



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

THE PRINCIPALS' LEADERSHIP STYLES INFLUENCE ON TEACHERS'
MOTIVATION IN PRIMARYSCHOOLS OF AMEYA WOREDA, IN SOUTH
WEST SHOA

BY:-

BERHANU GEMECHU

AUGUST, 2020

ADDIS ABABA, ETHIOPIA

THE PRINCIPALS' LEADERSHIP STYLES INFLUENCE ON TEACHERS'
MOTIVATION IN PRIMARYSCHOOLS OF AMEYA WOREDA, IN SOUTH
WEST SHOA

BY:-

BERHANU GEMECHU

ADVISOR: AYALEW SHIBESHI (ASSOCIATE PROFESSOR)

A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT IN PRATIAL FULFILLEMENT FOR
REQUIREMENTS OF MASTER OF ARTS DEGREE IN SCHOOL
LEADRSHIP

AUGUST, 2020

ADDIS ABABA, ETHIOPIA

DECLARATION

I, the under signed, declared that the thesis entitled, “The Principals’ Leadership Styles Influence on Teachers’ Motivation in Primary schools of Ameya Woreda, in South West Shoa”, is my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been appropriately acknowledged.

Name: Berhanu Gemechu

Signature: _____

Date: _____

As a research advisor, I hereby certify that I have read and evaluated the thesis prepared, under my guidance, by Berhanu Gemechu entitled “The Principals’ Leadership Styles Influence on Teachers’ Motivation in Primary schools of Ameya Woreda, in South West Shoa”.

I have recommended that it to be submitted as fulfilling the MA thesis requirement.

Thesis advisor:

Ayalew Shibeshi(Associate Professor)

Signature: _____

Date: _____

EXAMINERS' THESIS APPROVAL

We the examiners' board approve that this thesis has passed through the defense and review process.

Approved by:

_____	_____	_____
Chair Person	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
Advisor	Signature	Date

Signature and stamp of the department

Acknowledgements

In the course of doing this thesis, I have been provided help and assistance by many individuals and institutions. Thus, I wish to extend my sincere appreciation and gratitude to the people who supported me in bringing my thesis to the present shape.

I am enormously grateful to my advisor Ayalew Shibeshi(Associate Professor) for he generously devoted his time to keep me on the right track through his genuine guidance, support and comments during the making of my thesis.

My thoughtful thanks and gratitude also goes to all of my instructors who have been supporting and helping me to come to success. I would like to thank Addis Abbaba University, as an institution for its financial support and overall services.

I would like to thank my friends Tekale Ebisa whose social and moral support was of great value during my study.

Most importantly, I would like to thank my family for they encouraged and inspired me during my study. It was through their strong initiation, encouragement and support that my postgraduate study has become a reality.

I would also like to express my gratitude to Ameya Woreda sample primary school principals, cluster supervisors and teachers for their participation in providing useful data for the study.

Table Contents

ACKNOWLEDGEMENTS	I
TABLES	VI
ABSTRACT	VII
CHAPTER ONE	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	4
1.3. Objectives of the Study	7
1.3.1. General Objective	7
1.3.2. Specific Objectives	7
1.4 Significance of the Study	8
1.5. Delimitation of the Study	8
1.6 Limitations of the Study	8
1.7 Definition of key terms	9
1.8 Organization of the study	9
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
2.1 Concept of Leadership	10
2.1.1 Definition of Leadership	10

2.2 Types of leadership styles	11
2.2.1 Autocratic style	13
2.2.2 Democratic (Participative style)	14
2.2.3 Free rein style (Laissez-faire style)	15
2.3 Conceptual Framework (Model)	17
2.4 Factors Affecting Leadership Styles	18
2.4.1 Managers Management philosophy	18
2.4.2 Followers' Maturity Level	19
2.4.3 Situational Factors	19
2.5 The concept of motivation	19
2.5.1 Characteristics' of motivation	21
2.5.2 Importance of motivation	22
2.6 Types of motivation	24
2.6.1 Intrinsic motivation	24
2.6.2 Extrinsic motivation	24
2.7. Theories of motivation	25
2.7.1 Herzberg Two-Factor theory	25
2.7.2 Theory of motivation and its educational implications	31
2.8 Teachers' motivation and job satisfaction	32
2.9 Factors associated with teacher job motivation and satisfaction	34

2.10 Teachers’ motivation strategies and its challenges	37
2.11 Ethiopian teachers’ motivation and job satisfaction	38
2.12 The Relationship between Leadership Styles and Motivation.....	39
CHAPTER THREE	42
RESEARCH DESIGN AND METHODOLOGY	42
3.1 Introduction.....	42
3.2 The Research design	42
3.3 Research Method	43
3.4 Source of Data.....	43
3.5 The Study Site.....	42
3.6. Population	44
3.7 Sample Size and Sampling Techniques	44
3.8 Instruments for data collection.....	48
3.8.1 Questionnaire.....	48
3.8.2 Interview	48
3.8.3 Document analysis.....	49
3.9 Procedures of data collection.....	49
3.10 Method of data analysis and interpretation	49
3.11 Validity and Reliability checks	50
3.12 Ethical Consideration.....	52

4.3.5. Teachers’ incentives and benefits.....	76
CHAPTER FIVE	80
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	80
5.1 Summary of the findings.....	80
5.2 Conclusion	83
5.3 RECOMMENDATIONS.....	85
REFERENCE	86
Appendix	

List of Tables

Table 1: Sample and Sampling Techniques.....	47
Table 2: Reliability Test Results with Cronbach Alpha	51
Table 3: Characteristic of Respondents	54
Table 4: Respondents view of Democratic Leadership	56
Table 5: View of Respondents on lassie fair Leadership style	60
Table 6: Respondents view on Autocratic leadership style	62
Table 7: Type of leadership practice in Secondary schools.....	64
Table 8: Principals' leadership style and its influence on teacher's job motivation.....	65
Table 9: School guidelines and its administration	68
Table 10: Supervision practice in the schools.....	70
Table 11:Work relate to your school	72
Table 12: School working condition of the school	74
Table 13: Teachers' incentives and benefits	76
Table 14::The significant relationship leadership style a with teachers' job motivation .	78

Abbreviations and Acronyms

CRC	- Cluster resource center
ESDP	- Education Sector Development Program
MoE	- Ministry of Education
PTA	- Parent Teachers Association
SPSS	- Statistical Package For Social Scientists
WEO	- Woreda Education Office
UNESCO	-United Nation Educational Scientific and Cultural Organization

