in primary schools of Aleltu woreda and absence of studies in the study areas initiating the researcher to raise the issue under consideration. Therefore, this justifies the rationale for the study. Hence, in order to bridge this research gap, the study tried to assess the practice of the principal leadership motivated teachers' for job and examine the ways of principal leadership influence on teachers' job Motivation in primary schools of AleltuWeroda. This research attempts to answer the following basic questions.

1.3 Basic Research Questions/Hypothesis

This study has been designed to search answers to the following basic questions.

1. To what extent does a primary school teacher intrinsic and extrinsic motivated?

2. What is the major influence of Principal leadership on teachers' job motivation in Aleltu Woreda primary schools?
3. What are the appropriate strategies to be applied by the principal leadership for effectively motivating teachers in Aleltu Woreda primary schools?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is

To examine the influence of principal leadership on teachers' job motivation and strategies/mechanism of teachers' motivation

1.4.2 Specific Objective

The specific objectives of this study are:

- To identify a primary school teachers ways of get intrinsic and extrinsic motivated
- To identify the major influences that affect teachers' job motivation in primary schools of Aleltu woreda
- To describe appropriate strategies to be applied by the principal leadership for effective teachers' job motivation

1.5 Significances of the study

Education is the aggregate of all the processes by means of which a person develops abilities, attitudes and other forms of behaviors of positive value in the society in which he lives. This is the basic and crucial factor to the development of a country. Therefore, roles of teachers are decisive and important instrument for the transfer of knowledge and skills to students in the schools. By conducting this study, identifying the influence of principal leadership on teachers job motivation in primary schools of Aleltu woreda was create base-line information to advance teachers' job motivation. Thus, different barrier that contribute influence of principal leadership on teachers job motivation would be reduced. More specifically, this research would:

- It helps to create awareness of the factors that affect teachers job motivation for those who are directly or indirectly concerned with the work of education about factors affecting teachers' job m
- This study will relevant for organizations to give greatest awareness among principals, supervisors, teachers and concerned authorities such as educational decision makers' and curriculum designers.

- It may have significant contribution to teaching and learning process in creating conducive environment for teachers, students, parents and schools leaders.
- It may be valuable for school leaders, and other concerned body to gain innovative mechanisms through which teachers' motivation could be enhanced and helps improve their administrative task, academic performances of teachers' and it will also be valuable to know how teachers can be motivated towards to their best.
- It may help for education sector, non-governmental organization, researchers to know the factors affecting teachers' job motivation.
- Research finding will serves as agenda for politician, curriculum planners and a benchmark for other researchers to conduct further studies.
- To researchers, it may form a basis for further research on influence of principal leadership on teachers job motivation

1.6 Scope/Delimitation of the study

The study mainly focuses on investigating the influence of principal leadership on primary school teachers job motivation in Aleltu Woreda .With regard to scope of the study, the study has geographical scope, content scope, methodological and time scope. Geographically, this study was limited to the Aleltu Wereda. The content scope of this study was delimited to only the influence of principal leadership on primary school teachers' job motivation in the Aleltu Wereda. As the influence of principal leadership on primary school teachers' job motivation is broad, it was focused on some theory of motivation. Aleltu Woreda is located in the north direction of Finfine/ Addis Ababa. Aleltu Woreda has fifty governmental Schools. From these two secondary schools and forty eight are primary schools. And also Aleltu Woreda has Eight CRC. The possibilities for this investigation depend on 15 government primary schools of Aleltu woreda North Shoa Oromia Regional state, which has the same guide line and characteristics. It also delimited to assess the influence of principal leadership on primary school teachers job motivation. Finally, the study would be conducted 2019 year to 2020.

1.7 Limitations of the Study

The study was specifically focused on the influence principal leadership on primary school teachers' job motivation in Aleltu Wereda .The number of influence is so large that is very difficult to account for all of them. Therefore, there is lack of accurate and proper scale for measuring teachers' job motivation. When gathering data for this study main challenge the respondents were a given responses had no interest. Because a fear of the attack Cov-19(corona virus disease). A solution were given concerning challenges of Cov-19 the researcher told to respondents kept the distance

between them and advise respondents to use a mask. The last limitation of this study was carelessness of respondents. Some teachers responded to the open-ended questions carelessly. Even, a few of them didn't respond to the questions and didn't return the papers at all. In spite of these shortcomings, the researcher was able to manage the limitations by arranging extra support, visits and collecting necessary data from the respondents.

1.8 Operational Definitions of Key Terms

The following terms are related to the influence of principal leadership on teachers' job motivation which are used for the purpose of this study and are defined for clarification.

Influence: is a positive or negative impact on the teachers' job motivation.

Job: Is the work that someone does to earn money

Job motivation: is the attributes in school environment that moves or makes teachers bring out their best in their work places

Leadership: Leadership is the ability and readiness of a person to be able to influence, encourage, persuade, lead, moving and if necessary compel others, that he received the influence it and then do something that can help achieve something mean or specific purposes

Motivation: Motivating teachers refers to the process of influencing teachers to exert their efforts to the maximum to facilitate schools primary goal achievement mainly students learning and achievement

Principals: described as an individual who supervises the school activities and occupies the position of the school leader and he/she is perceived as the significant in initiating and realizing the innovation that takes place in the school.

Teacher: is a person or substitute who must educate and teach and must manage all associated teaching activities.

Woreda: is a division or area marked off developed for administrative purpose which defined authority and responsibility

1.9 Organization of the study

This research was organized into five chapters. Chapter one is the introduction. It includes background of the study, statement of the problem, basic question/hypothesis of the study,

objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and the organization of the study. Chapter two covered the literature review sub-divided into the concept of motivation and influence of principal leadership on teachers' job motivation, extent to which income influence of teachers' job motivation, summary on literature review, theoretical framework and conceptual framework. Chapter three deals with the research methodology under the following sub-headings: Description study area, research design, source of data, target population, sample size and sampling techniques, data collection instrument, data collection procedure, pilot study and methods of data analysis. Chapter four presented data analysis and interpretation while the summary, findings, conclusion and recommendations of the study were presented in chapter five.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

The main objective of this study is assessing to the influence of principal leadership on teachers' job motivation in primary schools of Aleltu Woreda. This chapter deals with reviewing the literature of different scholars related with influence of principal leadership on teachers' job motivation and basic question of this study.

2.2 Influence of Principal Leadership on Teachers' Job Motivation

2.2.1 Concept of Principal Leadership

Most researches conducted in the field of leadership explained the construct as an influence process relationship among leaders and followers to perform in such a way to reach a defined goal or goals (e.g. Bennis and Nanus 1985; Burns 1978, Yukl and Vanfleet, 1992). Such influence relationships according to most literatures is guided by the leader, where he/she attempts to influence followers to achieve a common goal (E.g. Flesherman, 1973). Developing on the points stated earlier school leadership as studied by (Sisungu, 2002; Aghenta, 2001; Black and Mouton) is described as the principal's ability to influence teachers, students and other stakeholders so that they enthusiastically and willingly make every effort towards the achievements of school goals

Leadership is a complex concept and it is difficult to define it easily (Leithwood& rihel, 2003). According to these scholars Leadership have two most core definition 'Providing direction and exercises influence'. Leaders mobilize and work with others to achieve shared goals. This definition has several important implications:

- Leaders do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction.
- Leaders primarily work through and with other people. They also help to establish that enable others to effective. Thus, leadership effects on school goals are indirect as well as direct
- Leadership is a function more than a role. Although leadership is often invested in-or-expected of-persons in positions of formal authority, leadership encompass a set of functions that may be performed by many different persons in different roles throughout a school.

However, scholars have tried to define it in different ways. For example, Yukl (2006) defined leadership as 'an influencing process and its resultant outcomes that occurs between leaders and

followers others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplished shared objectives”. Hence, according to Yukl, leadership is a process by which a person influences others to accomplish an objective and directs individual and collective efforts towards organizational goal achievement.

.Kouzes and Posner (2010) also explained that leaders who used “The Five Practices of Exemplary Leadership” are perceived by their followers to be better leaders. According to Kouzes and Posner, individuals who are working with leaders using the five leadership practices are found to be more satisfied with their leaders, more excited about their work, and become more productive in their performance (Kouzes& Posner, 2010). Therefore, the five practices of exemplary leadership identified by Kouzes and Posner since it includes all the areas explained by other scholars. Leadership is: i) Model the way, ii) Inspire a shared vision, iii) Challenge the process, iv) Enabling others to act and v) Encourage the heart.

Effective principals were identified by Leithwood & Louis (2012) as those that pay attention to four-core leadership practices; setting directions, developing people, redesigning the organization, and improving the instructional program. They claimed that specific practices within each of the core areas led to successful schools. Practices of principals largely affected the overall culture and climate of a school. Leadership is the work done by someone with all the ability they have to influence, encourage, guide and propel individuals so that they want to work with enthusiasm and confidence in achieving the goals of the organization (Burhanuddin, 2005).

According to Gupta (2006) defines as the process of influencing the behavior of others towards the accomplishment of goals in a given institution. He identifies eight salient features of leadership as follows. First, leader must have followers. A person can be called a leader if he/she has a group of followers behind him/her who accept him/her and agree to be influenced by him/her. Second, leadership is a working relationship between the leader and his /her followers. There must be community of interest between the leader and the followers. Third, the purpose of leadership is to achieve some common goals. The leader makes every effort to ensure that the followers strive enthusiastically to realize common objectives. Four, a leader influences his follower to follow willingly not by force or coercion. A leader should inspire his follower by his conduct, ability and social relations. He is able to secure desirable actions from a group of followers who do so willingly, without the use of coercion. Five, leadership is exercised in a given situation. There must be particular circumstances or situational variable that give rise to the exercise of leadership. Six, leadership is a social interaction-influence process between the leader and his followers. A leader

influences the follower but the followers too may influence the attitudes and behavior of the leader by interacting with him. Seven, leadership is a power relationship in which power and influence are unevenly distributed among group members. A leader is at the center of the group's power structure. Eight, leadership is continuous and dynamic process of influencing behavior.

According to MOE (2004), forward the most comprehensive definition of leadership as the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. They put influence as a key concept in the definition, and state that the source of influence may be the position a person has in a formal organizational structure or recognition and respect given to a person due to his/her professional or social acceptance in a group. Terry and Franklin (2003), mention that a leadership influences on teachers based on one or more of five source of power coercive, reward, legitimate, expert and referent. Whereas the first three are formal organizational factors and the last two are personal elements that contribute to the strength of a leadership.

2.3 Teachers' job Motivation

Most of the teacher motivation definitions insist upon three common elements which describe the phenomenon of motivation:-The factor which determines and sustains the teacher behavior, the things that give a direction to this behavior and the way in which this behavior is maintained or sustained. Each of these three elements represents an important factor for the understanding of the human behavior in a working place. The first refers to the energizing forces from the inside of each individual which determines or directs him to behave in certain ways and to the existent forces in the medium which block the first to develop. In the second, we speak about the focus upon the aims: the individual's behavior is directed towards a certain way. The third factor, takes into consideration the inner forces of the individual or specific to the environment which offer the feedback capable to rebuild the intensity and direction of the action (Luthans, 2005).Motivation is the catalyst that spurns teachers' eagerness to work without pressure. To motivate is to provide employees with a motive to do some tasks. It is to cause or provoke teachers 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.

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 to follow a teaching profession is predominantly imperative in the

progress circumstances of teachers' shortages (Preston, 2002). Teachers' motivation takes roots from inner interest of the teachers. Additionally, retaining and attracting properly motivated teaching candidate, have the prospective to not only counterbalance teacher shortages but argument the improvement of effectual educators in the elongated run. Motivation is '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). 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. Teachers 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 teachers'.

2.4 Influence of principal Leadership on Teachers' Job Motivation

Principal leadership influenced on teachers job motivation by material and psychological factors; which may induce activeness (or reluctances) in achievements associated to teaching" (Bennell & Akyeamong, 2007). It includes all the psychological processes that influence teachers' behavior towards the achievement of educational goals (Bennell, 2004). From the above definitions, in general, it is possible to extract that motivating teachers refers to the process of stimulating teachers to an action to achieve desired educational goal. Most of principal leadership influence on teachers job motivation insist upon three common elements which describe the phenomenon of motivation:- The factor which determines and sustains the teacher behavior, the things that give a direction to this behavior and the way in which this behavior is maintained or sustained. Each of these three elements represents an important factor for the understanding of the human behavior in a working place. The first refers to the energizing forces from the inside of each individual which determines or directs him to behave in certain ways and to the existent forces in the medium which block the first to develop.

In the second, we speak about the focus upon the aims: the individual's behavior is directed towards a certain way. The third factor, takes into consideration the inner forces of the individual or specific

to the environment which offer the feedback capable to rebuild the intensity and direction of the action (Luthans, 2005). Motivation is the catalyst that spurs teachers' eagerness to work without pressure. To motivate is to provide employees with a motive to do some tasks. It is to cause or provoke teachers 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 is no effective principal leadership, and that there are no motivational speakers. Motivation has been used by effective principal leadership to prompt ordinary people to achieve uncommon results in all fields of endeavors.

Teachers' motivation takes roots from inner interest of the teachers. In general influence of principal leadership on teachers job motivation are divided into intrinsic and extrinsic motivation, financial and non- financial motivation, positive and negative motivation (Sarkar, 2000).

2.4.1 Intrinsic influence motivation

Influence of intrinsic motivation is type of motivation that is available at performance of work and that provides teachers satisfaction during performance of the job. Influence of intrinsic motivation is associated with praise, recognition, power, delegation of authority, competition and participation in decision making process (Sarkar, 2000).