Abstract

The purpose of this study was to examine the principals' leadership styles influence on teachers' motivation in primary schools of Ameya woreda, in south west shoa. Hence, it examined the main of types of leadership style such as Democratic, Autocratic and Lassie-fair, practice in the Ameya woreda, principals' leadership styles influence on teachers' motivation, and factory affecting teachers' motivation in the study area. To accomplish this purpose, the study employed descriptive survey research design, which is supplemented by qualitative research. The study was carried out in 11 randomly selected primary schools of Ameya Woreda in south west shoa zone. A total of 166 individuals participated in the study. Among them 149 teachers were included as a sample through simple random sampling technique especially lottery method, 11 primary school principals, and 6 cluster supervisor were included by purposive sampling. Questionnaires were the main instrument of data collection. Interviews and documents analysis were also utilized to substantiate the data collected through the questionnaire. The analysis of the quantitative data was carried out by using frequency, percent, mean, correlation, and standard deviation. While data obtained through open ended questions, and interview were qualitatively analyzed. The result of the study shown that, the democratic leadership style is more positive influence on the teachers' motivation whereas the autocratic leadership style is negative influence on teachers' motivation. The moderate democratic, lassie-fair and autocratic are leadership style are practice leadership style in primary school of Ameya woreda. Further, low decision making encouragement of teachers, top-down system school administration, Lack of treat teachers equal, low supervisors support to teachers in both internal and external, low regular observe and absence give train for teachers, low work relationship with supervisors and PTA, poor working conditions in schools and absence of incentive and benefits for extra working in schools are main factor influence teachers motivation in primary schools. Finally the study comes up with the following recommendations: the school principals work strongly how encourage teachers in decision making and horizontal work with different responsible body, use democratic leadership style over autocratic, local education authorities and schools need to identify relevant barriers factor ,strong and smooth relationship with cluster supervisors and PTA and the woreda education and administration, the school arrange incentive and benefits for teacher and rewarding those teachers who best achieve in the schools.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Leadership style is defined as the ingredient of personality embodied in leaders that causes subordinates to follow them (Thomas (2002). Alexander (2002) on additional states leadership styles as individual behaviors useful by a school principal to motivate teachers to accomplish the goals of the group. Furthermore, leadership is defined as leader's effective behavior, conduct and tactic in influencing others (Northouse, 2007) and persuading others to attain individual and government's goals and objectives. The Northouse's views of leadership coincide with Wiley's (2014) who said that leadership is not about personality, it is about behaviors or practices which are observable set of skills and abilities.

Capezio and Moorehouse (1997) added to the idea of influence by showing that leaders cause followers to think and feel positively towards the organizations' goals. Therefore all definitions agree that leadership is an influential process towards success. According to Armstrong, (2010) leadership styles influence the level of motivation of an individual and it is very important in employee's motivation and performance. But, during a lifetime, man's motivation is affect by leadership style of organization they works.

Leadership style is the way and method used in show direction, effecting plans, and inspiring people. Principals' managerial style and leadership skills are critical in motivating teachers. Several research studies found principals' leadership style was an essential component contributing to teacher motivation (Thoonen et al., 2011). Different types of leadership styles may have different effects on teachers. Leadership styles used in educational settings are intended to motivate the teachers, who will motivate their students to be enthusiastic about learning and their performance in the classroom. Addressing motivation is critical for teachers because it affects their performance and that of their students (Ingvarson, 2009). These leadership characteristics of principals are sometimes referred to as leadership styles.

There are different styles on the bases of their philosophies, decision making and areas of emphasis. For instance, leadership styles such as autocratic, democratic and laissez-faire based on decision making which is the major subject of the researcher.

Autocratic leadership styles have controlling outlook and not need challenging from other. Indeed, no opportunities are provided for alternative views or interest other than those defined by the authoritarian leader as legitimate. This type of leaders is not delegate tasks and do not work with subordinates cooperatively. He/she show often creates annoyance, frustration, hopelessness, and not take action of correction on incorrect activities in the schools. Therefore, these types of leadership style influence teachers' motivation. For instance, Ogalo (2013) pointed out that principals who apply autocratic leadership have lower cooperation with their teachers in terms of lesson preparation, use of teaching aids and effective classroom teaching and as such tend to produce lower students' achievement in any subject.

Secondly, the laissez fair leadership style gives responsibilities to the subordinates. The characteristics of these leadership styles are given direction to group leader, not interfere group decision and freedom of teachers. For example irresponsible teachers not to attend classes. These activities influence teaching and learning of the school. This may, in turn, affect students' achievement negatively.

Thirdly, democratic leadership style is the direct opposite of authoritarian (autocratic) leadership style. It is sometimes referred to as integrative or participatory leadership. The democratic leadership style are participate teachers in decision making on different activities of the schools. The decision making in schools is free from impacts teachers. That is to say, the suggestions and recommendations are used during decision making process (Bello et al. 2016).

Further, based on the areas of emphasis in the work environment, task oriented and/or people oriented styles are identified. Many researchers have also identified alternative styles of leadership and traits to determine which one works best. If one best style had been identified, it would have been possible to train people how to use it to achieve leadership success. But there is no a single and universal leadership style that fits to all conditions and achieves the leadership success.

In other words, based on the areas of emphasis in the work environment, task oriented and/or people oriented styles are identified. Many researchers have also identified alternative leadership styles and traits to determine which one works best. If one best style had been identified, it would have been possible to train people how to use it to achieve leadership success. But there is no a single and universal leadership style that fits to all conditions and achieves the leadership success.

Thomas (2010) studied teacher motivation, and found that a satisfied teacher is more productive than a teacher who is dissatisfied. Motivation subordinate is one of the strategies leaders to enhance effective job performance among workers in organizations. Motivating is the management process of influencing behavior based on the knowledge of what make people tick. It is arouses, motivates, guides, and stands behavior and performance. Motivation is said to be a fundamental topic in psychology and organizational studies. This is because motivation describes the reasons that drive actions. Moreover, motivation is further said to be central in explaining both individual and organizational behavior (Steers, Mowday & Shapiro, 2004). This means that motivation is an inner desire that triggers enthusiasm in a person to make him or her take part in an activity (Latham & Pinder, 2005). The school principals are a leader who motivates teachers for encourage of teachers to achieve school goals (Adeyemi, 2004

According to Eyal and Roth (2011), power in the education system should be delegated to allow school principals to facilitate teacher's motivation, satisfaction, and well-being. The most crucial component to educational excellence is teachers, and the attraction and holding of highly capable individuals is an ongoing investment for any successful organization (Kaliprassad, 2006).

But many school principals are not register high result in their leadership style in the schools due to they treat unfairly treat of teachers. Due to this teachers are not work effectively. In highly effective schools, and schools which have reversed a trend of poor performance and declining achievement, the school principals arrange the speed leading and motivating pupils and staff to perform to their highest potential (Bush and Oduro, 2006). Research also suggests that school leadership in developing countries is largely authoritarian and bureaucratic, as well as being an ineffective way of educating for peace and democracy, and a cause of weak school service delivery (Harber and Davies, 1998). As, in general, school principals are appointed from the

teaching staff and receive little or no specific training, they tend to maintain the authoritarian, top-down leadership style they more experienced as a teacher. The research also identified a gap between the prescribed roles of school principals and their daily work (UNESCO, January 2015/16)

In knowledge of researcher there is no study carried out in woreda. Therefore, this researcher intended to conduct the study on the principals' leadership styles influence on teachers' motivation with particular attention to governmental primary schools of Ameya woreda, in South West Showa Zone.

1.2.Statement of the Problem

Leadership style working in any organization influences two ways. These are organizational and job satisfaction. The type of leadership style that match with teachers job satisfaction in educational organization is problems in many countries the world over including Africa. The relationship among principals' leadership style and teachers 'motivation has been a subject of debate by many researchers (Adeyemi, 2006). The debate has been depending on the leadership style of principals' influences the extent of motivation and satisfaction among teachers. It is claimed that result of leadership style has encouraging impact on the performance of teachers through job satisfaction and motivation (Charlton, 2000).

In the long run, it is the competence of many motivated individuals that culminates in the performance of the organization. Common observation in the school system also shows that the styles of leadership of a principal have serious impact on teachers' job performance through job satisfaction and motivation. But it seems that most school principals have not measured their leadership styles as factors of teachers' work satisfaction and motivation in their schools. Hence, some of them seem to find it difficult to effectively administer their schools (Adeyemi, 2004).