2.4.2 Extrinsic influence motivation

Influence of extrinsic motivation is concerned with external motivators which teachers enjoy pay promotion, status and fringe benefit. This type of motivation is available only after the completion of the job. Increasing in the wages, retirement benefit, risks period for vacation holiday, health wages, health insurance are examples of extrinsic motivation (Fleet, 2001). This type of motivation is also important in the school to motivate teachers. Influence of extrinsic motivation include Workload, Remuneration, incentives, Accountability, Institutional environment, and facilities

2.4.3 Financial influence motivation

Financial motivation is directly or indirectly associated with money. The most common financial motivation is wages and salaries, bonus, profit sharing, vacation pay, free medical service, refreshment benefit and insurance is some of financial motivation of teachers (Lussier, 2005). This contains Salaries, Commissions, Bonuses and Loan. . It taken from R.W. Mondy& R, M, Noe (1990)

2.4.4 Non –financial influence motivation

Non-financial motivation is associated with appreciation, praise, job rotation, delegation of authority, responsibility, participation, recognitions and power for teachers in work place (Deci,

Koestner, and Ryan, 2005). This includes opportunity for Promotion, Sense of Accomplishment, and Opportunity for Personal Growth, Recognition and Job Security.

2.4.5 Positive influence motivation

Positive motivation affect has been shown to be related to social activity and satisfaction and to the frequency of pleasant events. Positive perfectionism is seen as being more adaptive as it encourages positive and active striving toward goals and the teacher is able to regulate their perfectionism. Therefore, it is associated with high achievement and positive affect (Flett and Hewitt, 2002).

2.4.6 Negative influence motivation

Negative motivation is a mixture of anxiety and depression symptoms. Research has shown that negative effect, but not positive effect, is related to self-reported stress, poor coping, health complaints and frequency of unpleasant events (Frost and Di Bartolo, 2002).

2.5 Ways of Principal Leadership influence on Teachers' Job Motivation

There are a variety of factors influence in motivating teachers in Aleltu Woreda. These can be summarized as a secure future, good and healthy working conditions and positive communication with peers, school facilities as well as leaders. The most important factor influence for the motivation of teachers in the Aleltu Woreda: the participation of teachers in decision making, the sharing of authority and responsibility, compensation and rewards can motivate them (Kocabas and Karakose, 2005).

2.5.1 Role of physical school environment on teachers' job motivation

Physical school environment provision of adequate teaching and learning facilities includes standard classroom, library, laboratory, playing fields, textbooks and teachers living house that influence teacher job motivation. School facilities refers physical resources enhance the conducive environment that promotes effective teaching and learning by motivating teachers. Teaching and learning resources include classrooms, laboratories, libraries, textbooks among other things. Reduced class size motivates teachers to effective teaching due to more student participation (Lumuli, 2009). Cenani (2011) links teachers' job satisfaction and performance in examinations to the state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations when because the poor are often in areas where schools are seriously deprived of vital facilities and attitude of helplessness may be inculcated early into teachers and students making them have a negative attitude toward the school. Negatively impact teachers' effort but also makes teachers resistant to applying new teaching method. (Bennel and

Akyeampong, 2007). Physical materials in terms of adequacy and quality have been noted to have a great impact on teacher job motivation. According to ESDP V (MoE, 2015) explained as the needed atmosphere created for teachers at the work place to motivate them to greater performance. The key factors are workload which is number of pupils and working hours, general classroom conditions, management support, living arrangements and distance to work. Teachers are likely motivated when they have peaceful and sustainable working environments (Bennell, 2004).

2.5.2 Role of social school environment on teachers' job motivation

Social school environment is school environment include interaction of school communities in school compound which includes effective communication of teachers with school leaders, students, parents and team spirit develop in the school.

2.5.3 Relationship of teachers with supervision / satisfaction with supervision/

It is regularly recommended the attention by a supervisor for the needs or feelings of his subordinates has positive effects on teachers' motivation to perform their jobs effectively.

The more considerate, supportive or employee-oriented a supervisor is, the greater the extent to which his teachers will strive to do their jobs well. Thus Chandan (2010) pointed out that an employee-oriented supervisor will tend to get better productivity, motivation and work satisfaction. He states that a supervisor who obtains the highest productivity is supportive, friendly and helpful, rather than being unfriendly and endeavors to treat people in a sensitive and considerate way.

2.5.4 Role of psychological school environment on teachers' job motivation

Psychological school environment enhance the morale of teachers for their teaching activity which include reward, incentive, career structure, involvement in decision-making and delegation of duty.

2.5.5 Teacher reward systems (remuneration and compensation)

Rewarding is a Psychological factor in teachers motivation which most schools have gained the immense progress by fully complying with their business strategy through a well- balanced reward and recognition programs for teachers. Motivation of teachers and their productivity can be enhanced through providing them effective recognition of teachers which ultimately results in improved performance of schools. The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation. At intangible or psychological rewards like appreciation and recognition plays a vital role in motivating teachers and increasing their performance which indicate commitment of teachers are based on rewards and recognition (Andrew, 2004).Ajila and Abiola

(2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions. In school both intrinsic and extrinsic rewards motivated the teachers and resulted in higher productivity. Compensation system should attract and retain the talent a school needs, encourage teachers to develop the skills and abilities they need, motivate teachers and create the type of team culture in which teachers care about the school's success. Through motivation individuals willingly engage in some behavior. In retention, linking pay to performance is likely to help improve workforce composition. High performers tend to gain a larger share of compensation resources and thus are motivated to stay with the school. Below to average performers becomes discouraged and tend to leave the school (Carragher, *et al.* 2006). Hube, *etal.*(2007) pointed that reward includes monetary (salary, bonuses) and non-monetary incentives (participation in decision-making, public recognition), is a key exchange resource that employers use to support their differentiation of employees.

2.5.6 Teachers 'involvement in decision-making

Involvement in decision-making refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization. Involvement in decision-making is a typical characteristic of participatory type of leadership. While lack of involvement in decision making portrays autocratic leadership style is portrayed when leaders may reluctantly involve subordinates in decision making process (Webster, 2002). UNESCO (2006) identified that teachers motivation as being negatively affected by lack of participate in decision. Study in Ethiopia indicated that there is a strong sense of distance from regional and national level decisions that are eventually communicated to teachers as immutable decisions, often divorced from their daily situation. Without adequate communication or consultation, teachers lose morale to perform well and even some feel disenfranchised and more ineffectual in their roles. Ndu and Anogbov (2007) argued that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and dedication to the school. Teachers who are not satisfied in the workplace are more likely to leave the profession and if teachers can receive support from their principal and from local parents, if they are involved in the decision-making process, and if they work within a positive school environment, they are more likely to succeed and remain in the profession.

2.5.7 Delegation of duties for Teachers'

Hannagan (2002) delegation is where a leader transfers power, responsibility, authority and decision making procedures to subordinates working in various departments of any given organization and which allow the teachers to use and develop their skills, self-confidence, knowledge to full potential and as a dynamic tool for motivating and training teachers to realize their full potential effectively and efficiently.

2.6 Strategies/Mechanism to Improve Teachers Job Motivation

Teachers and teaching are important to the development of any educational system. Any socio-economic strategy, aimed at improving schools and human development must emphasize the advancement and working conditions of teachers. Many studies in the past have done on the working conditions of teachers and teaching have concentrated on identifying the main characteristics of effective teaching with respect to pupils' outcomes. However, the status of teacher as well as the environment in which they operate has been deteriorating over the years. Many countries are facing crisis in the teaching profession. It is thus important that if our schools must work well, there is the need to provide workable strategies that will improve the conditions of teachers and teaching in the schools of developing countries (MoE, 2015).

2.6.1 Improving the working conditions of school

Policymakers refocusing on teachers' quality at all levels specifically on the issues of teachers' recruitment, preparation, licensing and certification standards and professional development. However, it has been observed that the working condition of teachers in most of schools place them at disadvantage in providing adequate teaching activities. It is necessary to put in place some mechanisms supported by government that will help promote the retention of qualified and competent teachers in schools with a view to improving the quality and working condition of teachers in schools. There are, however, various strategies that can be pursued in improving the working conditions of teachers. According to ESDP V the strategy to recruit and retain high-caliber teachers in schools must focus on the issue of teachers' salaries and other financial incentives. First, all teachers should receive salaries that reflect the value of being part of the teaching profession and their contributions to the society. Second, to attract and retain teachers in isolated communities, they should be compensated with additional financial incentives, in the form of hardship allowance and travel allowance for teachers. Evidently, some measures must be put in place to help mitigate the problems facing teachers in communities (MoE, 2015).

2.6.2 Provision of Financial Incentives

The main source of improving the working conditions of teachers lies in enhanced salaries and wages. Many governments are quick to point at the size of teachers' salaries in their total expenditure. Yet, they remain underpaid when compared to other professions even within the same environment. As a result, many teachers indulge in moonlighting, which affects their commitment and quality of teaching (Deci, Koestner, and Ryan, 2005). The strategy to pursue is not only to increase teachers' salaries, but to examine the way salaries are organized, how the teachers are being paid, and their promotion structure that will determine the increase in salaries over time. The idea is to review the general salary system, remuneration patterns and appreciation of teachers' role. This should necessarily include the design of a special salary scale for teachers which will take into consideration their qualification and experience. Presently, teachers' salaries in most countries are linked to the uniform scale implemented by the civil service; hence, all teachers are treated equally as regards salary payments. One strategy will be to have specialized allowances for teachers that will take into consideration not just their qualifications but also experience. This is at the broad level. Since rural teachers work in difficult conditions, it will be imperative to design special allowances for them (Mulkeen, 2005, Ali and Ahimed, 2009, MoE, 2015).

2.6.3 Provision of non-financial incentives

It may be non-monetary, including special study leave or better training opportunities. The major incentives for teachers are the provision of housing for the teachers. Where teachers cannot live near the school, they are likely to spend a lot of time on travelling, often to the detriment of their school work. In Malawi, official education data reveal a strong association between the availability of housing and the presence of female teachers in the school. Similarly in Uganda, a recent study on teacher attrition considers the provision of housing to be a key factor in ensuring teacher retention, especially in rural areas. In 2005, 15 percent of the school facilities school grant was allocated to the construction of housing for teachers in Uganda (Mulkeen, 2005)

2.6.4 Improving career development

The problems in supporting newly qualified teachers and the lack of career development opportunities which often combine to make teachers' effectiveness difficult. These should be improved by scholarships for certified teachers seeking advanced In-service and on-service training which includes distance learning, seminars and workshops ESDP V (MoE, 2015).

2.6.5 Improving teacher professionalism

There is the need to encourage teacher professionalism in order to improve the working conditions of teachers. Although virtually all countries have teachers' union, they have failed to organize teaching as a profession. Hence, outside factors and others who are not necessarily teachers have taken over control and regulate the profession. Unlike other professions such as medicine, finance that have professional bodies that control and regulate the actions of their members, the teaching profession does not appear to have such a cohesive professional body to control and regulate the conduct of teachers in most countries in Africa (ACDE, 1998).

A strategy to 'transform teaching into a profession of choice will be implemented. This strategy is focus on the needs of teachers, with the ambition to re-establish the prestige of the teaching profession which attracts the most able and ensures that all teachers' valued and value their profession. Through this process, teacher retention will rise, teacher attendance will increase and student achievement will be improved. Teachers development policy is a major endeavor, aimed at enriching the professional experiences of teachers. From the time of applying to join CTEs, individuals will have access to motivating career development opportunities, with teacher coaching linked to for clear pathways career progression to subject specialists. Implementation of the existing teacher development policy will be strengthened to improve teacher distribution, equity and balance of skills in all regions. This policy includes provisions related to incentives and placements which will be used to attract teachers to hardship posts. By committing such extensive support to teachers, commitment will be repaid through higher standards of professionalism, competency and motivation. Amongst the public, the image of the teaching profession will be repositioned ESDP V (MoE, 2015).

2.6.6 Improving support, inspection and Supervision Services

Teachers' Training and Professional Development, monitoring and evaluation are important activities that can ensure getting results in any institutions. Over the years, the roles of school inspectors and supervisors have not been taken seriously. This is one of the best ways of improving the educational system of the country. The supervision and inspectorate divisions of many countries' are short-staffed and have enormous capacity gaps to motivate teachers towards their best (Sargent and Hannma, 2005). Teachers is responsible for communicating effectively all curriculum content. Without high levels of competency, transmission of knowledge, skills and values will be weak. The recent curriculum revision, with a move towards a student-centered approach to teaching and learning, requires active teaching methods and effective

classroom management to maximize time on task. The new approaches will benefit all students when effectively applied, strengthening their confidence, leadership and innovation skills. It has been seen, however, that the largest barrier to effective implementation of the revised curriculum is lack of pedagogical skills amongst teachers. This is unsurprising given the transition from traditional to modern methods for teachers and teacher educators. The government will therefore provide support to better facilitate this transition by improving qualification processes and standards (pre-service training), enriching CPD and strengthening supervision processes (in-service training) are move to the required qualification standard EDSP V(MoE, 2015).

2.6.7 Improving Teachers participation and recognition

The society in many developing countries is knitted together in such a way that any policy or program can only be successful through the collaboration and involvement of the community. In this regard, government should involve the community in the necessary aspects of teaching and school improvement where they can be involved. The starting point may be appointment of community members as school board members. As members of the school's board, they will be able to monitor and supervise the school and teachers. In addition, they can also serve as "early warning system" if the facilities of the school are deteriorating. By being members of the school's board, they can give adequate recognition.

2.7 Motivation in the School Setting

School setting motivation at school level for teachers given types increasing job motivation like; extrinsic incentives, reward materials, thanks program, professional support and psychological treatments of teachers.

Herzberg's 1959 work is applied to the school setting by Sergiovanni and Starratt (1993). Sergiovanni and Starratt classify teacher motivation into three groups: (a) what gets rewarded gets done (b) what is rewarding gets done and (c) what is good gets done . The first group "what gets rewarded gets done," is based on rewards, consequences, and extrinsic incentives. There are multiple problems with this first form of motivation for teachers. Teaching is a complex practice or art that requires spontaneity and creativity. Rewarding only what gets done may reduce the likelihood that the art of teaching will be practiced. Secondly, this form of motivation requires frequent supervision to effectively reward teachers. This constant interaction may cause teachers to become dependent on their supervisors, stifling their professionalism (Sergiovanni & Starratt).