This could occur due to the principals' lack of the appropriate leadership skills such as human, conceptual and technical skills. Motivating workers to implement prominent performance work systems is one of the basic aims of management principles that a successful business can have. In light of this, quality of education is achieved effectively when teachers are qualified and motivated (VSO, 2007). The motivation level of teachers has a significant influence on the

delivery of quality education. Moreover, it determines the school environment, the quantity and quality of knowledge children receive, the level of skills to enhance the development of young minds and the sense of security children feel (VSO, 2007).

Thus, the education sector managers should identify the motivation factors of teachers under their organization. Because understanding of these factors is important to create an environment that allows and encourages an employee to be his or her best and it is a win-win for the employee and the organization (Robbins and Coulter, 2009). In other hand Bennell & Akyeampong, (2007) in their survey research state that low teacher job satisfaction are absence from the school, delay and lack of commitment to their work that conducted in 12 countries of Asia and Sub-Saharan Africa. Accordingly Shann (2001) describes teacher satisfaction has been revealed to be a predictor of teacher retention, determinant of teacher commitment, and, in turn, a contributor to school success. In addition, the commitment and effectiveness of teachers solely depend on their motivation, morale and job satisfaction. This implies that teacher job satisfaction and motivation is an important phenomenon for primary school teachers, their employers and students at large. Therefore, it is broadly stated that low teacher motivation is imitated in weakening criteria of professional conduct, including serious misbehavior (in and outside of work) and poor professional performance (Bennell, 2004)

To minimize this problem, different countries educational reform focuses on improving teacher competence, the learning and working environments, and greater decentralization, all of which can improve teacher motivation. Regarding this Ethiopian education and training policy (MoE, 1994) gives a mandate for schools to implement various activities which improve the teachers' motivation. However, Ethiopian primary school teachers are not so much effective and efficient in achieving the expected quality of education due to different factors. Towards this the assessment made by CfBT (2008) on job satisfaction among Ethiopian primary school teachers reveals that, 39% of teachers' are dissatisfied with their work situation. Due to this, many teachers indicate a loss of interest and they mentioned that the work was tiresome; there was no satisfaction, a lack of stimulation, a lack of enthusiasm, and no incentive to like the profession and a non-conducive atmosphere for the profession (CfBT, 2008).

Bennell (as cited in CfBT, 2008, p.97) also states “unacceptably high proportions of Ethiopian teachers’ working in public school systems are poorly motivated due to a combination of low morale and job satisfaction, poor incentives and inadequate controls and other behavioral sanctions.” Towards teacher motivation Hardre and Reeve (as cited in Hardre and Sullivan, 2009) pinpoint academic motivation is a critical need to address in high school education, because motivational features are malleable and can significantly influence the management, learning achievement and the future aspirations and intension of students. It also facilitates teachers’ turnover as well as transferring to other sectors.

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

In Education sector development plan program V(ESDP V) is shown that 70% of teachers would leave the profession even if paid equivalent paid. The negative attitude to the profession was exacerbated by lack of recognition/social status by their community and poor school administration and human resource management. This, in spite of efforts to improve teacher skills, implies that much more needs to be done to motivate and support the hundreds of thousands of teachers in all regions ((MOE, 2015/16)

In my experience in living woreda teachers who leave their profession were high. This indicates the presence of factors that forced teachers’ to leave their profession. Despite the above problems, there has been deteriorating standards of professional conduct, including misbehavior in and outside of work, poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance. Similarly, Tadesse (2018) identify that autocratic styles of leadership were practiced in the school, and the participation in decision making at school level was not allowed. This is affecting the implementation of school objective.

Furthermore, although all the above studies have been conducted, no study principals' leadership styles influence on teachers' motivation in woreda under take. It is such situations that ready the researcher to conduct a study on assessing principals' leadership styles influence on teachers' motivation in relation to the of primary schools Ameya woreda. In light of this the researcher tried to seek answer to the following basic questions:

1. Which leadership style is commonly exercised by school principals in primary schools of Ameya Woreda?
2. What is the dominant leadership style that influences high job satisfaction among teachers in primary schools of Ameya woreda?
3. What leadership style has significant relationship with teachers' job motivation?
4. What are the challenges that affect teachers' job motivation in primary schools of Ameya woreda?

1.3. Objectives of the Study

1.3.1. General Objective

The main purpose of this study was to assess the principals' leadership styles influence on teachers' motivation.

1.3.2. Specific Objectives

The specific objectives of this study are:

1. To identify commonly practiced leadership styles by school principals in primary schools of Ameya woreda.
2. To determine dominant leadership style that influences high job motivation among teachers in primary schools of Ameya woreda
3. To determine the significant relationship the principals' leadership styles with teachers' motivation in the schools.
4. To identify the challenges that affect teachers job motivation in primary schools of Ameya woreda?

1.4. Significance of the Study

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

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

1.5. Delimitation of the Study

The study is delimited to eleven/11/ primary schools of Ameya Woreda,south west shoa zone Oromia regional State. Because, the researcher was work in the study area as teacher and principal for the last 12 years. This helped the researcher to easily obtain relevant information about the principals' leadership styles influence on teachers' motivation in relation to the primary schools Ameya woreda. Among,the primary schools,Ameya,Gilmer,Kota Dire-Aroji, Bino Aroji,Sekela,Tsige,Gulti,Denkaka and Gombore were selected .The sample size of the study was restricted to 155 Participants/teachers (20%) of total population. The studies were also delimited the common type leadership style such as democratic, laissez fair, Autocratic, and its influence on teachers job motivation. The researcher has classified and identified the principals' leadership styles in primary schools randomly selected from Ameya woreda.

1.6. Limitations of the Study

It is obvious that research works can't be totally free from limitation. For this matter, limitations might be observed in this study. Accordingly, some of the school directors and WEO supervisors are overburdened by routine office and personal activities to provide the necessary data. This problem elongated the time for data collection more than the plan. In addition the limitation of this study is the fact that the findings cannot be generalized for all

schools in Oromia Regional State because it focused on only in primary schools of Ameya woreda.. Furthermore, there was case of Corona virus outbreak that affect researchers consulting more findings in the literature and direct contact with advisor.

1.7. Definition of key terms

For the purpose of this study the key terms identified as follow:-

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

Intrinsic motivation: refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure (Kondalkar, 2007).

Motivation: Motivation can be defined as “the extent to which persistent effort is directed toward a goal”

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

Job satisfaction is the extent to which job expectations are met, resulting in a positive feeling and lower absenteeism and turnover (Muller et al., 2009).

Morale refers to “the degree to which an employee feels competent about his/her work and work environment” (McKnight, Ahmad, & Schroeder, 2001, p. 467).

1.8. Organization of the study

The study is organized into five chapters. Chapter one consists of introduction, background of the study, statement of problems, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study and definition of key terms. Chapter two deals with the literature review. The chapter specifically focuses on type of leadership, leadership theories, leadership styles, teachers' job satisfaction and motivation, theoretical and conceptual framework of the study. Chapter three include research methodology, research design, target population, sample size and sampling procedure, research instrument, data collection procedure, data analysis techniques and instrument validity and instrument reliability. Chapter four presents with data analysis, interpretation and discussion of the findings while chapter five includes the summary of the study, conclusions, and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

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

2.1. Definition of Leadership

Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement (Stogdill, 1950, p.3).Capezio and Moorehouse (1997) added to the idea of influence by showing that leaders cause followers to think and feel positively towards the organizations' goals.

A leader is one or more people who selects, trains, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willinglyand enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives (Bruce E.Winston, 2006).

Leadership would mean different things to many people. The idea of leadership is therefore difficult to define, one of the rationales for such an argument is that meanings of leadership are almost a numerous as the approaches. In its study a sampling of some representative meanings of leadership follows: Leadership is the practice of win over group activities toward the achievement of goals, influencing & guiding in direction course of action and opinion. Leadership is effective influence, and inevitably requires using power to influence the thoughts and actions of other people (Ayalew, 2012).

Management is the process of planning, organizing, staffing and controlling through the use of formal authority whereas leadership is the process of inspiring others to work hard to accomplish

important tasks (Shermerhorn, 1995). Leading focuses on maintaining the commitment and enthusiasm need for people to apply their talents fully to help accomplish plans.

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

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

2.2. Types of leadership styles

The leadership style is defined by Rue, W. & Bayars, L. (2000, p.20), as “the sum total of all the traits, behavioral tendencies, and characteristics of a person in a leading position.” The styles include personal, political and institutional aspects of leadership. It also gives direction to leaders or administrators to act in accordance with organizational rules and regulations. Although the administrative styles are individual related, they influence employees’ productivity and motivation. An educational leader has to undertake a number of functions like planning, organizing, directing, motivation, control, coordination, decision-making, evaluation, recording and reporting etc. In order to make the education process more effective as the basic purpose of society, educational leader is to provide suitable environment to enhance teaching and learning process.

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

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

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

In the 20 century, the school principal is continuous the emergence from teacher to administrator with professional requirements and licensing becoming required for the position of principal. For much of the twentieth century, the responsibility of the school principal was that of manager where the principal was expected to uphold region mandates, manage employees, manage the budget, and control other working issues required the addition of leadership. This responsibility of principal was further developed stating that principals must work for as teaching and learning of students (Usdan, McCloud, & Podmostko, 2000). Continuing research on effective schools has shown the shared sense opinion that schools are infrequently effective, in several sense of the word, except the school principal is a good leader (Cawelti, 1984).

Leadership style could be defined in different ways. It refers to the primary needs of the leader that influence his behavior. It is also indicator of the leading form of behavior of the leader. Furthermore, the process through which person or group influences others in the attainment of group of goals (Akinwumiju and Olaniyan, 1996; Adeyemi, 2006). There are various types of leadership styles and each one is successful in a specific situation. Therefore, leadership style may be adopted in accordance with the situation.

Musaazi, J.C.S. (1988, pp.64-65), has described leadership styles as kinds of leadership including, democratic, autocratic and laissez faire. These are the three basic leadership styles. The main difference among various leadership styles depends normally on the manner in which the decision is made in any situation. Leadership styles have been discussed by Rue, W. and Byars, L. (2000, pp. 4-10). They have also categorized the styles as autocratic, democratic and laissez-faire. Plunkett W.Richard, (1994) also categorized the managers leadership styles in three groups based the extent to which a leader shares decision making authority with subordinates. In this study, certain of the major leadership styles such as Autocratic, democratic and free reign together with managerial grid approaches are discussed below of which the researcher will take into account the first 3 styles assumed to be common.

2.2.1. Autocratic style

This leadership style, leaders alone determine policy and make plan, tell subordinates what to do and how to do, power is centralized only to the leader, workers under the leader have little freedom, and show greater concern for work than for his/her worker. Musaazi, J. C. S. (1988, pp.64-65), has described, it is a common trait of an autocratic leader to make decisions for the whole group without seeking any inputs. Whereas according to Rue, W. and Byars, L. (2000, pp. 4-10), a person with an autocratic style considers himself omnipotent and feels more Superior to the people around. In relation of autocratic style, a description of leader and group member is given as follows:

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

The person is egoistic and status conscious.

He does not have trust on the capacity of the members of the group.

He believes in material rewards for work and ignores relations and other soft incentives for motivating members for higher performance.

He demands complete compliance to the orders without seeking any feedback or comments.

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

No ownership of the results and tasks is assumed and they work passively.

Looking busy but doing nothing causes slackness in productivity effort.

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

The autocratic style is appropriate for instance when:

Employees have not been empowered to make decision

Subordinates do not want to share authority

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

2.2.2. Democratic (Participative style)

A manger that uses the participative style share decision making authority with subordinates. Participative management involves others to bear on issues and let them bring their unique view points, talents and experiences. Musaazi, J. C. S. (1988, pp.64-65), has described that the democratic leader consults his/her group for arriving at important decisions. According to Rue, W. and Byars, L. (2000, pp. 4-10), a person with a democratic style has a balance between his/her preference for the work and the people who do that work. In relation of the democratic style, a description of leader and group members is given as under:

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

Decision making process is mutual among the leader and the group.

Complete picture of the scenario and enough explanation is given to the group when any decision is made independent of the group.

Criticism and appreciation are made fairly.

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

Innovation is openly exchanged; Ownership is felt within the group.

Results are up to the mark and Success is commonly owned and celebrated.

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

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

According to Thierauf, R. J., Klekamp, R. C.& Geeding, D. W. (1977, p.490), "the democratic, group - oriented leader provides general rather than close supervision and his/her concern is the effective use of human resources through participation."

2.2.3. Free rein style (Laissez-faire style)

This management style empowered individuals of groups to function on their Owen, without direct involvement from the mangers to which they report. There is a delegation of authority to the employee and mangers set limits and remain available for consolation. Musaaazi, J. C. S. (1988, pp.64-65), has described that the laissez-fair leader shows policy of noninterference. As a result, the group makes all decisions independent of the leader. According to Rue, W. and Byars, L. (2000, pp. 4-10), a person with Laissez Faire style wants to please everyone around and ignores the tasks. In relation of the laissez faire style, a description of leader and group members is given as follows:

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

He has doubts about his/her own capacity to perform independently.

He never defines goals and performance standards to the group.

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

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

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

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

2.2.4. Transformational and Transactional Leadership Style

The difference between transformational and transactional leadership lies in the way of motivating others. Transformational leader's behavior originates in the personal values and beliefs of the leader and motivates subordinates to do more than expected (Bass, 1985). Burns (1978), identified transformational leadership as a process where, one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. 15 For transformational leadership style, the follower feels trust, admiration, loyalty and respect towards the leader, and is motivated to do more than what was originally expected to do .(Bass, 1985; Katz & Kahn, 1978). The transformational leader motivates by making follower more aware of the importance of task outcomes, inducing them to transcend their own self-interest for the sake of the organization or team and activating their

higher order needs. He encourages followers to think critically and seek new ways to approach their jobs, resulting in intellectual stimulation.

(Bass et al, 1994). As a result, there is an increase in their level of performance, satisfaction, and commitment to the goals of their organization (Podsakoff et al., 1996). Past research works indicates that leaders who exhibited transformational leadership style had achieved their organizational goals over and above those with the transactional leadership style when the above constructs are put into consideration. Unlike the laissez faire leadership which is an indication of absence of leadership which results of previous research endeavors did not support as subordinates were not satisfied with their jobs and this had really impacted negatively on the success of organization where it is used. Transformational and transactional are different in their approaches to leadership and motivation of subordinates towards discharging their duties as and when due. Transformational leadership is famous with three main approaches: 1. By using reward and promises to induce subordinates towards discharging their duties. 2. Supervising the activities of subordinates and taking corrective measures before errors go beyond control 3. Sometimes manager may allow shortcomings of the subordinates to accumulate and then reprimand him for errors that had never been corrected.