The second group, what is rewarding gets done, relies on teachers satisfying their needs in the work experience. Teachers in this group experience intrinsic motivation based on achievement,

recognition, and the work. While what is rewarding gets things done, Sergiovanni and Starratt (1993) argue there is yet a higher level teachers can attain. This group of motivation is the “what is good gets done,” based on the willingness to self-sacrifice one’s own needs. These are the teachers who are willing to set aside their personal time and resources for the needs of their students. They act or behave because it is the right thing to do. At each motivational level there is an increase in efficiency, effectiveness, and autonomy while a need for supervision simultaneously decreases sequentially.

Principals are challenged by Sergiovanni and Starratt (1993) to practice supervision that recognizes the importance of “what is rewarding gets done” and “what is good gets done,” which encourage teachers’ independent motivation. Actions to initiate practices that encourage these motivational groups when developing a school climate may further enhance student achievement (Sergiovanni & Starratt). Evans (1998) redefined Herzberg’s Motivation-Hygiene theory to apply to the school setting. She defined motivation as “a condition, or the creation of a condition, that encompasses all those factors that determine the degree of inclination towards engagement in an activity”. Evans’ research of teacher motivation indicates that teachers are motivated by recognition of their efforts or their talents and demotivated by insufficient recognition.

Evans (1998) sub-divided Herzberg’s Motivation factor achievement into two groups: job comfort and job fulfillment. Job comfort relates to factors that teachers use to describe a comfortable school, such as “relaxing” and “secure.” Job fulfillment was defined as “a state of mind encompassing all the feelings determined by the extent of the sense of personal achievement which the individual attributes to his/her performance of those components of his/her job which s/he values”. Evans views job fulfillment as a perception of one’s achievements, not an objective evaluation that the achievement has-been accomplished. Furthermore, Evans declares motivation is individualistic and therefore different for every teacher.

2.8 Summary of the Literature Review

This chapter reviewed different literature pertaining to the influence of principal leadership on teacher job motivation. Principal leadership as “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplished shared objectives. Hence, according to Yukl, leadership is a process by which a person influences others to accomplish an objective and directs individual and collective efforts towards organizational goal achievement. The teachers’ job motivation three common elements which describe the phenomenon of motivation:-The factor which determines and

sustains the teacher behavior, the things that give a direction to this behavior and the way in which this behavior is maintained or sustained. Each of these three elements represents an important factor for the understanding of the human behavior in a working place. The first refers to the energizing forces from the inside of each individual which determines or directs him to behave in certain ways and to the existent forces in the medium which block the first to develop. In the second, we speak about the focus upon the aims: the individual's behavior is directed towards certain way. The ways of principal leadership influence teachers' job motivation are; role of physical school environment, role of social school environment, role of psychological, teachers reward system, teachers' involvement in decision making and delegation of duties for teachers. The strategy/mechanism principal leadership improve teachers job motivation are; improving work condition of school, provision of financial incentives, provision of non-financial incentives, improving career development, improving teachers professionalism, improving support, inspection and supervision services and improving teachers participation and recognition. From the literature cited above, there was no clear evidence and information on various motivation strategies which are crucial for influence of principal leadership to consider in order to enhancing teachers' job motivation. Little is known on what influence of principal leadership on teachers job motivation in order to work effectively. Indeed, not enough literature wrote on influence of principal leadership on teachers' job motivation. This study is conducted as an attempt to fill up some of those knowledge gaps.

UNIT THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

One of the main steps in conducting a research is to collect data that enables a researcher to reach suggested solution for the problem identified. This section presents the research design, participants of the study, sampling techniques and sample size, data gathering instruments, ethical consideration method of data analysis.

3.2 Description of Study Area

Aleltu is one of the woredas of North Shewa zone of Oromia Region in Ethiopia. The capital city is Mikewa found 55 km away from Addis Ababa on the road to Dessie. The Woreda is subdivided in to 22 kebeles and it is bordered in the northern by east North shewa of Amhara region, in the south by Oromia special zone around Finfine and in the west by west Jida woreda. The woreda has 48 primary schools (1-8). It has 219 male and 131 female, total of 350 primary school teachers and 7,054 male and 5,214 female total 12, 268 primary school student in the year 2012 E.C (Source Woreda Education Office 2012 E.C). According to the Woreda Truism office Report, the Woreda is classified into three major climate zones on the base of altitude, rainfall and temperature: Dega, Woina-Dega and Kolla. It has a place for tourisms like Etisa Gedam and Bowa Senti. The woreda is favorable for the production of different crops like: Teff, wheat, bean, Sorghum, Maize, which are the major ones. Vegetable, oil and root crops are other crops in the Aleltu woreda.

3.3 The Research Design

The main purpose of this study was to assess the Influence of principal leadership on primary school teachers' job motivation in some selected primary schools in Aleltu woreda. Research design was the plan of action that links the philosophical assumptions to specific methods (Creswell & Plano Clark, 2007). In order to assess the influence of principal leadership on primary school teachers' job motivation descriptive survey design was employed. That was because it enables researchers to collect and describe large variety of data related to influence of principal leadership on primary school teachers' job motivation. As argued by Kumar (1999), descriptive research design was used to describe the nature of the existing conditions. Hailu and Yitayew (2013) agreed that descriptive survey design of research was more appropriate to gather several kinds of data on a broad size to achieve the objective of the study.

3.4 Source of Data

Both primary and secondary source of data were used for this study. Primary data was collected from school leaders (principals) and teachers through questionnaires and from supervisors and principal through interview. The necessary documents such as civil service teachers' motivation documents, school and woreda annual plan (to check budget allocation for teachers' motivation) and profile of teachers (to check rewarding system, number of periods per week, teachers who get career development) were used as secondary source of data.

3.5 Population, Sample Size and Sampling Techniques

In AleltuWoreda there are 48 primary school, 350 primary school teachers, 8 supervisors, and 48 primary school principals. Total of 48 government's primary schools (1-8) selected 15 (31%) by simple random sampling, from 350 teachers selected 132(37%) teachers by simple random sampling, total 8 of supervisors selected all(100%) by purposive sampling and total 48 of primary school principal selected 15(31%) by Simple random sampling were included in the sample.

The approach used to determine the number of teachers samples in this study would be simplified by formula provided by Paler-Calmorin and Calmorin (as cited in Workineh Bayissa and Shimels Zewdie used, 2010) the formula used is as follows

$$n = \frac{Z^2 p q}{e^2} \quad \text{Where; } n = \text{sample size}$$

N = total number of population (350)

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)

$$\text{Therefore } n = \frac{350(2.58)^2 + (0.01)^2 N(1-0.5)}{350(0.01)^2 + (2.58)^2 N(1-0.5)}$$

$$n = \frac{903 + 0.0001 \times 0.5}{3.5 + 6.6564 \times 0.5}$$

$$n = \frac{903.00005}{3.5 + 3.3282}$$

$$n = \frac{903.00005}{3.5 + 3.3282}$$

So, **n = 132**

Table 1: Distribution of Sample size and Sampling techniques

Name of CRC	Schools			Teachers			School principal			Supervisors		
	Total	Samp	%	Total	Samp	%	Total	Samp	%	Total	Samp	%
Hurufa Bido	7	2	29	46	18	39.1	7	2	28.6	1	1	100
Lizib Dengay	5	1	20	28	11	39.3	5	1	20	1	1	100
Kera Arba	6	2	33.3	39	14	35.9	6	2	33.3	1	1	100
Chole	6	2	33	48	19	33	6	2	33.3	1	1	100
Menagash Fiche	5	2	40	53	21	39.6	5	2	40	1	1	100
Aleltu	7	2	33.3	55	21	38.2	7	2	28.6	1	1	100
Hurufa Lebu	6	2	33.3	41	13	31.7	6	2	33.3	1	1	100
Wera Chole	6	2	33.3	40	15	37.5	6	2	33.3	1	1	100
Total	48	15	31.3	350	132	37.7	48	15	31.3	8	8	100
Sampling technics	Simple random sampling			Simple random sampling			Simple random Sampling			Purposive Random Sampling		

3.6 Data collection Instrument

The data for the study was gathered using different data collecting instruments .Among these, questionnaires, interview and documentary review was employed for the study. The reason behind using different tools is to crosscheck the internal consistence of the data and to obtain valid information.

3.6.1 Questionnaire

Questionnaires were the major instruments to collect information from the respondents of the study because they were used to collect information from large sample with minimum cost and in short time. The questionnaires were prepared by English language and Afan Oromo for teachers because the respondents understand the items easily.

The researcher designed 46 close-ended and 4 open-ended questions. The questionnaires were designed for 132 selected teachers. For closed ended question, the researcher used five point Likert type rating scale ranging from 1 to 5 (1= Very low to 5= very high). The questionnaire had five parts. The first part of the questionnaire were used to obtain relevant information about respondents; the second part was designed to secure information about the extent of teachers' job motivation in primary schools; the third part collect the major influence of teachers job motivation and the fourth part to suggest strategies were used for improving teachers' job motivation. And the likert scale items were interpreted as rang of mean value, mean value ≤ 1.49 = very low/strongly disagree/, 1.5 - 2.49 =low /disagree, 2.5 -3.49 = average/ fair/undecided/, 3.5 - 4.49 = agree/high, ≥ 4.5 the frame of reference (Bluma. A 2012).

After preparing the items of questionnaire, researchers distributed it to partners, discussed with M.A holders to check content validity, relevance, clarity, unambiguity and loop hols of each item. Additionally, to make necessary correction and modification on the questionnaires pilot test was conducted in Gowa primary school to check its reliability and validity of each item of questionnaire. Based on the feedback obtained, the necessary modifications were made for the actual usage. This helped the researcher to ensure the language accuracy and to check appropriateness of the item contained in the questionnaire. Pilot test was allowed enough time to distinguish ambiguities and errors were identified. For pilot test 8 teachers' were involved, he researcher measure the degree of a research instrument to yield consistent results or data after repeated trials and suitable changes were made depending on the comment collected.

3.6.2 Interview

In addition to the questionnaire, interview was used to collect deep information and relevant data that may not obtained by the questionnaires. In this study, the researcher was designed 5 semi-structured interview questions. The interview questionnaire was prepared by researchers and help of M.A holders students live in that area. The interview was prepared in English but translated to Afan Oromo language, in order to obtain the necessary in depth information and make communication easier. The ways of interviews conducted one- to-one forms and face- to-face with respondents. The information obtained could be recorded, transcribed and then through support of language teachers the interview was translated in to English. The interview was designed for 15 principal and 8 Supervisors. The place interviews principals at school level and supervisors at CRC and woreda education office. The time taken of interviews for one session was 15 minutes and all session 345 minutes taken. Method of recorded response of respondents' written form and video recorded.

3.6.3 Document review

Documents, which are found in the Aleltu woreda education office were reviewed and used to generate secondary data. Documents review was a type of qualitative data gathering like file containing feedback given for teachers, and checklists in relation to the practice of school and Woreda annual plan and profile of a teacher. The points data gathering information from documents were review about budget allocation for teachers' promotion, salary increment, education opportunity a given for teachers, the ways of teachers were getting medication, at the end of semester the existence thanks program, the method of teachers initiation and rewarding system was analyzed. The ways of focused on important points prepared by checklist guidance

3.7 Procedures of Data Collection

Five phases took place when data was collected from fifteen sample primary schools Aleltu Woreda. At first phase the researcher summit a letter obtained from the department of educational planning and management, Addis Ababa University to the sample Primary schools in AleltuWoreda to get permission. Second, after agreement and appointment date demarked from the responders and before questionnaires were distributed to respondents, all respondents were informed about the objective of the study and orientation were given to them for more clarification of the questionnaire by researcher and data collectors in the sample schools. Thirdly, the questionnaires were administered to respondents by the help of data collectors, collect the questionnaires and thank the respondents for their cooperation. Lastly the researchers conducted interview with CRC supervisors and school principals. In each school a minimum average of six days were used to distribute questionnaires, making interview and collect the necessary information. The questionnaires were collected after ten days from each school by the researcher and data collectors.

3.8 Pilot study

Pilot-test was conducted in a School which was out of the sampled Schools to check the validity and reliability of the research instruments. The School selecting to conduct the pilot-test was Gowa School which is one of government schools with eight teachers. Finally, the questionnaire was collected and analyzed then necessary modification and items were corrected.

As far as validity is concerned, Anna (2013) described that validity indicates the degree to which an instrument measures the construct under investigation. For a data collection instrument to be considered valid, the content selected and included must be relevant to the need or gap established. The research instruments were reviewed for validity by the thesis advisor and colleagues. They checked the instruments independently to ascertain whether instruments could solicit the right information as per expectations according to the research topic and modification was made based on

the suggestions given. Moreover, pilot study was made and the questionnaires were adopted from the previous study by making some adjustments. Concerning the reliability of the instrument, Mugenda (2003) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials.

An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time (Kothari, 2005). However, reliability in research is affected by random errors. The pre-test helped the researcher identify the most likely source of errors and hence respond to them before the actual study. The tester-test method was used to pilot the questionnaires using one government primary School in Aleltu Weroda which did not form part of the sample of the study.

3.9 Methods of Data Analysis

The data collected through questionnaires, interviews and documentary review from respondents was arranged in tables, analyzed and interpreted through all the necessary information, the data were edited and reduced at first, then coded and processed separately for each item in away appropriate to answer the research questions. Quantitative data were coded, tabulated, and were analyzed by using descriptive statistics mean, standard deviation and percentage and also open-ended and interview analyzed by qualitative data. Finally based on the key finding of the study, its major findings were summarized; conclusions and possible recommendations would be suggested for the problems under study.

3.10 Ethical Consideration

Ethics as applied to research and other related undertaking generally refer to concede ration to protect and respect the right and welfare of participants' and other parties associated with this activities (Best and Kahn, 2004). It has been repeatedly explained by different scholars that ethical issue are issues needing to be thought about carefully in any research work and researchers are recommended to mind and treat those in carful and sensible way. That is why national association has published standards or codes of ethics on their web site for professionals in their field. The questionnaire was accompanied by opening letter which explained the purpose and significance of the study. It was inform the subjects that their responses will use only for the study. In addition it was assuring them that identity and their school was kept confidential. The same procedures were used before conducting the interview

CHAPTER FOUR

4.1 PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter deals with analysis, presentation and interpretation of data gathered from respondents through questionnaires, interview and document review. Thus, the qualitative as well as quantitative analysis of data is incorporated in this chapter.

This chapter contains two parts, the first part deals with the characteristics of the respondents; and the second part deals with presentation, analysis and interpretation of the data. The main purpose of the study was to analyze the influence of principal leadership on primary school teachers' job motivation that had taken places in the school. The study mainly emphasized factors such as, ways of influence principal leadership on teachers' job motivation (role of physical school environment, role of social school environment, relationship of teachers with supervision, role psychological school environment, teachers reward system, teachers involvement in decision making, delegation of duties for teachers) and strategies/mechanism to improve teachers' job motivation(improving working condition of the school, provision of financial incentives, provision of non-financial incentives, improving career development, improving teachers professionalism, improving support and improving teachers inspection and supervision services).

4.2. Characteristics of the Respondents

This section presents the profile of respondents by sex, age, work experience, education level and number of teaching period per week.

Table 2: Respondents profile by Sex, Age, and Work Experience and Education level

Question S N		Characteristic	Teachers		School principal		Total sum	
			N	%	N	%	N	%
1	Sex	Male	86	71.7	12	80	98	72.6
		Female	34	28.3	3	20	37	27.4
		Total	120	100	15	100	365	100
2	Age	< 25yrs	18	15	2	13.3	20	14.8
		25-35yrs	66	55	12	80	78	57.8
		36-45yrs	35	29.16	1	6.7	36	26.7
		>45yrs	1	0.8	-	-	1	0.7
		Total	120	100	15	100	135	100
3	Educational level	Diploma	111	92.5	2	13.3	113	83.7
		BA/BSC/B	9	7.5	13	86.7	22	16.3
		MA	-	-	-	-	-	-
		Total	120	100	15	100	135	100
4	Service in years	1-3 years	3	2.5	-	-	3	2.2
		4-6 years	21	17.5	2	13.3	23	17
		7-9 years	38	31.7	7	46.7	45	33.3
		10-12 years	33	27.5	3	20	36	26.7
		13-15 years	15	12.5	2	13.33	17	12.6
		16-20 years	8	6.7	1	6.7	9	6.67
		>20 years	2	1.7	-	-	2	1.5
		Total	120	100	15	100	135	100
5	Teaching load per week	<10 period	-	-	14	93.33	14	10.4
		11-20 period	78	65	1	6.7	79	58.5
		>20 period	42	35	-	-	42	31.1
		Total	120	100	15	100	135	100

As seen from Table 2 item 1, from total respondents 71.67% were male whereas 28.33% were female. As seen from table 2, item 2, the numbers of respondents 15% of age were below 25 years. 55% of the respondents were between 25-35 years, 29.16% of them were between 36-45 years. 0.83 % respondents' age was above 45 years. As seen from the same table totally about 84.17% were between the ages of 25-45 years.

Regarding Table 2, item 3, 92.5% of total respondents had diploma and some of respondents 7.5% had degree. Academic profession of respondent's shows that majority of teaching staff 92.5% of teachers' and 13.33% of school principals' are with diploma holders. 86.67% of respondents who are degree holders, 83.70% of diploma holder need further education. Specifically, 111 (92.5 %) of teachers', 2(13.33%) school principals were diploma holders. According to standard for primary school teachers and school principals, the Blue Print Guideline teachers fulfilled BA/BSC grade 1-8 and school principals in BA/BSC in primary schools. This implies it needs further up grading (MoE, 2013). As it can be seen from Table 2, item 4, concerning the years of the work experience, the finding showed that 2.5 % of total participants had served 1-3 years, 17.5% of the respondents had 4-6 years, 31.67 of the respondents had 7-9, 27.5% of the respondents had 10-12 years, 12.5% of the respondents had 13-15 years and 6.67% above 20 years. The school principals worked experience 13.33%of the respondents had 4-6 years had years, 46.67% of the respondents had 7-9 years, 27.5% of the respondents had 10-12 years, 12.5% of the respondents had 13-15 years and 6.67% of the respondents had 16-20 years. Similarly, 17.04% of the participants had 4-6years' service, 33.33% of the respondents had served 7-9 years, 26.67% of the participants had 10-12 years' service and 6.67% of the participants had 16-20 years' service. Only 6.67% of the respondents had 16-20 services as well as 1.67 % of them had greater than 20years' work experience. From this one can conclude that the teachers longer work experience have high importance. This shows that most school principals, WEO experts and teachers were with rich experience. It is essential to point that the accessibility of experienced and trained teacher and school principals to enhance teachers' job motivation. To sum up the profile of respondents revealed that the service year of the teachers and school principals were associated with teachers' job motivation. It is well addressed that respondents have major contribution in determining on teachers' job motivation.

4.3. Issues related to the influence of principal leadership on teachers' job motivation

Table 3: Influence of Intrinsic Motivation on teachers' job motivation

No	4.3.1 Intrinsic influence of motivation	No	Mean	SD
1	In my school the delegation of authority depends on equality	120	2.79	4.84
2	When we do good work our school leaders give us praise and recognition	120	1.49	7.77
3	According to our responsibility we participate in decision making	120	2.47	7.23
	Average mean and Standard deviation		2.25	6.61

Key: - Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5= very high the frame of reference (Bluma. A, 2012)

As indicated in Table 3 item 1, the mean of teachers' responded regarding delegation of authority were 2.79 (SD =4.84). This indicated that the respondents' responses were fair/medium. Therefore, the delegation of authority according to teacher's response was not fully depending on equality. So, the school principal must be delegated authority based on equality to increase teachers work motivation. From Interview, four of supervisors said that "the processes of sharing authority in school according to supervisor given answer were not based on equality". The reason of this problems school principal's lack self-confidence, from all teachers' lack of the same honest, principal did not know how the delegation of authority for teachers,' fear of teachers' disturbance and lack of the same view for all teachers. According to these supervisors opinion for different reason sharing authority in school were not focused on equality. A sharing authority in the school were main issues; so the existing problems solved and principals doing with teachers by agreement and sharing authority focused on equality. Teachers often operate in very hierarchical and authoritarian systems, with limited opportunities for empowerment and delegation of responsibilities. Teacher perspectives and needs were rarely considered in education policymaking or project design. Teachers were often seen as passive implementers or technical inputs rather than partners in reform (Bennell and Akyeampong, 2007).

As observed in Table 3 item 2, the means of teachers on praise and recognition were 1.49 (SD =7.77). This showed the respondents' responses were very low which illustrated that the school leaders do not give praise and recognition when teachers did good work. Similarly, from open-

ended, most of teachers wrote that “teachers were judged for their professional competence. In the teaching profession, the position of teachers offered them recognition for their capabilities and accomplishments. But recognition in the school was not a given for teachers according to their accomplishment.” Recognition is one of the most effective ways of rewarding teachers. Because teachers have strong desire to know their offers and achievement were noticed and valued by the school. So, the school leader’s strength of recognition may a give boost to the teachers' in society, and give initiation for teachers. According to Armstrong (2010) recognition is one of the most effective ways of rewarding employees this because employee has strong desire to know that their offers and achievement were noticed and valued by the organization. Recognition makes people feel respected with increases their self-esteem. Since it is a means of feedback, it acts as a positive reinforcement on employee’s performance.

As observed in table 3 items 3 the mean of teachers’ responded on teachers’ participation in decision making according to their responsibility was 2.25 with standard deviation 7.23 .This response of teacher shows that it was low. So, the participation of teachers in decision making according to teachers’ responses had a minimum chance. In the school, when teachers participated in decision making, the principal would use alternative decision making and complain of teachers would be decreased. Factors that affect teachers’ participation in school activities to make decision were leadership factors like lack of skill, transparency, communication, lack confidence, training and coordination (Karkose, 2005). So, in order to motivate teacher’s school administration need to participating them in decision making, share authority and responsibility for teachers.

From the above table 3 the averages mean of teachers on intrinsic job motivation influence were 2.25 with standard deviation 6.61. It indicates that teachers’ responses were low with getting intrinsic motivation on work; which shows the teachers were not get intrinsic motivation. Because of delegation authority did not depend on equality, the absence of teachers’ recognition and the chances of teachers’ participation in decision making were low. Thus, it could be concluded that the intrinsic motivation of teachers was low.

Table 4: Influence of Extrinsic Motivation on teachers' job motivation

No	4.3.2 Extrinsic influence motivation	No	Mean	Standard deviation (SD)
4	My salary is insufficient to cover all basic needs and requirements	120	1.03	10.49
5	I am interested in financial and materials rewards	120	4.82	8.60
6	Teaching offers me a good opportunity for career advancement	120	4.72	7.51
	Aggregate mean and SD		3.52	8.87

Key: Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5 very high the frame of reference (Bluma. A, 2012)

Concerning Table 4 item 1, the mean values of teachers 1.03 (SD=10.49) with salary very low response. This indicated teacher's salary was not enough to cover all teachers need. From the response of items one understands that the payment of teachers was not balanced with their work. Table 4, item 2 shows that the mean values of teachers on interest of rewarded materials and financials were 4.82 with standard deviation 8.60. The respondents' response was very high with the interest of rewarded materials and financials. From this opinion, when teachers rewarded financial and materials, their motivation and commitment for job would be increased.

In this regard, VSO (2008) pointed out that low pay in comparison with other professional groups was clearly a major cause of teacher demotivation. From this statement, we can conclude that poor salary leads to negative consequence because maintaining the hygiene factors in the place of work helps to sustain the motivator factors in the employees which mean satisfying the external factors supports to sustain the internal factors. So, teachers were de-motivated by poor salary in the school.

From open ended questions, ten of the teachers wrote that, "residence for teachers is the main issue; the teachers living condition was not good. The salary that paid over per month for teachers in the urban area for housing and for living expenses was not satisfactory. Moreover, most of the teachers living very poor life and even they couldn't manage their family due to a shortage of salary they paid per month. Therefore, it must be agreed to increase teachers' salary to make sure their life. And also, the housing issue is paramount, as it was essential to have a place to live. As the teachers

struggle to manage in the urban areas, this factor was a source of desperation, since the teachers were forced to live in very poor conditions...”

Table 4 items 3 illustrated that teachers response were very high with getting the opportunity of career advancement that consist mean value 4.72 and standard deviation of 7.51. On this response the teachers was getting career advancement increase teachers’ job motivation.

Regarding the importance of advancement like in-service training, seminars and workshops were a major force in motivating teachers to lift their performance to approach the maximum of their potential. USAID recommends that, training teachers in “continuous assessment processes that enable and motivate teachers to assess children on ongoing basis and use that information to adjust their teaching practices to suit the identified learning needs” (Smith and Warner 2000)

On the above table 4 aggregate mean score 3.52 with standard deviation 8.87 indicated that the responses of teachers were very high on extrinsic motivation. This means when teachers were getting balance salary with their work, rewarding of financial and materials and teachers getting advancement career development extrinsic motivation should be increased.

4.4 Issues related to with the Ways of principal leadership influence on teachers’ job motivation

Table: 5 the role of physical school environment on teachers’ job motivation

	4.4.1.Role of physical school environment on teachers’ job motivation	No	Mean	Standard deviation
7	I am motivated with good physical work conditions in the school	120	2.93	7.81
8	Physical school environment on teachers’ job motivation was influential	120	4.85	9.03
9	Physical school environment reduce the commitments of teachers’ job motivation	120	2	9.52
	Average Mean and standard Deviation		3.26	8.79

Key: Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5 very high the frame of reference (Bluma. A, 2012)

In the first question the teachers motivated with good physical condition in the school. The response of teachers from analysis statistical result means score 2.93 with standard deviation 7.81 fair/medium response. As the responses showed, good physical condition of the school increased

teachers' job motivation. On another hand, table 5 items 2 the mean score on physical school environment on teachers' job motivation was influential 4.85 with the standard deviation 9.03. It indicated the responses of teachers with issue were very high. From this responses understand physical school environment were not comfortable affect teachers' job motivation. In another ways, on table 5 items 3 the mean value 4 with the standard deviation 3.92 with issue of physical school environment reduced the commitments of teachers' job motivation. This show the responses of teachers were very high with the statement. According to the result of this response, when physical school environment became favorable, teachers' job motivation would be very high.

According to Zhou (sited in Sargent and Hannum, 2005) a successful school provides a well maintained and pleasant working environment, establishes a happy atmosphere and places great importance on furnishing ample teaching resources to improve the teachers effort as well as work motivation. But the limitation on these aspects makes the teachers demotivated. Therefore, it has an effect on lowering the teachers' level of motivation.

From three the Principal interview said that "the favorable school physical conditions have an impact on increasing or decreasing the motivation of teacher's jobs. The importance of making school physical condition favorable was to increase the wishes of teachers for job, to ensure enough basic needs of teaches in order to making them happy, to love their work, to put strong social life among teachers. In other hand, when there is no favorable physical school condition, not favorable teachers reasonable on work, so many problems in school would be always raised, and teachers would become to hate school and demotivated on work.

As it could be observing from table 5 above the role of physical school environment on teachers' job motivation overall mean score of 3.92 with Standard deviation 8.72. This response of teachers represents that were very high regarding the role of physical school environment on teachers' job motivation. Thus, it has a negative impact when physical school environment were not favorable. Most of primary schools of the study area lack of facilities and they were not well equipped.