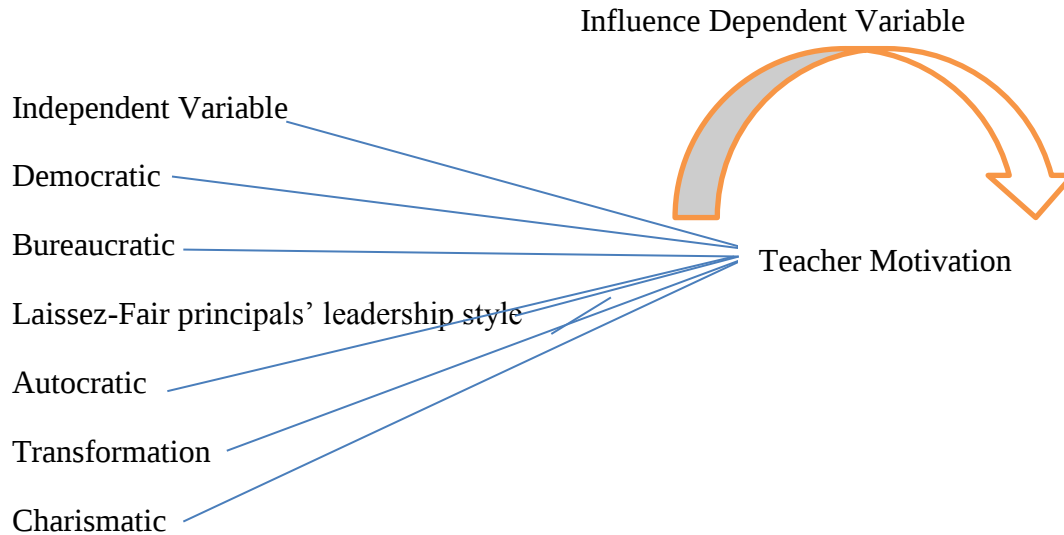
2.2.5. Charismatic leadership

The charismatic leader leads by infusing energy and eagerness into their team members. A charismatic leader is someone who is often on the run. S/he is not someone who feels pleased with any type of stationary situation. This type of leader has to be committed to the organization for the long run. If the success of the division or project is attributed to the leader and not the team, charismatic leaders may become a risk for the company by deciding to resign for advanced opportunities. It takes a company time and hard work to gain the employees' confidence back with other type of leadership after they have committed themselves to the magnetism of a charismatic leader (Weber, 1905).

2.3. Conceptual Framework (Model)

The conceptual framework indicates the crucial process, which is useful to show the direction of the study. The study was shows the influence of the leadership style democratic, Laissez Faire,

Autocratic, Transformational, Charismatic, Bureaucratic) on teachers motivation. The difference between outlooks and opinions is called the gap which is the determinant of employee's perception of leadership styles (Rue, W. and Byars, L. (2000, pp. 4-10)



Source: Develop by researcher

2.4. Factors Affecting Leadership Styles

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

2.4.1. Managers Management philosophy

This includes - The family and early school environment - Experience and training in the area of leadership - Theory "X" and "Y"

Manager's Assumptions about the nature of people: philosophy is the way in which someone understanding some things such as culture, customs and values. It is the way in which a leader understands the people or followers. It states to the psychological perceptions of managers. Experience and training in the area of leadership: having the experience and knowledge associated to the leadership is the other determinant factor in management practices. In order to

incorporate the number of methods in which performance can be deemed successfully to clear away barriers to successful outcomes and to help subordinates to see the desirable outcomes, the leader is expected to have the leadership knowledge and skills.

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

2.4.2 Followers' Maturity Level

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

2.4.3. Situational Factors

These are the situations or conditions faced by managers. These include the nature of the work, the type of assignments and the functioning of the organization/ unit. These situational factors can be categorized as personal physical characteristics of subordinates and work environment. Personal individualities of subordinates include their abilities, self-confides, personal need and motivations and perceptions of their leaders. When subordinates exhibit low level of performance, leaders must provide coaching, training and direction. The work environment includes the organization's culture and how power is exercised, polices and rules the extent to which tasks are structured. These factors are beyond the ability of employees to control affect their abilities to accomplish task and achieve goals. So, the leader must provide to each person the appropriate leadership depending on the employees and the work environmental conductions.

2.5. The concept of motivation

Motivation is purely a psychological topic but it is observed and taken as a multidiscipline one, each different discipline introducing a new definition from its own point of view. But overall different study on motivation is shown why people choose a particular course of action in

preference to others, and why they continue with a chosen action, often over a long period and in the face of difficulties and problems. Based on this concepts different scholars define motivation in numerous way. Some of which are presented as follows

Kondalkar (2007, p.101) defines motivation as “... the inner energies caused by need, desires and aspiration which propels an individual to exert his physical and mental energy to attain desired objectives”. Another scholar Ivancevich (2009) describes motivation as: “... is the set of attitude and values that predisposes a individual to act in a particular goal directed manner.” The author also describes motivation as “... an invisible inner state that energizes human goal-directed behavior, which can be divided into two components; (1) the direction of behavior (working to reach a goal) and (2) the strength of the behavior (how hard or strongly the individual will work).” p.304

In the same way Schermerhorn, Hunt, Osborn and Uhl-Bien (2011, p.110) defines motivation as “...the individual forces that description for the way, level, and resolve of a person’s strength spent at work.” These writer used the word direction, level and determination when defining motivation; way refers to an individual’s select when existing with a number of potential options, level refers to the amount of effort a person’s puts forth, and determination refers to the length oftime a person sticks with a given action.

In addition Halepota (as cited in Ajang, 2007, p.10) defines motivation as “a person’s active participation and commitment to achieve the prescribed results.” Halepota further presents that the concept of motivation is abstract because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favorable results all the times.

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

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

2.5.1.Characteristics' of motivation

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

Therefore, as Bennell and Akyeampong (2007) describe measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. Hence, understanding the characteristics of motivation has critical importance for effectiveness of the organization. Accordingly Kondalkar (2007) asserts the following unique characteristics of motivation.

Motivation is a constant procedure: Because the need is a continuous phenomenon if one interest or need is fulfilled the other need arises and so does individual propels to work and thus the continuous chain is formed,

Motivation is caused due to anticipated perceived value from an action: Perceived value is the probability or the expectancy. Therefore, motivation is the result of value or valance and expectancy.

There are unsatisfied needs: A person remains disturbed till they are satisfied. This disturbance or tension causes disequilibria in human behavior. More the motivation level the higher will be efforts to get over the tension and in the process job accomplishment would take place.

2.5.2. Importance of motivation

As scholars defined, work motivation refers to the psychological procedures that influence individual behavior with part to the attainment of workplace goals and tasks (Bennell & Akyeampong, 2007). Therefore, employee motivation is one of the strategies of managers to progress successful job management amongst workers in organizations (Shadare et al, cited in Manzoor, 2012). A motivated employee is responsive for the certain goals and purposes he/she must attain, hence he/she directs his/her efforts in that direction. Because the individual's basic human needs, his ability and readiness to perform and his past experience, education and perceptions of the position he holds affect his performance in the entire system (Robinson, 2004).

Motivation expresses an organization more fruitful, because motivated staffs are constantly looking for enhanced performs to do a work, so it is essential for organizations to encourage motivation of their employees. Getting employees to do their best work even in determined situations is one of the employees most stable and greasy challenges and this can be made possible done motivating them (Manzoor, 2012). For this reason, motivation is very important for an organization and the individuals because of the following profits it affords (Manzoor, 2012);

High level of performance: It is the duty of every manager to ensure that the employees have a high degree of motivation. Highly motivated workers would be regular for work, and have a sense of belonging for the organization. Quality of product will be improved, wastage will be minimized and there will be increase in productivity, and performance level will be high.