ESDP V (MoE, 2015) explained as the needed atmosphere created for teachers at the work place to motivate them to greater performance. The key factors were workload which was number of pupils and working hours, general classroom conditions, management support, living arrangements and distance to work. According to Macfie (2002), it is important for principal leadership effort to create a working environment where everyone is highly motivated and feels valued. Kazeem (1999) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education.

Table6: Role of social school environment on teachers' job motivation

No	4.4.2 Role of social school environment on teachers' job motivation	No	Mean	Standard deviation
10	Respect accorded to teachers by the community	120	1.73	6.85
11	Community and parents support of teachers	120	1.57	7.38
12	Teaching puts the teacher on a high social status in the society	120	3.03	5.67
	Overall mean and SD		2.11	6.63

Key: Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5 very high the frame of reference (Bluma. A, 2012)

As it is shown in the Table 6 item 1, the mean values of teachers respect accorded to teachers by the community were 1.73 (SD =6.85). It indicated the response of respondents were low. The teachers' general expectation on the profession before entered was that is respected profession. However, the respect for teachers has declined significantly, and this aspect was referred to as an important demotivated factors.

Concerning with Table 6 item 2, the mean score was 1.57(SD= 7.38) shows that were low responses on Community and parents support of teachers. According to this response teachers did not get support from community and parents. On another hand, Table 6 item 3, the mean value was 3.04(SD= 5.67) shows that they were fair/medium response on teaching puts the teachers on a high social status in the society. This response illustrated teachers have good social relationship status with community.

From open ended, five of the teachers wrote teachers need highly respect from community, student and other stakeholders. But, in the present existence the respect of teachers from community, student, principal and other stakeholders were not good. According to community view teachers did not working for community; its work for their wage. For this reason the motivation of teachers on job would be decreased.

The current approach of school improvement planning lead by self-assessment, teachers and community based decision making. Schools would be encouraged to strengthen their PTA and these community groups would be provided more information for teachers and working together to make evidence-based decisions for improvement EDSP V (MoE, 2015).

Generally, the finding from table 6 overall mean value 2.11(SD= 5.67) illustrated the response of teachers low on the role of social school environment on teachers' job motivation. That mean the role of social school environment had affect teachers job motivation.

Table 7: The Relationship of teachers with supervision /satisfaction with supervision

No		No	Mean	Standard deviation
	4.4.3 Relationship of teachers with supervision /satisfaction with supervision			
13	Technical support rendered by supervisors from WEO	120	1.3	8.18
14	There is effective school level supervision	120	2.33	7.88
15	Conduct frequent classroom observation	120	2.43	7.44
16	Provides feedback to teachers after supervision	120	2.54	6.93
	Average mean and standard Deviation		2.15	7.60

Key: Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5 very high the frame of reference (Bluma. A, 2012)

As observed from the table 7 items 1 above teachers responses regarding technical support rendered by supervisors from WEO for teachers mean score of 1.30 with Standard deviation 8.18 strongly very low. This indicates that teachers were not satisfied with regarding technical support rendered by supervisors from WEO. As table 7 items 2 the mean value of teachers' on there was effective school level supervision 2.33(SD= 7.88). It showed the responses of teachers on school level supervision were low. From teachers response we understand there was very weak effective supervision at school level. In addition from table 7 items 3 illustrated the mean score value 2.43(SD= 7.44) teachers response were low on class observation frequent for teachers. According this response class of teachers had not continuity. And also, from the above table 7 items 4 the mean score 2.54 with the standard deviation 6.93 indicates the response of teachers on provides feedback to teachers after supervision were medium/fair. From these responses understand after class observation the feedback was given; but not enough.

The supervisor needs to have some qualities to handle well his/her responsibility. Claude (1992) indicates that supervising people, teachers in particular, both a skill and an art. It was a skill because the basic theories about motivation, communication, conflict resolution, performance counseling, and so on can be learned. On the other hand, its view as an art was, the supervisor adopts and adapts this knowledge and puts into practice in his/ her own unique way.) From open ended, five of the teachers wrote that:

The supporting of teachers by supervision at school level has no continuity; it was just only for the fault founder, not academic building supervision, and has no coaching. As a result, the teachers were demotivated and demoralized on teaching learning process during class observation.

Generally, the finding of table 7 overall mean value 2.15(SD= 7.60) illustrated the response of teachers low on the relationship of teachers with supervision /satisfaction with supervision. The respondents' response show teachers had not good acceptance for class supervision/not satisfaction with supervision because a given supervision not focused on academics support.

According Cogan (1973) and Gold Gammer (1969) proposed five-stage of at school level supervision/clinical supervision. These stages are:- a) pre-observation conference, b) Classroom observation, c) Analysis of the observations d) Post- Observation Conference e) Post -conference Analysis. So Principal and Supervisor to increase the wishes of teachers on supervision using these steps or stages. So, the school leaders to create good acceptance about supervision in teachers must be using these steps.

Table 8: Role of psychological school environment on teachers' job motivation

No	4.4.4 Role of psychological school environment on teachers job motivation	No	Mean	Standard deviation
17	I am get initiation from our school leaders	120	2.45	7.64
18	When I am absent from school without permission my leaders not punishment me.	120	2.88	5.97
	Overall Mean with SD		2.66	6.88

Key: Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5 very high the frame of reference (Bluma. A, 2012)

From table 8 items 1 the mean of teachers on teachers' getting initiation from school leaders 2.45(SD= 7.64). The respondents response showed teachers getting initiation from leaders were low. By supporting the above response from open ended the teachers wrote that, " School leaders were not give enough initiation for teachers by rewarding, coaching, working together, building commitments, encourage on problems, providing effective feedback on work, and were a role model for teachers." Concerning with table 8 items 2 the mean value 2.88(SD= 5.97) shows the response of teachers on absentees one without permission, given punishment were fair/medium. According to the response of these teachers, when they were absent from their work, school management did not punish as the rule and regulation of the school.

Generally, table 8 showed the overall mean score values 2.66 with standard deviation 6.80 the responses of teachers on role of psychological school environment on teachers' job motivation were high. This means role of psychological school environment on teachers' job motivation has an effect on teachers' job motivation in at school.

Table 9: Teachers reward systems (remuneration and compensation)

No	4.4.5 Teachers reward systems (remuneration and compensation)	No	Mean	Standard deviation
19	The reward given for the quality of my efforts motivates me	120	4.275	7.99
20	Teachers who have been rewarded with incentives motivated for better performing.	120	4.2	6.54
21	The motivational process is upgrading from time to time	120	1.14	9.41
22	The principals are well aware of teachers need and how they motivated.	120	1.52	7.2
	Average mean and SD		2.78	7.785

Key: Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5 very high the frame of reference (Bluma. A, 2012)

The first question on table 9 items 1; said that, the reward that given me based on my quality of work motivates me for more performance. The respondent's response mean score value 4.275(SD= 7.99) shows, teachers clearly were high response with the issue. This response indicated when the performances of teachers good it's get reward. The second question on table 9 items 2 the mean score of teachers on best performing teachers have been rewarded with incentives 4.2 (SD= 7.99). The respondent's response shows that best performers were rewarded with incentives. From the above table 9 items 3 the mean score 1.14 with the standard deviation 9.41 indicates the response of teachers were very low on the process of teachers motivational upgrading from time to time. This response illustrated the process of teachers motivations were not increasing from time to time. Concerning with table 9 items 4 the mean value 1.52(SD= 7.2) shows the opinion of teachers on the principals were well aware of teachers need and how they could be motivated was low responses. Can understand from this response the principals had not aware of teachers need and did not know the ways of teachers' motivation.

Generally, the finding of table 9 average mean value 2.78(SD= 7.785) illustrated the response of teachers was fair/medium on reward systems (remuneration and compensation). According to this response teachers were getting rewarding incentives should be motivated but at this the process motivation decrease and principal did not know ways of teachers motivation and teachers need.

Table 10: Teachers’ involvement in decision making

No	4.4.6 Teachers’ involvement in decision making	No	Mean	Standard deviation
23	I like to schedule my own work and to make job-related decisions with a minimum of supervision.	120	3.68	6.38
24	I feel motivated in that teachers’ voices are generally heard in decision making.	120	1.6	6.90
25	I am motivated in having the chance to participate in making decisions that affect my work	120	1.22	8.70
	Average Mean and Standard deviation		2.17	7.33

Key: Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5 very high the frame of reference (Bluma.A, 2012)

Concerning with table 10 items 1 mean score value 3.68 with standard deviation 6.38 the responses of teachers on taking decision about their work with minimum supervision was high. These responses it shows teachers taking decision with the minimum amount of supervision on their work. From the above table 10 items 2 the mean score 1.6 with the standard deviation 6.90 indicates that the response of teachers was low regarding on teachers voice heard in decision making. From these responses understand that the teachers’ suggestion was not acceptable in decision making.

According to table 10 items 3 the mean value 1.22(SD= 8.70) shows the response of respondent was very low on teachers’ participation in decision making which directly affects their work. So as according to their opinion, if teachers participate in decision making, it has no impact on their work.

As a conclusion, on table 10 the respondents response mean score 2.17 with standard deviation 7.33 on teachers’ involvement in decision making were low. This means the chance of teachers participate in decision making in the school or the chance of teachers determine on school issues was low.

Table 11: Delegation of duties for teachers'

No	4.4.7 Delegation of duties for teachers'	No	Mean	Standard deviation
26	The policies of my school system allow me to do my job effectively	120	1.54	7.04
27	I believe my job is secure	120	4.43	6.69
28	I completely understand the mission of my school	120	3.35	6.51
	Overall Mean and SD		3.10	6.75

Key: Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5 very high the frame of reference (Bluma.A, 2012)

As table 11 items 1 above indicates, the teachers' response to mean value 1.54 with Standard deviation of 7.04 low on the ideas of school policy system allows working effectively. Regarding to this, the school policy was not comfortable for teachers' work; it used only the guiding policy comes from the ministry of education for primary school. Therefore, the school policy has a series weakness on the participation of teachers in various activities and the attractiveness of policy. According to current education and training policy of Ethiopia (MOE, 1994) explicated that educational policy would be democratic, professional, coordinators and would encourage all of stakeholders.

The statements presented on table 11 items 2 mean score 4.43 with standard deviation 6.69 were the response of teachers which is high with secured their jobs. These indicate teachers' need security of their work. If they kept job secure teachers; they had confident and happy with their work.

Table 11 items 3 illustrated that the mean score value 3.35(SD= 6.51) which teachers response was fair/medium on understanding their school mission. According to this statement, teachers understand their school mission but not enough. From interview, principal and supervisor "teachers did not understand the mission of their school. The reason behind these problems is that school principal's did not advertising, did not participate all stakeholders in preparing school mission and also did not give information/training on school mission." So, school leaders to consider school mission were doing with teachers and others stakeholders of the school and publisher to all see places in the compound of the school.

Generally, on table 11, the averages mean score 3.10 with standard deviation 6.75 the respondents responses on the issues of delegation of duties for teachers' were medium/fair. According to these

responses principals did not transfer a full delegate duties, power and responsibility for teachers. Hannagan (2002) delegation was where a leader transfers power, responsibility, authority and decision making procedures to subordinates working in various departments of any given organization and which allow the teachers to use and develop their skills, self -confidence, knowledge to full potential and as a dynamic tool for motivating and training teachers to realize their full potential effectively and efficiently

4.5 Issues related to the strategies /mechanism to improve of principal leadership teachers' job motivation

Table 12: Improving the working conditions of school

No	4.5.1 Improving the working conditions of school	No	Mean	Standard deviation
29	I am satisfied with the freedom to use my own judgment	120	4.6	8.89
30	The school climate and existing norms are favorable to work	120	1.53	7.09
	Overall Mean and SD		3.06	8

Key: Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5 very high the frame of reference (Bluma. A, 2012)

As table 12 items 1 the response of teachers with mean value 4.6(SD=8.89) on freely using their judgment on work was very high. The response shows when teachers had freedom to use their own judgments the work satisfaction would be increased. So, when teachers had freedom to use their own judgment, the motivation of teachers' job would be increased.

The statements presented on table 12 items 2 teachers mean score regarding on the school climate and existing norms were favorable to work 1.53 with standard deviation 7.09. It showed the response of teachers were very high. These indicate that the school climate and existing norms were favorable teachers work motivation should be increased.

The conclusion of table 12 mean score 3.06 with standard deviation 8 on the issue improved the working conditions of school teachers' response were fair/medium. According this response the school improvement work condition was done but not enough. So, improved the working conditions of school had effect on teachers' job motivation.

Table 13: Provisions financial incentives

No	4.5.2 Provision of non-financial incentives	No	Mean	Standard deviation
31	Financial incentives motivates me more than non-financial incentives	120	3.5	6.95
32	Salary incentives motivates me to work harder	120	4.05	7.75
33	I am motivated with the salary I draw at present	120	3.15	5.21
	Average mean with SD		3.57	6.63

Key: Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5 very high the frame of reference (Bluma.A, 2012)

According to table 13 items 1 the teachers responses were high on financial incentives motivates teachers' more than non-financial incentives. These responses indicated financial incentives increase teachers' job motivation more than non-financial incentives. On table 13 items 2 mean score 4.05(SD= 7.75) the respondents response were high on salary incentives motivates to work harder. The indication of this statement is that when teachers got enough salary, the job motivation would be increased. The findings also agree with Mwangi (2012) who found that teacher's salary was an important factor that contributes to teachers' job motivation.

As concerning table 13 items 3 mean score values 3.27(SD= 7.75) response of teachers on salary draw time were high with the statement. These shows the time salary draw the teachers' motivation were increased. Supporting this idea from open ended, six teachers wrote that the sources of teachers motivation are salary, gift of materials, participate on training, workshop, seminar, initiation, respect, support and encourage teachers were increased teachers job motivation. But, at this time the ways of selection teachers for rewarding and participate on training had not transparency. Javaid (2009) pointed out that working and living conditions have a great impact on teachers moral and motivation. The determinant of salary had begun the common factor from which most other demotivational factors could be detected and is an indisputable cause for the attrition and demotivation (Bennell and Akyeampong, 2000).

Generally on table 13 average mean 3.57(SD= 6.63) shows on-financial incentives increased teachers job motivation were high responses with the statement. This means when teachers getting financial incentives the impact of life would be decrease and the wish of teachers late long time in teaching were increased.

Table 14 Provision of Training and Development

No	4.5.3 Provision of Training and Development	No	Mean	Standard deviation
34	There is opportunity for in-services training	120	1.40	8
35	There is opportunity for further education	120	2.53	7.11
36	Teachers are privileged to free medical care in case of sickness.	120	1	10.86
	Overall mean and SD		1.64	8.65

Regarding Table 14 item 1, the mean value of teachers were 1.40(SD= 8) indicated that they were very low response on the opportunity teachers participate in-service training. The teachers response were shows the chance of teachers' participation in-service training was low. From the result of interview, two supervisors said that " in-service training like training on new teaching approach, curriculum design; implementation and creating team sprit were not sufficiently given for teachers and the coverage off- training also low". Table 14 items 2 displays that mean score 2.53 with standard deviation 7.11 the respondents' responses on further education opportunity for teachers were medium/fair. According to teachers responses for learning education opportunity had chance But not enough.

In-service training (INSET) in particular can increase teacher morale, especially when combined with mentoring and observation, and lead to improved student outcomes (Ginsburg, 2009). Regarding the importance of advancement like in-service training, seminars and workshops were a major force in motivating teachers to lift their performance to approach their maximum potential. USAID recommends training teachers in "continuous assessment processes that enable and motivate teachers to assess children on an ongoing basis and use that information to adjust their teaching practices to suit the identified learning needs" (Smith and Warner 2000)

Table 14 items 3 the respondents of teacher on teachers were privileged to free medical care in case of sickness were very low with mean values 1 and standard deviation 10.86. Therefore, this displays the level of teachers were privileged to free medical care in case of sickness were very low or no chance free medical at sickness. In the same way, the data were obtained from document analysis for teachers support at the time of sickness and other support for teachers there were no support budget. Teachers were suddenly becoming sick in their work place, nevertheless they were going to hospital and treated with own money. Even if, they were purchase medicine their private pocket, the costs of medication were likewise high and unable to cover the prices. During illness, teachers often getting sick and slept at home, accordingly numerous numbers of sessions were lost.

Generally the conclusion of table 14 average mean 1.64(SD= 8.65) shows teachers response on provision of training and development chance were low. This indicated the chances of teachers' participate in provision training and developments were not enough. Regarding provision of training and development were a major force in motivating teachers to lift their performance to approach their maximum potential.

Table 15: Improving career development

No	4.5.4 Improving career development	No	Mean	Standard Deviation
37	I am well satisfied being promote to a better position	120	4.73	8
38	I have an opportunity to advance my education status	120	1.6	6.90
39	I feel motivated in having a clear path for career development	120	3.48	5.56
	Overall mean and Standard deviation		3.27	6.82

Key: Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5 very high the frame of reference (Bluma.A, 2012)

Concerning Table 15 item1 the mean value of teachers' on well satisfied being promote to a better position was 4.73(SD= 8.00)that indicated it was very high. This means when teachers had got better position, their job motivation would be strongly increased. Similarly, from supervisors' interview some of CRC supervisor said that, "teachers get promotion in direction of non- merit based opportunity or indirection of politics." But teachers said, this was not considered as teachers' promotion and also it rare to teachers, these did not permit teachers to upgrade themselves and have better social status and secure their income. Moreover, this condition would be difficult to retain experienced teachers and make teaching profession more attractive.

Concerning this, Lewin (2004) indicated that working conditions that, guarantee opportunities for promotion, loans and scholarship make the teaching profession attractive and able to compete favorably with other professions in attracting competent people.

On table 15 items 2 mean values 1.60 with standard deviation 6.90 the respondents' response was low on the opportunity of teachers improve their education status. In other word, the chance teachers upgrading their education status were low. Table 15 items 3 illustrated teachers mean value on teachers motivated with in having a clear path for career development 3.48 with standard deviation 5.56. This response indicated a high clear path for career development. According to these ideas

teachers had career structure development. But, sometimes reason of teachers' behavior and teachers' assignment allocation did not get career development.

Bennel and Akyeampong (2007) state that because criteria for advancement are primarily based on qualification and years of service, both good and bad teachers are promoted together, further undermining motivation. One of the most important issues outlined in the 1994 education sector strategy was the development of a new career structure for teachers based on professional development, performance and experience. This was mainly to motivate teachers.

On table 15 the overall mean values 3.27 with standard deviation 6.82 response of respondents on improving career development were high. This shows the improving career development of teachers' would be source of teachers' job motivation.

Table 16: Improving teachers' professionalism

No	4.5.5 Improving teachers professionalism	No	Mean	Standard deviation
40	I am a full of confident in my ability to perform my job properly.	120	4.52	6.94
41	I am happy with my professional development opportunities offered	120	4.47	7.45
	Average mean and standard deviation		4.5	7.2

Key: Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5 very high the frame of reference (Bluma.A, 2012)

As concerning table 16 items 1 mean value 4.52 with standard deviation 6.94 indicates that the teachers' response on teachers perform job their ability had full confident were very high. The response on the table 15 items 1 showed that when teachers perform their job by themselves, their confidence and their job motivation will be increased. From table 16 items 2 mean value 4.47(SD=7.45) illustrated that teachers response on teachers getting professional development opportunities offered was high. The statement showed that when teachers got professional development, their motivation opportunity for job would be increased.

In general, table 16 average mean 4.5(SD= 7.2) the respondents response on improving teachers' professionalism was very high. This indicates the improvement of professional development the ways of increased teachers' job motivation.

Table 17: **Improving Support, inspection, supervision and recognition services**

No	4.5.6 Improving Support, inspection and supervision services	No	Mean	Standard deviation
42	Teachers have more collaborative form of supervision in the school	120	1.73	6.33
43	I got enough support from school leaders	120	1.91	5.92
44	Teachers gain fair treatment from the school leaders	120	1.66	6.69
45	I am motivated in when my supervisor gives recognition to my work.	120	3.47	5
46	Teachers are getting recognitions whenever perform very well	120	3.48	4.91
	Average mean and Standard deviation		2.45	5.77

Key: Using Mean Reference <1.49 Very low, 1.5-2.49 low, 2.5-3.49 fair/medium, 3.5-4.49 high, and > 4.5 very high the frame of reference (Bluma.A, 2012)

As showed in Table 17 item 1, the mean value of teachers' is 1.73 (SD= 6.33) that indicates were low response on teachers have more collaborative form of supervision in the school. According to this response, the collaboration of teachers as form of supervision was low or not working together. As observed from the table 17 items 2 above teachers' responses regarding principal support for teachers reveals that the mean score of 1.91 with Standard deviation 5.92 were low. This indicated that the principals support for teachers were low. From response of interview, a supervisor indicated that, "the school principal, was low in supporting teachers. Another supervisor also said that, "most of our school principals were not trained in leadership skills. So, they were unable to technically support teachers.

Table 17 items 3 mean score 1.66(SD= 6.69) shows the respondent response on teachers got fair treatments from leaders was low. In this response, understand that the treatments of principal for teachers not depend on equality.

As observed from the table 17 items 4 mean score 3.47(SD= 5) teachers responses on regarding supervisor always recognizes teachers work was high. According to this response the supervisor

should be give recognize to teachers work. As indicated on table 17 items 5 mean score value 3.48(SD= 4.91) response of teachers on getting recognition whenever perform very well was high. According to these responses when teachers performed well, the supervisor would give appreciation for teachers. Recognition should be depending on strong leadership and effective working relationships among the school, the parents, and community, according to Williams (2000). The author compares the difference in teachers' perceptions of principal's effectiveness in primary schools. His study indicated that teachers in schools that had been nominated as exemplary had a significantly higher perception of the principal's expectations for student achievement.

Generally the conclusion table 17 teachers mean score on regarding improving support, inspection, supervision and recognition services 2.45 with standard deviation 5.77. This indicated teachers' response on improving support, inspection, supervision and recognition services were low. That means a given improving support; supervision and recognition services were low.

Table 18 Document Analysis Checklist

Rating [✓] 1= Low, 2= Medium, 3= High

No	Document and their purpose	Scale			Justification
		1	2	3	
1	School and WEO have clear annul plan based on budget allocation for a)Teachers reward b)Teachers career structure				During document review checked budget allocation on teachers reward and teachers career structure
2	Teachers motivation mechanism /strategies a) Criteria for reward /ranking system b)Types of reward given for teachers				On this statement checked criteria of reward and types of rewarding given.
3	WEO have clear teachers motivation method on: a/ On teaching learning process b/ Support by professional understanding c/ By plan give advice for teachers' d/ To make agreement between the teachers'				In general WEO had not clear method to motivated teachers on teaching learning process, support by professional understanding, give advice for teachers and make agreement between the teachers.

From document analysis checklist WEO prepared budget allocation for teachers reward, criteria of reward(ranking system), types of reward given for teachers, motivated teachers on teaching-learning

process, support professional understanding, by plan given advice for teachers, make agreement between teachers and given reward for teachers according to asked teachers' development expert given low response on above mentioned statement. In another ways, from gathered information WEO plan there was no clear budget allocation for teachers support, training budget, and reward budget and thanks programs. According to the opinion of these experts, before 2007 E.C "teachers' award, get together programmer and ranking system had done at the end of academic year".

4.7 Factors influence of principal leadership on teachers' job motivation

There are a variety of factors in motivating primary school teachers. These can be summarizes as a secure future, good and healthy working conditions and positive communication with peers, school facilities as well as leaders. 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 Karakose, 2005).

In other hand there are sub- factors influences of principal leadership on teachers' job motivation. These includes Less respect given for teachers, Evaluation system of teachers had no fairness, Professional support of teachers not depend on academics, in decision making process have no full chance participation, the barriers of Communication between leaders and teachers ,the absence of fulfillment of teaching- learning materials and the problems of agreement between teachers and principals.

4.8. Attempts were made to motivated teachers at school level by leaders

The research on effective schools indicates that the principals of effective schools know how to motivate their teachers by using various school factors such as including the effort to create conducive work environment, giving respect, valuing their work and giving encouragement, correct misbehavior of student, professional support given, the evaluation system could be based on transparency, listening to the problems of teachers and discussing with them, made positive social work and School prepared thanks program for teachers

4.9 General attempts were made to motivate teachers' job motivation

In motivating teachers job starting from school principal leadership up to concerning body should be work together on the following list.

- ✚ Further education opportunity for teachers
- ✚ House allowances given to teachers
- ✚ The salary should be standardized and merit based
- ✚ Participate in decision making

- ✚ Promotion opportunity for teachers
- ✚ Full of free medication
- ✚ By time made teachers career development
- ✚ The effort to create conducive work environment and given necessary professional support

UNIT FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter deals with the finding, summary, conclusion, and recommendations based on the result obtained from analysis and interpretation of the data.

5.1. Summary of major Findings

This study was aimed at identifying the influence of principal leadership on teachers' job motivation in Aleltu woreda primary schools. The collection of data instrument for this study Open-ended and Closed-ended questionnaire for teachers, interview question for primary principals and supervisors and document analysis. The designer of the research was descriptive survey method. The sampling technique used in this research was simple random sampling and purposive sampling. On influence of principal leadership on teachers job motivation in Aleltu woreda primary school data analyzed by using mean and standard deviation. Consequently, the following results were obtained.

Q1. To what extent does a primary school teacher intrinsic and extrinsic motivated?

The suggestion/ a given response on this statement from review literature, Closed-ended, Open-ended question, document analysis and interview as follows:-

1.1 To what extent does a primary school teacher intrinsic motivated?

As on table 3 that try to interpret the available responded data averaged with mean and with standard deviation shows that responses of teachers on intrinsic influence job motivation was disagree/low. According to these responses principal leadership did not give intrinsic motivation for teachers on their work. From this investigation the researchers got the following types of intrinsic teachers' job motivation from open-ended questions, review literature and interview of principals and supervisors. These were achievement of teachers in job performance, recognition for good performance, being charged with important responsibility, a given promotion for teachers, over load challenging task, professional freedom for decision making in school, the ways of delegation authority to teachers and forms principal using power on teachers.

1.2 To what extent does a primary school teacher extrinsic motivated?

As indicated in the table 4 and as it analyzed with the mean of teachers' responses regarding on extrinsic motivation had impact on teachers' job motivation were very high. According to this interpretation when teachers were getting type of extrinsic rewarded, their job motivation would be increased. In other ways, if the following types of extrinsic initiation not fulfilled, teachers would be demotivated for job. The types of extrinsic motivation had positive or negative impact on teachers' job motivations. Balanced pay salary with work of teachers, keeping job security of teachers, smooth positive relationship with collages, without wage are giving fringe benefits, the ways principals exercising school policy and administration, the favorable work environment, risks period for vacation holiday and teachers are getting free medical health.

The source of above arguments (Sarkar, 2000), Genene bekele (2017) research Haramaya university, (Fleet, 2001) and Elias Nuno(2018) research Addis Ababa University

Q2. What is the major influence Principals' leadership on teachers' job motivation in Aleltu Woreda primary schools?

2.1. As illustrated on table 5 items 1, table 5 items 3, table 6, table 7, table 8, table 9, table 10 and table 11 items 1 according to data analyzed and interpretation the major factors which influence of principal leadership on teachers' job motivation in Aleltu woreda primary schools were physical condition of school were not favorable, the absence of good social school environment, the problems teachers relationship with principal and supervisors on class supervision, the negative impact of psychological school environment on teachers, the problems of teachers rewarding system, low opportunity of teachers participation in decision making, rigidity of leaders with school policy system.