Low employee turnover and absenteeism: Employee turnover and absenteeism is caused due to low level of motivation practice on the part of managers. When dissatisfaction is increased employees do not enjoy on the work assigned to them. Therefore, there is a tendency of absenteeism. The workers hunt for an alternative job and leave the organization whenever they get an opportunity. High level of absence bases low level of creation, wastages, poor quality and disruption in production schedules. Increased turnover is disastrous for any organization as it puts strain on financial position of the organization due to additional recruitment, selection, training and development.

Acceptance of organization change: Management must continuously scan the external and the internal environment. There has been a great impact of social change and technology evolution on the motivation level of employees. Social change increases aspirations of workers and put an additional demand on the organization, which must be considered positively so that conducting working environment is created. Management must ensure that the changes are introduced in the organization and its benefits explained to the employees so that there is no resistance to change and organizational growth is achieved. Re-engineering, empowerment, job enrichment, job rotation, introduction of new technology and processes will go a long way to boost employee morale and achieve high degree of motivation.

Organizational image: Employees are the mirrors of any organization. Training & development programs should be regularly organized and employee skill improved. It will have a positive impact on the employees and the image of the organization. It will also reduce employee turnover and better employee will look forward to join the organization. High organizational image will contribute towards brand image of the product and services the organization is marketing.

Puts human resources into action: Every school concern requires physical, financial, informational and human resources to accomplish the goals. It is through motivation that the human resources can be utilized by making full use of it. This can be done by building willingness in employees to work. This will help the enterprise in securing best possible utilization of resources.

2.6. Types of motivation

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

2.6.1. Intrinsic motivation

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

2.6.2. Extrinsic motivation

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

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

2.7. Theories of motivation

There are various competing theories that attempt to explain the nature of motivation. These theories may all be at minimum somewhat true and help to explain the behavior of firm people at certain times. These motivation theories can be divided into two broad categories; content theory and process theory of motivation. Theories of both types contribute to our understanding of motivation to work, but none offers a complete explanation. Efere (2005, p.110) asserts "in studying a variety of theories, our goal is to gather useful insights that can be integrated into motivational approaches that are appropriate for different situations." Even if, the general concept of motivation has been established in developed countries and most research on teacher motivation has also been carried out there, this part begins with the major motivation theories that plays as the overall framework to this study is assessed and presented as follow.

2.7.1 Herzberg Two-Factor theory

Theory In the 1950's psychologist Frederick Herzberg proposed a theory of motivation that focuses on the work and on the environment where work is done. Herzberg, however, has concentrated on studying how Maslow's needs operate at work, in the employment situation (Robinson, 2004). To Herzberg, there are two groups of needs. One set of the needs causes dissatisfaction; these related to the job environment or the context in which the job was performed and thus extrinsic to the job itself. Herzberg labeled these as the Hygieneor

Maintenance factors. Rue and Byars (2009, p.270) describes “maintenance factors are preventive in nature”, this means, they do not produce motivation but can prevent dissatisfaction from occurring. Thus, proper attention to maintenance factors are preventive in nature”, this means, they do not produce motivation but can prevent dissatisfaction from occurring. Thus, proper attention to maintenance factors is a necessary but not sufficient condition for motivation. The presence of the second set of needs leads to feelings of satisfaction. This relates to the job itself, and Herzberg named this as Motivators or Growth factors. The next figure indicates the clear distinction that occurs between hygiene and motivator factors of Herzberg.



Figure 1: **Herzberg Two-Factor**

Source: Retrieved from

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

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

The diagram below shows their different continuums

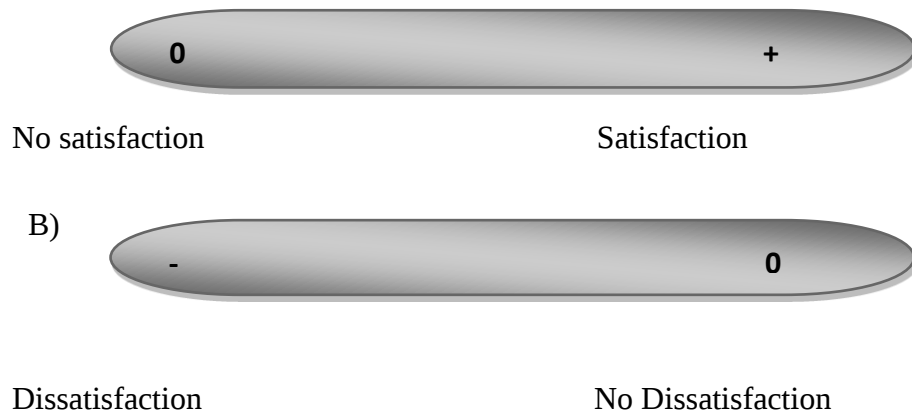


Figure 2: (A) Motivator Continuum and (B) Hygiene Continuum

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

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

Supervision- Supervision is a way of motivating, controlling, refining, inspirational and encouraging and managing certain group with the hope of looking for their teamwork in order for the supervisors to be fruitful in their job of supervision (Ogunsaju, 1983). Supervision requires the competency or technical ability of the supervisor. This includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge. Supervision in school is a vital process and it is the combination of activities which is concerned with the teaching and improvement of the teaching in the school.

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

Working conditions- Working condition is the factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. If the working conditions of an institution/organization are conducive, its performance will improve dramatically (Leithwood, 2006). The working conditions are conducive when administration provides their employees to safe and healthy environment.

Furthermore, the availability of necessary equipment and other infrastructures are one that may reduce the effectiveness of employees as well as the organization. Therefore, organization managers put their effort in making the working conditions safe, health, adequately furnished and attractive to use the employees' knowledge, skill and creativity for the organization effective competitive advantage (VSO, 2002).

Job security- Job safety is an employee's declaration or self-confidence that they will keep their current job. Employees with a high level of job safety have a low chance of down their job in the near future. Certain professionals or employment chances essentially have better job security than others. Job security is about an individual's perception of themselves, the condition and the potentials. There are some outside factors that have an impact on our job security. Our individual job security is partial more by personal factors, like education, our experience, the skill we have advanced, our performance and our capability (Simon, 2011). When we have a great level of job security, we will often make and deliberate our struggle into work more effectively than an employee who is in constant fear of losing their job. Job security has significant effect on the overall performance of individuals, teams as well as organizations.

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

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

Growth and development- Training is defined as the organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill (Saeed & Asghar, 2012). Other scholar describes training as the formal and efficient change of behavior through learning which happens as a result of education, development and planned experience (Armstrong, 2006). In addition, staff development refers to the development of supporting, technical and professional staff in organizations, in which such staff form a large proportion of those employed (Collin, 2001).

Scholars believe that the development activities help a person to make positive contributions to the organizations. Training helps for the proper utilization of resources; that further helps employees to attain organizational as well as personal goals. As Saeed & Asghar (2012) pinpoints training and progress improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee. Therefore, training is a motivational cause which enhances the knowledge of the

employee on the way to the job. By the help of training employees become capable in their jobs and they become able to give improved results. Thus, an organization should identify employees training need and tried to run the program by collaborating with necessary stakeholders.

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

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

Herzberg's two factor theory and its implications for management

If the motivation-hygiene theory holds, management not only must deliver hygiene factors to avoid employee displeasure, but also must provide factors intrinsic to the work itself in instruction for employees to be gratified with their jobs (Robinson, 2004). Herzberg argued that job enrichments required for intrinsic motivation, and that it is a continuous management process. Designing jobs that provide for meaningful work, success, acknowledgment, accountability, progress and growth is the key to job enrichment (Rue & Byars, 2009). According to Herzberg when enrich the job:

The job should have sufficient challenge to utilize the full ability of the employee.

Employees who demonstrate increasing levels of ability should be given increasing levels of responsibility.

If a job cannot be designed to use an employee's full abilities, then the firm should consider automating the task or replacing the employee with one who has a lower level of skill. Because, if a person cannot be fully utilized, then there will be a motivation problem.

2.7.2. Theory of motivation and its educational implications

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

Satisfaction of the motivational factors leads to quality performance and high productivity which enhances the achievement of quality educational system. The motivational theories are crucial for schools' administration when it comes to organizing and monitoring activities within the school surroundings. With this notion, Ejiogu (as cited in Ofojebe and Ezugoh, 2010)) opined that teachers' motivation provides the essential means for control and coordination of activities within a given school system. For instance, staff training and development is one of the most significant elements in efficient administration which is assumed to make workers realize better what they have to do to acquire skills required for proficient performance in order to enhance quality education.

When the motivational factors are practical negatively in the school system reasons no satisfaction on teachers' which result into drawing, neglect of duty and negative results but when applied positively bases satisfaction resulting to increase in commitment, productivity and quality performance. There is also a close-relationship between stability in the teaching profession and their competence of the educational system. If familiarity on the part of the teacher adds in general to improved effectiveness in the classroom, a large taking is certain to

produce poorer learning products which have serious suggestions to education. Teachers' motivation count when it comes to their steadiness and leave in the teaching occupation.

Another important thing is that motivational factors involving the motivators and hygiene factors as well influence teachers' job retention, their level of participation in decision making and quality contributions in the school and commitment to duty. When they feel dissatisfied with their job rewards, they will become frustrated, regularly absent from duty and may eventually quit.

2.8. Teachers' motivation and job satisfaction

Before defining teacher motivation, it seems useful to briefly look at job satisfaction, as motivation and satisfaction are complex and pragmatic concepts, and are often applied interchangeably. Evans (as cited in Tanaka, 2010, p.15) defines satisfaction as "... a state of mind determined encompassing all those feelings by the degree to which the individual perceives her/his job related needs to be being met." Furthermore, in her quantitative analysis of the five francophone countries, Michaelowa (as cited in Tanaka, 2010, p.15) defines teachers job satisfaction as "... an indication of teachers well-being induced by the job" and motivation as "their willingness, drives or desire to engage in good teaching, to examine whether job satisfaction does or does not translate into motivation." Similar to job satisfaction, the concept of teacher motivation is not uniform.

Hoy and Miskel (as cited in Bennell and Akyeampong, 2007, p.4) define motivation as "... a combination of factors that start and maintain work-related behaviors' toward the achievement of personal goals." Alternatively, Bennell and Akyeampong (2007) emphasize motivation as a teacher's state rather than the set of factors themselves that influence such a state.

Therefore, it is certainly true that nearly all national education strategies and reforms now focus on improving teacher competence and the working environment and the promotion of greater school autonomy, all of which can improve teacher motivation (Bennell & Akyeampong, 2007). Teachers are powerful tools for improving quality of education through effective classroom practices (Rashid & Dhindsa, 2010). According to Bess (as cited in Rashid & Dhindsa, 2010) the primary factor that contributes to effective classroom practices of teachers' is strong

motivation. Therefore to bring about a change to an educational system, improvements to improve teacher motivation are essential. A planning for such improvements would require the planner to know the existing state of teacher motivation and factors affecting teacher motivation. When studying the existing state of teacher motivation, it is essential to examine both the intrinsic and extrinsic factors affecting them.

Accordingly, Tufail et al. (2012) states a teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may make the activity/duty in order to get some external rewards. Extrinsic motivation plays an important part in people's life. It is very important to strong in influencing a person's behavior. Hence, the aim of the school must be to shape on and improve the intrinsic motivation for teachers to teach efficiently and at the similar time, to supply some extrinsic motivation beside the approach for school improvement to achieve quality education (Tufail et al., 2012). By supporting this, Rue & Byars (2009) asserts satisfied employees are preferred simply because they make the work situation a more pleasant environment.

Depend Zhou (cited in Hannum, and Sargent 2005) a fruitful principal considers in teachers' and works hard to stand-in teacher motivation and independence, tie together the collective strength of all of the teachers to transport out the work of the school. Such leaders love, guard, care, know, trust, and care for teachers. They give practical work tasks, inspire teachers to contribute in management, attend to recommendations and ensure that teachers can spend most of their time and energy on teaching and research.

Furthermore, an effective principal affords a well-maintained, enjoyable working environment, begins a happy atmosphere, gives teachers' chances for professional improvement, places great significance on making sufficient teaching resources available and gives teachers inspiration and feedback using both emotional and material rewards.

Towards this, the current education and training policy of Ethiopia (MoE, 1994) announced that educational management will be democratic, professional, coordinated, efficient and effective and will encourage the participation of stakeholders. This article provides teachers' with accountability and responsibility to achieve millennium development goals by coordinating

among all educational stakeholders without any inhibiting barriers. The effective implementation of the article promotes the motivation of teachers, this also improve quality education.

2.9. Factors associated with teacher job motivation and satisfaction

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

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

There is a wide range of views about teacher stimulus in Africa and South Asia, most of which are country specific. Though, there perform to be increasing worries that unsatisfactorily high parts of teachers working in public school systems in many low pay developing countries (LIDCs) are below par motivated due to a grouping of low confidence and job satisfaction, poor reasons and insufficient monitor controls and other behavioral sanctions (Bennell & Akyeampong, 2007).

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

Moreover, teachers are subject to environments that are shaped by the community, local authorities and the central government. There is a propensity to guilt teachers, they are not skilled, effective, regular, and punctual and so on, for the unimpressive performance of pupils. There has also been little research into the ways in which these environments affect teachers. An observation made by VSO in the report ‘what makes teachers tick?’ is pertinent and convincing:

Despite the pivotal nature of teachers’ contribution to education, there is a tendency on the part of national and international policy-makers to bypass teachers in decision-making and to neglect their needs when considering new policy directions. Teachers are infrequently observed as partners within education scheduling and improvement and are frequently preserved as passive implementers of decisions, or even as procedural inputs. Academic and policy arguments focus on teachers’ shortages and rarely take into account the problems under which they live and work (VSO, 2002, p.1).

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

The low and declining status of teachers in many LIDCs clearly impacts on the overall levels of teacher motivation. Teaching is a challenging occupation, which means that teachers need to strive hard in order to meet learning goals (Bennell, 2004). Professional position depends on the ‘community valuing’ of the skill, role and overall involvement of a certain occupation to individual and communal wellbeing (Bennell & Akyeampong, 2007). Occupations that have attained professional status share a common set of characteristics including a high level of

education and training, a strong ideal of public service with an enforced professional code of conduct and high levels of respect from the public at large.

Policy implementation, such as reform and incentive provision and teacher management may influence all teachers' equally, but teachers' are different not only in terms of their qualifications but also with regard to their identities and personalities, which are shaped by values and beliefs, and even the places in which they live and work (Tanaka, 2010). Thus, teacher management at altogether ranks (school, woreda, region and Ministry of education) is critically important in ensuring that teachers are adequately motivated (Bennell & Mukyanuzi, 2005). Bennell & Mukyanuzi also emphasized that management effectiveness is the combined outcome of management systems and the commitment and competence of individual managers. In most of Africa, for almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort (Bennell & Akyeampong, 2007).