2.2 From Open-ended questionnaires, interview, and document analyses the major factors that influence principal leadership on teachers' job motivation in Aleltu woreda primary schools were; the absence of enough book in library, scarcity of basic needs (electric light, house), community support teachers, corruptions, subject matter teaching without training in school, absence of stimulates teachers, lack of chance to participate in training, lack of professional support, low salary, bad students' discipline, scarcity of teaching learning materials, bad school environment condition, poor evaluation system, commitment of teachers and custom of community school surround.

2.3. From source of review literature the major factors influence principal leadership on teachers' job motivation ESDP V (MoE, 2015), Macfie (2002) and Kazeem (1999) explained as the needed

atmosphere created for teachers at the work place to motivate them to greater performance; Cogan (1973) and Goldammer (1969) proposed five-stage of at school level supervision/clinical supervision impact on teachers' job motivation; Carraher, *et al.* 2006, Hube, *etal.*2007) pointed that reward includes monetary (salary, bonuses) and non-monetary incentives (participation in decision-making, public recognition), is a key exchange resource that employers use to support their differentiation of employees; Webster, 2002). UNESCO (2006) identified that teachers motivation as being negatively affected in lack of participate in decision making; The current education and training policy of Ethiopia (MOE, 1994) presented delegation duties of teachers.

Q3. What was the appropriate strategies/mechanism to be applied by the principal leadership for effectively motivating teachers in Aleltu Woreda?

The appropriate strategies/mechanism of principal leadership motivated teachers' job motivation in Aleltu woreda primary schools from Closed-ended questionnaires, open-ended questionnaires, interview, document analysis and review literature are the following:-

3.1. According to data analyzed and interpretation by mean on table 12 items 1, table 13, table 14, table 15, table 16 and table 17 items 4 and 5 respectively freedom of teachers to use their own judgment, provision of financial incentives, provision of training and development, improving career development of teachers, improving teachers professionalism and given recognition for a teachers.

3.2. From interview and Open-ended questionnaires mechanism of teachers' job motivation was paid fair payment, a given the chance of learning/training, a given professionals support, participated teachers in decision making, favorable school environment, fulfilling teaching-learning materials/facilitating learning, getting free health care, getting the chance to borrow money from the bank, got soap, tissues, got free transport, given reward for a teachers, sharing experiences, create good social relation between teachers with teachers and principal, worked by transparency.

3.3. From review literature the appropriate strategies/mechanism of principal leadership motivated teachers' job motivation Lewin 2004), ESDP V (MoE, 2015) improving the working conditions of school;(Deci, Koestner, and Ryan, 2005 (Mulkeen, 2005, Ali and Ahimed , 2009, MoE, 2015 provision of Financial Incentives; Mulkeen, 2005provision of non-financial incentives; ESDP V (MoE, 2015);(ACDE, 1998).improving career development, improving teacher professionalism; (Sargent and Hannma, 2005)improving support, inspection and supervision services; (Hube, Rammachand, and Paul, 2007).improving community participation and teachers recognition

5.2 conclusions

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

1. From the above data analysis and interpretation intrinsic and extrinsic had an impact on teachers' job motivation. So, given for teachers the inner and external initiation to increases work motivation.
2. There were different factors that influence of principal leadership on teachers' job motivation in Aleltu weroda primary school. As an example, the majority of teachers felt that salary was not sufficient to meet their needs because of poor career development. So, most of the teachers were not interested and motivated in their job. Therefore, increasing teachers' salary would minimize their worries and maximize their effort on the job. The periodical salary increments, allowances and other compensations on regular and specific periods keep their moral high and make them more motivated and satisfied.
3. The result indicates that school environment condition was also the major factor that affects teachers' job motivation in Aleltu worda. Most of schools had not favorable condition and not suitable for teaching-learning. For such problems principal leadership with community collaboration creates conducive school environment.
4. The result of analysis revealed that school principal leadership was reported as major factor that affect teachers job motivation in Aleltu worda primary schools. This result came from poor leadership skills like lack of openness, encouragement, transparency, delegation of duties, teachers participate in decision making, creating collaboration, given professional support intuiting teachers in major school issues such as solving students discipline problem, teachers' promotion and participates decision making. Most of the school leaders had poor capacity to interpret skills mentioned above and solve problems raised by teachers which indicates that most of primary school leaders were unable to manage schools properly.
5. The system of teachers' rewards (remuneration and compensation) not motivated teachers for work. Most of the school leaders did not know the ways of how teachers rewarded thanked and appreciated. For this reason, the teachers in primary school of Aleltu worda demotivated on work.
6. The relationship of teachers and supervisor did not satisfy with a teacher. Because a, a given supervision for a teacher was not encourage in good way the profession of different teacher in school during teaching and learning process. And also the poorness of teaches job motivation in primary Aleltu worda.

5.3. Recommendations

Based on the above conclusions, the following recommendations were given as following:-

1. The results of this study indicated that a principal plays major roles in improving teachers' job motivation in primary schools of Aleltu woreda. But in most primary schools leaders were unqualified. So, WEO, MoE, ZEO and REB give long and short term capacity building training for leaders and supervisors on skills of leadership.
2. WEO should be selected school leader based on experience, qualification and effectiveness of their work to increase leaders' acceptance. School leaders shall be planned regular means of communication like timely feedback, suggestion, delegation of duties and staff meeting program.
3. Concerned bodies to alleviate and to improve teachers job motivation paid fair salary, respect of teachers, fulfilled school facility, professional support for teachers, make career development by time, teachers training and development, free medication and create favorable school environment should be done with school principal leadership to improve teachers' job motivation in primary schools of Aleltu woreda; like, WEO, ZEO, REB, and MoE
4. The school supervisors should offer timely support to teachers in order to insure the work motivation of the supervisor conducting classroom supervision, giving constructive feedback, develops team work and increase positive relationship among school communities. It is also recommend that the supervisors should technically support the school principals by empowering and creating awareness how to improve teachers' job motivation.
5. Government should work on media programs to promote teachers' profession, status, rights and roles through publishing positive stories and articles. Moreover, WEO and school leaders conduct regular panel discussions with teachers' issues and advance the profession so that teachers can get respect from the community.
6. Teachers should be secured and develop confidence on their job. They have to feel belongingness so that they could accomplish challenging tasks in the schools feeling that they are important inputs for the development of the school which in large leads to better educational outcomes. This can be done by exercising clear, consistent and transparent rules and regulations in the school policy. This should be done by regional education bureau and zone education office together with school management.

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APPENDIX A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

EDUCATIONAL PLANNING AND MANAGEMENT DEPARTMENT

SCHOOL LEADERSHIP PROGRAM (MA)

Questionnaires to be filled by primary school Teachers (Gaafannoon Kun barsisotaa mana barumsaa sadarkaa 1^{ffaan} guuttama.) **Dear Teachers :(kabajamoo barsiisaa/ttuu)**

I am a post graduate student pursuing a Master of School Leadership program (MA) at Addis Ababa University (Ani barataa digirii 2ffaa (MA) univarsiitii Finfinneetti) . The purpose of this questionnaire is to gather information concerning, **“Influence of principal leadership on primary school teachers’ job motivation in Aleltu woreda north shawa Oromia region ”Kaayyon gaafannoo kanaa raga dhimma “Dhiibbaa hoggansii barnootaa kaka’umsa barsiisotaa mana barumsaa sadarkaa 1ffaa Aanaa Alaltuu Godina shaawaa kaabaa naannoo Oromiya keessatti qabuuf raga funanuudha”**. Therefore, you are kindly requested to respond to all the items in questionnaire (Kanaafuu, ragaa kana akka naaf guuttan kabaja guddaadhadhan isin gaafadha). This information will be used only for academic purposes (Odeeffannoon ragaa kanan guramuu dhimma qorannoo kana qofaaf). There are no right and wrong answers and what is needed from you is to show the level of your personal opinion in each item (Gaaffin sirrii fi dogongora hin jiru. Kan isin irraa eeggamu lakkoofsa yaada keenya ibsa jettan jalatti guutudha).

This questionnaire has three parts (Gaafannoon kun gosa sadii of keessaq aba). Part one about personal information, part two close ended questions of five point scale and finally part three will be presented with open ended question (1ffaa raga keessan, 2ffaa gaaffii cufaa qabxii shan jalatti guuttamu fi 3ffaan immoo gaaffii banaadha. Each part has its own instruction (Tokkon tokkon gosa gaafannoo ajaja mataa ofii qabu). Please read each item carefully and give your response accordingly (Adaraa seeran dubbisaatii guuta).

Your name will not be mentioned (Maqaa keessan barressuun hin barbaachisu).

Thank to you advance (Baay’ee galatoomaa).

Part I. Personnel Background Information (Kutaa tokko Odeeffannoo nama gaafannoo guutuu)

This part of the questionnaire will about your personnel background, please react to the items according to the question. For an items having an option circle your choice.(Kutaan kun raga waa’ee keessanii itti guutan waan ta’eef deebii keessanitti maraa)

1. Region/Naannoo: _____ Zone/Godina: _____ Woreda/Aanaa: _____
2. Name the school from respondent selected /Maqaa mana barumsaa _____
3. Gender/Saala: 1) Male/Dhiira 2) Female/Durba
4. Age/Umurii: 1) 21-30 years 2) 31-40 years 4) 41-50 years 5) more than 51years
5. Marital status/Haalagaa'ila:
 - 1) Married/Kan fuudhe/Heerumte 2) Widowed/Kan du'aan addan bahan 3) Unmarried /Kan hin fuune/Hin heerumne 4) Divorced/Addaan bahan
6. Number of dependent family/ Baay'ina maatii bulchuu/tuu:
 - 1) 0 2) 1-3 3) 4-6 4) more than 7
7. Your highest academic qualification (Educational level)/Sadarkaa barumsaa:
 - 1) Non graduate/Kanhineebbifamne 2) Certificate/Sertefikeetii 3) Diploma 4) Degree 5) Master/Digirii 2ffaa
8. Your career structure/Sadarkaa barsiisummaa:-
 - 1) Beginner teacher/B/saa jalqabaa 2) junior teacher/B/ giddu galeessaa
 - 3) Teacher position/ Barsiisaa 4) Higherteacher (B/saa olaanaa) 5) Assistant lead teacher (B/saa Gargaara dursaa)
 - 6) Lead teacher (B/saa Dursaa 7) Higher lead teacher I (B/saa dursaa olaanaa 1ffaa) 8) Higher lead teacher II (B/Dursaa Olaanaa 2ffaa)
9. How long have you worked in teaching profession (Year service in teaching)/Barsiisummaan hammam hojjetan)
 - 1) 0-5 2) 6-11 3) 12-17 4) 18- 24 5) more than 25
10. Subject you graduated/Gosa barumsa ittiin eebbifamtan: _____
11. Subject you teach/Gosa barumsa barsiistan: _____
12. Grade level you teach/Kutaa barsiistan: _____
13. Number of period you teach/Baay'ina wayiitii barsiistan: _____

Part II. Specific Items on influence of principal leadership on teachers' job motivation

((Ajajni 2ffaan Kun dhimma gooree hoggansii barnootaa kaka'umsa barsiisootaa irratti qabuu kan ibsuudha)

Each item has a scale with the following values:

Key:- Use 1= Very Low(baay'ee gadii aanaa), 2= Low)(gadii aanaa), 3= Medium (Gidduu galeessa), 4 = High(olaanaa),5 = Very High(baay'ee olaanaa)

1. **Select and put a (filadhuutii mallattoo kana lakkoofsa yaada keessan ibsu jalatti barreessa**

Mark on each space given which best shows how you feel about your opinion

2.5. Issues related to the influence of principal leadership on teachers' job motivation (Dhimmoota Hoggansii barnootaa kaka'umsa barsiisaa irraatti dhiibbaa qabun walqabatan)

No	2.5.1 Intrinsic influence motivation(Dhiibbaa Onnachiiftuu keessaa kaka'umsa irratti qabu)	Rating Scale				
		1	2	3	4	5
1	In my school the delegation of authority depend on equality (Mana barumsaa koo keessatti qoodiinsi aangoo wal qixxummaa irratti kan hundaa'edha)					
2	When we do good work our school leaders give praise and recognition (Yeroo barsiisoonni hojii gaarii hojjatan hoggansii mana barumsaa nu badhaasuudhan jajjabiina nu kenna)					
3	According to our responsibility we participate in decision making (Akka itti gaafatamummaa keenyaatti murtee kennuu keessatti ni hirmaanna)					
No	2.5.2 Extrinsic influence motivation(Dhiibbaa Onnachiiftuu alaan kennamuu)					
4	My salaries is sufficient to covers all basic needs and requirements (Mindaan argadhuu wantoota bu'uura na barbaachiisaniif gahadha.)					
5	I am interested by financial and materials rewards (Badhaasa meeshaalee fi mallaqaan kennamuutti nan gammada.)					
6	Teaching offers me a good opportunity for career advancement (Ogummaa barsiisummaattin carraa caasaa guddinaa nan argadha)					

2.6 Issues related the Ways of principal leadership influence on teachers' job motivation(Karalee Hoggansii barnootaa kaka'umsa barsiisootaa irratti dhiibbaa tasisuu)

Key:- Use 1= Very Low, 2= Low, 3= Medium, 4 = High, 5 = Very High

No	2.6.1 Role of physical school environment on teachers' job motivation(Gahee haallii naannoo mana barumsaa kaka'umsa barsiisaa irratti qabu)					

7	I am motivated with good physical conditions in the school(Haala mijaa'ina mana barumsaattin kaka'umsa nan qabadha)					
8	Physical school environment on teachers job motivation has influence(Haallii mija'ina mana barumsaa kaka'umsa barsiisaa irratti dhiibbaa qaba)					
9	Physical school environment reduce the commitments of teachers' job motivation (Haallii mija'ina mana barumsaa kaka'umsa fedhina barsiisaa ni hir'isa)					
No	2.6.2 Role of social school environment on teachers' job motivation(Gahee hawaasni naannoo mana barumsaa kaka'umsa barsiisaa irratti qabu)					
10	Teachers get respect from the community(Barsiionni hawaasa irra kabajaa ni argatu)					
11	Community and parents support of teachers (Hawaasni fi maatiin barsiisootaaf deeggarsa ni taasiisuu)					
12	Teaching puts the teacher on a high social status in the society(Barsiisumman barsiisootaa hawaasummaa olaanaa ummataa keessatti akka qabataniif ni gargaara)					
No	2.6.3 Relationship of teachers with supervision /satisfaction with supervision(Hariiroo barsiisoonni supparvizhinii waliin qaban/Itti qufinsa supparvizhinii waiin)					
13	Technical support rendered by supervisor(Deggarsa oggummaa suppaarvayizaraan ni taasiifama)					
14	There is effective school level supervision(Sadarkaa mana barumsaatti supparvizhiini gahan ni jira)					
15	Conduct frequent classroom observation (Daawwiin daree haala waliitti fufiinsa qabuun adeemsiifama)					
16	Provides feedback to teachers after supervision(Daawwiin booda barsiisootaa duub-deebiin ni kennama)					
No	2.6.4 Role of psychological school environment on teachers job motivation(Gahee haallii naannoo mana barumsaaa xin-sammuu barsiisootaa irratti qabu)					
17	I am get initiation from our school leaders(Jajjabeeffamuu					

	hoggansa mana barumsaa kiyyaa irra nan argadha)					
18	When I am absent from school without permission my leaders not punishment me.(Yeroon ani heyyaman alaa mana barumsaa irraa hafuu hoggansii na hin adabu)					
No	2.6.5 Teachers reward systems(remuneration and compensation) /Sirna badhaasa barsiisootaa/					
19	The reward receive for the quality of my efforts motivates me(Badhaasa fudhachuu kootti ga'umsii ka'umsaa kiyyaa ni dabala)					
20	Better performing motivated teachers have been rewarded with incentives.(Kennaan badhaasa kennamu caalmatti raaawwii kaka'umsii barsiisootaa ni dabala)					
21	The motivational process is in growing from time to time (Adeemsii kaka'umsa brsiisootaa yeroo gara yerootti dabala jira)					
22	The principals are well aware of the teachers need and of what it motivates it.(Hoggansii akka gaariitti waan barsiisoonni fedhanii fi maal akka barbaadan hubannoo qaba)					
No	2.6.6 Teachers' involvement in decision making(Hirmaanna barsiisootaa murtee kennuu keessatti)					
23	I like to schedule my own work and to make job-related decisions with a minimum of supervision.(Hojii koo sagantaan hojjachuu fi dhimmoota wal qabatan daawwii murasaan murtee kenna)					
24	I feel motivated in that teachers' voices are generally heard in decision making.(Kaka'umsii sagalee barsiisootaakennamu murtee kennuu keessatti dhageetti qabu)					
25	I am motivated in having the chance to participate in making decisions that affect my work.(Carraanmurteekennuukeessattihirmaachuunkoodhiibbaahoji iirrattiqaba)					
No	2.6.7 Delegation of duties for teachers'(Qoodiinsahojiibarsiisootaa)					
26	The policies of my school system allow me to do my job effectively(Danbiin sirna ittin bulmata mana barumsaa koo hojii					

	karaa ga'umsaa qabuun akkaan hojjadhu na taasiisa)					
27	I believe my job is secure(Iccittin hojii koo akka naf eegamuun barbaada)					
28	I completely understand the mission of my school(Guutumaatti ergama mana barumsaa koo nan hubadha)					

2.7 Issues related to the strategies /mechanism to improve of principal leadership teachers' job motivation (Dhimmoota tarsiiimoo/malleen/ bulchiinsi hoggansa kaka'umsa barsiisaa ittin dhugoomsaniin wal qabatan)

Key:- Use 1= Very Low, 2= Low, 3= Medium, 4 = High, 5 = Very High

No	2.7.1 Improving the working conditions of school(Haala hoj-mata naannoo mana barumsaa mirkanneessuu)					
29	I am satisfied with the freedom to use my own judgment(Murteen bilisummaan murteeffadhuutti fayyadammuu koon nan gammada)					
30	The school climate and existing norms are favorable to work(Haalli qilleensaa mana barumsaa fi duudhaan jiruu hojiif ni mijata)					
No	2.7.2 Provision of financial incentives (Kenna mallaqaan wal qabatan					
31	Financial incentives motivates me more than non-financial incentives(Kennaan mallaqaa wantoota kenna mallaqaa hin ta'iin caalaa na kakkaasa)					
32	Salary incentives motivates me to work harder(Kennaan mallaqaa ciminaan akkaan hojjadhuu na kakkaasa)					
33	I am motivated with the salary I draw at present(Mindaan yeroo na bahuutti kaka'umsan qabadha)					
No	2.7.3 Training and Development(Dagaagina fi Leenjii)					
34	There is opportunity for in-services training(Carraan tajaajila leenjii keessatti hirmaachuu jira)					
35	There is opportunity for further education(Carraa barnootaa bal'atuu jira)					
36	Teachers are privileged to free medical care in case of sickness(Barsiisoonni sababa dhukkubaanw alqabatan tola ni yaalamuu)					

No	2.7.4 Improving career development(Caasaa guddinaa mirkaneessuu)					
37	I am well satisfied being promote to a better position(Ani bay'een gammada bakka fooyyaa'atti jijjiimuu koottin)					
38	I have an opportunity to advance my education status(Carraa barnootaa koo fooyyeeffachuuf nan qaba)					
39	I feel motivated in having a clear path for career development(Caasaan guddinaa ifa ta'e jiraachuu isaatti kaka'umsa akkaan qabadhuu natti dhagahama)					
No	2.7.5 Improving teachers professionalism(Ogummaa barsiisootaa mirkaneessuu)					
40	I am well confident in my ability to perform my job well(Hojii koo dandeenti gaariin raawwachuu kootti ofiitti amanamummaa gaariin qaba)					
41	I am happy with my professional development opportunities offered(Carraa dagaagina ogummaa argachuu kootti nan gammada)					
No	2.7.6 Improving Support, inspection, Recognition and supervision services(Tajaajila deeggarsa, insipeekishinii, Hirmaachiisuu, Beekamtii kennuu fi daawwii mirkaneessuu)					
42	Teachers have more collaborative form of supervision in the school(Bifa daawwii dareen barsiisoonni caalmatti qindoomina qabu mana barumsaa keessatti)					
43	I am get enough support from school leaders(Deeggarsaa gahan argadha hoggansaa irra)					
44	Teachers gain fair treatment from the school leaders(Barsiisoonni hoggansa mana barumsaattin wal qixa jajjabeeffamuu)					
45	I am motivated in that my supervisor always recognize the work I do(Hojiin ani hojjadhuu yeroo hundaa suppaarvayizaraan fudhatama waan qabuuf kakka'umsaan qabadha)					
46	Teachers are getting recognizes whenever perform very well(Barsiisoonni kan jajjabeeffaman yeroo akka gaariitti hojjataniidha)					

3. All rounded questions

Instruction:-Write your answers for each question briefly.(Gaaffiilee tokkoon tokkooniif deebii kee ifaa ta'e kenni)

1. What are others factor affecting job motivation among teachers?(Sababoonni bira kaka'umsa barsiisaa irratti dhibbaa geechisan maal faadha?Barreessa.-----

2.What are the Intrinsic and extrinsic influence on teachers job motivation(Wantootni alaa fi keessaan kaka'umsa barsiisaa iratti dhiibbaa qaban maal)?-----

3. What are the major challenges that influence on teachers' job motivation in the school?(Wantootni ijoon mana barumsaa keessatti kaka'umsa barsiisaa irratti dhiibbaa qaban maalfaa?-----

4.What are the possible mechanisms (strategies) that improve teachers' job motivation in your school? (Please list them)/Malleen/tariisimoon kaka'umsa barsiisootaa manabarumsaa kee keessatti mirkaneessuu dandaa'an maalfaa? Hundaa isaanii tarreessi-----

APPENDIX B

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Dear respondents (Kabajamtoota Yaada kennitan)

Interview guide for primary school CRC Supervisors' and principal (Qajeelfama gaaffii qomaa suppaarvayizaraa fi dura bu'aa mana barumsaa sadarkaa 1^{ffaa}ttif)

This interview questions were prepared for 8 supervisors and 8 principal selected from primary schools of Aleltu Woreda (Gaaffiin qomaa kun kan qophaa'e Suppaarvayizaroota 8 fi dura bu'oota mana sadarkaa 1^{ffaa}8 filataniif). The purpose of this interview is to examine **“the influence of principal leadership on primary school teachers' job motivation” (Barbaachiisumma ngaaffii qomaa kana Dhiibbaa hoggansii kaka'umsa barsiisootaa irratti qabu qorachuufi)**. Your response is vital for the success of the study (Yaadni naf kennitan milkaa'ina qorannoo kanaaf barbaachiisadha). So, you are kindly requested to answer the following questions with genuine (Kaanaf, gaaffiilee armaan gadii dhugaa irratti hundaa'un deebiisa. I will like you assure that data obtained will be used for research purpose only (Ragaan walitti qabu qorannoo kana qofaaf gargaara)

Part I General Information (Kutaa tokko Odeeffannoo waliigala)

1. Age (Umurii) _____ 2. Sex (Koorniyaa) _____
3. Educational Qualification (Sadarkaa barnootaa) _____ 4.
Field of specialization (Gosa barnootaa ittiin Eebbifaman) _____
5. The length of your service in your present position (Dheerina tajaajila amma bakka jirtaanii) _____

Interviewer (Gaafata) _____ Interviewee (Gaafatama) -----

Date (Guyyaa) _____ starting time (yeroo ittijalqabamee) _____ ending time (yeroo itti xumuramee)

Part II Interview Question (gaaffii qomaa)

1. According to your idea what extent the types of extrinsically and intrinsically teachers' are motivated in your school(s)?/Mana barumsaa kee keessaatti barsiisoonni kaka'umsa alaa fi keessaaakkamitti horatu)

2. As your suggestion what are the major influences of principal leadership on teachers' job motivation in your school?

(Wantootni ijoo hoggansaan kaka'umsa barsiisaa irratti dhibbaa geechisan maalfaadha akka mana barumsaa keetti?)

3. In your school have appropriate mechanism/strategies principals used to teachers job motivation? (Malleen/tariismoon hoggansii barsiisootaa irratti kaka'umsa uumuuf fayyadamuu yaada kenni?)

4. What attempt had been made by Woreda Education Office to enhance motivation of teachers' in your school(s)? /Mana barumsaa kee keessaatti waajjiirri barnootaa kaka'umsa barsiisootaa uumuuf maal hojjatee? /

5. What are the major factors that affect teachers' job motivation in your school (Mana barumsaa kee keessaatti wantootni ijoon kaka'umsa barsiisootaa irratt dhiibbaa geessisaan ibsa)

APPENDIX C

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Document Analysis Checklist (Cheekilistii Qaacceessaa Ragaa)

Rating (Sadarkaa) 1= Low (gadii aanaa) 2= Medium (gidduu galeessa) 3= High (olaanaa)

No	Document and their purpose(Ragaa fi barbaachiisummaaisaa)	Scale(sadarkaa)			Justification/evidence(Ibsaara)
		1	2	3	
1	School and WEO have clear annual plan based on budget allocation for (Manni barnootaa fi waajjiirri barnootaa karoora baajata a)Teachers reward(Badhaasa barsiisootaa) b)Teachers career structure(Caasaa sadarkaa guddinaaf ooluu qabu)				
2	Teachers motivation mechanism /strategies(Malleen/tariismoo kaka'umsa barsiisootaa) a)Criteria for reward /ranking system(Ulaagaalee badhaasaaf/sirna sadarkeessuu) b)Types of reward given for teachers(Gosootaa badhaasa barsiisootaa kennamu)				
3	School WEO have clear teachers motivation method(Waajjiirri barnootaa mala ittiin barsiisaa kakkaasuu qaba a/ On teaching learning process(Adeemsa baruu fi barsiisuurratti b/ Support by professional				

	<p>understanding(Hubannnoogummaadeeggarsataasiisuu)</p> <p>c/ By plan give advice for teachers’(Karooraan barsiisootaaf gorsa kennu)</p> <p>d/ To make agreement between the teachers’(Waliigalteen barsiisootaa gidduu akka jiraatuu hojjachuu)</p>				
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Other major suggestion (Yaadota ijoo kan biro)

1. -----

APPENDIX D

AleltuWoreda Education Office Number of Primary teachers, Principal, Vice Principals and Supervisors data

No	Occupation	Educational level						Number of school
		Diploma			Degree			
		M	F	T	M	F	T	
1	Supervisors	-	-	-	8	-	8	48
2	Principals	-	13	13	27	8	35	
3	Vice Principals				1	2	3	
4	Teachers	152	108	260	67	23	90	
5	TOTAL	152	121	273	103	33	136	

Total number of teachers

M=219 F=131 T= 350

Appendix E

Calculation Formula of Mean and Standard Deviation

$$M = \frac{\sum \text{score}}{n}$$

M = Mean
= summation of score
n = total

Example: Question one a given frequency 30, 25, 15, 40, 10 and a given total number 120, then calculate mean

$$M = \frac{120}{44}$$

M =
M =
M =
M = 2.79

Standard Deviation Calculation

It gets from the square root of the variance of set scores

Before standard deviation calculate Variance

$$V =$$

V = Variance

E = Summation of score **n = total number**

$$30 - 2.79 = (27.21)^2 = 740.38$$

$$25 - 2.79 = (22.21)^2 = 493.28$$

$$15 - 2.79 = (12.21)^2 = 149.08$$

$$40 - 2.79 = (37.21)^2 = 1384.58$$

$$10 - 2.79 = (7.21)^2 = 51.98$$

$$V =$$

$$V =$$

$$V = \qquad V = 23.49$$

Then Calculate Standard Deviation

$$SD =$$

$$SD =$$

$$SD = 4.84$$