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

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

2.10. Teachers' motivation strategies and its challenges

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

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

As Manzoor (2012) under lined enabling and acknowledgment have confident effect on employee motivation. More the enablement and acknowledgment of employees in an organization is increased, more will their motivation to work will improve. Empowerment affords benefits to organizations and makes sense of have its place and pride in the staff. In fact, it builds a win - win joining among organizations and employees; which is considered an ideal situation in many organizations and their employees (Manzoor, 2012).

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

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

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

2.11. Ethiopian teachers' motivation and job satisfaction

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

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

incentives, low regard for teachers and poor conditions of service respectively while the least dissatisfying factor was school location.

Similarly, the factors that hinder teachers motivation in the Ethiopia educational system as VSO (2007) identifies were inadequate salaries, low respect for and low status of teachers, poor accommodation, poor management and leadership and school environment. As VSO describes these issues have a significant impact on classroom performance, that is, teachers' ability to deliver good quality education as well as on levels of teacher motivation.

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

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

2.12. The Relationship between Leadership Styles and Motivation

An organizations' success is measured by its government and successes. Therefore, administrations need well-organized leaders to revenue them toward that success. In this sense, leadership style is one of the main factors determining the success of any leader. Leadership style

reflects a manager or leader's personality and how he or she manages work, which in turn affects the performance of institutions as well as employees (Lwasif, 1995). As of its importance in an institution's success, Subramaniam (2011) express the significance of studying leadership styles.

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

It is assumed that next suitable leadership style can progress success motivation, which in go will raise the level of efficiency. A study for Isaac et al. (2001) stated that the level of presentation of the staffs increases in a motivating environment, inspirational characters to achieve levels of presentation beyond their opportunities. Therefore, leaders must take action to fulfill employees and upturn their motivation. After having their motivations enhanced, employees will work harder and feel accountable for attaining goals and objectives (Almansour, 2012).

In his findings, Yones (2007) showed that there were statistically significant correlations between school principals' leadership styles and teachers' achievement motivation as there is a positive correlation between professional status for the person and his or her achievement motivation. Gallmeier (1997) studied leadership styles and their effects on teachers. His findings revealed teachers preferred a leader who clearly communicated expectations and expressed sentiments that made teachers feel "professional". He felt there was a proof that an administrator's leadership style has a relationship to teachers' motivation.

Summary of Reviewed literature

The literature review has revised describe different leadership style in school organization. Different researchers looked at different leadership style in different geographical areas. Leadership literature has not significantly explored the relationship between autocratic, democratic leadership styles and lassie-fair leadership style with employee motivation level. Thus, leadership is one of the most critical factors in creating a work environment that encourages productivity and dedication to a company and its mission (Mayhew, 2013).

In this study the leadership styles such democratic, autocratic and lassie fair are reviewed. And also the different motivation theory is described. There are variables that come into play that influence teachers job motivation in school. Different scholars show that different leadership styles have positive and negative influence on teachers' job motivation. The framework shows that the different leadership's styles that influence teachers' job satisfaction. There is a considerable amount of research literature on teaching styles and students' motivation; however, there are limited amounts of research on principals' leadership styles influence teachers' motivation. This study seeks to bridge the gap in the literature and identify factors that influence and cause low teacher motivation in public primary schools of Ameya worda.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

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

3.1 The Study Site

Ameya woreda is located at distance of 144 km south-west of Addis Ababa. Ameya is found in the south west shoa zone, in Oromia regional state of Ethiopia, which is bordered on the west by Dire-Dawa, on the North by Wanch Woreda and in the east by Goro Woreda and in the South, by Southern Nation Nationality Walikite zone and Waliso woreda. The woreda town is Gindo. This Woreda has varied weather conditions and socio economic status. Agriculture especially Maize, Teff, Spice, Oli seed, wheat, barely, honey and milk production are the back bone of the communities of the Woreda. The total numbers of primary schools in the woreda are 54.

3.2 The Research design

Research designs are plans and procedures for research that are the general arrangement of research activities (Creswell, 2007). In this study a descriptive survey design was employed to get a general view about influence of the leadership style on teachers' motivation in primary schools, as it exists at present. It is also relevant to gather detail information concerning current practice of influence of leadership on teachers' motivation. Abiy et.al.(2009) stated that descriptive survey is used to gather data at a particular point in time with the purpose of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events.

3.3 Research Method

Method is a way to systematically and scientifically solve research problems, and also research methods are based on the nature of research problem (Solomon, 2005). In this study quantitative method approach was selected, while for the qualitative data interview was employed. The reason for focusing on quantitative approach is because this study was aimed to assess the influence of the leadership style on teachers' motivation in primary schools, hence quantitative study enables the researcher to collect large data related to influence of the leadership style on teachers' motivation in primary schools of Ameya woreda. In addition, quantitative method is more preferred than qualitative one as qualitative approach required more time and experience of the researcher (Ross,2005). The qualitative approach was incorporate in the study to validate and triangulate the quantitative data.

3.4 Source of Data

In order to carry out research, data should be gathered from proper sources. The more data the researcher has about the phenomena, the better would be the investigation and explanation about it. Hence, the more valid the sources of data, the more reliable data were obtained, which in turn would lead to correct and reliable conclusion (Solomon, 2005).

In this descriptive research both primary and secondary sources of data has been used. For this study the primary source of data were collected from teachers, supervisors, and principals through questioner and interview on principals' leadership styles influence on teachers' motivation. The decision to use these subjects as a source of primary data were based on the expectation that they have a better experience and information on the principals' leadership styles influence on teachers' motivation in primary schools of Ameya woreda. Secondary sources of data were obtained through document analysis. For this purpose, the researcher observe the primary schools and their relevant documents like yearly reports, minutes, to obtain data on leadership style and teachers' motivation, to impact information for the study.

3.5. Population

Population is the total collection of all cases to which a researcher intends the results of a study to apply (Best and Kahn, 2006). Therefore, the accessible populations of this study to which the researchers can apply his conclusions are all the 54 primary schools of Ameya Woreda. Specifically, 789 teachers, 75 principals and vice principals and 12 CRC supervisors, a total of 876. Therefore, the populations of this research are teachers, principals, vice-principals and supervisors of Ameya Woreda primary schools.

3.6. Sample Size and Sampling Techniques

Mostly the sample size is determined on the availability of time, money and effort (Delice, 2010). And also the researcher should decide on an appropriate size for sample depending on the research topic, population, aim of the research, analysis techniques, sample size in similar research and the number of the subgroups in the sample (Ross, 2005). In this study due to the availability time and financial resources and also to increase the reliability of the study and to adequately represent the population from the total 54 primary schools 11 (20.37%) were taken randomly by lottery method as a sample. The two years experienced school principals selected from sample schools.

The procedures that the researcher was follow to determine the sample of schools by simple random sampling technique particularly lottery methods are the following.

To obtain the necessary sample units, purposive and simple random sampling techniques were employed. As for this technique, Abiy et al. (2009) describe that its utilization gives an opportunity for each element to have an equal and a nonzero chance of being selected.

The eleven primary schools were selected such as Ameya, Dire Aroji, Gulti, Denkaka, Bino, Tsige, Aroji, Kota, Gombore, Sekala and Gilmer schools by using simple random sampling.

The ever increasing demand for research has created need for an efficient method of determining the sample size needed to be representative of a given population. Hence, both probability and non-probability sampling technique were used to obtain the representative sample units for this research.

First, to determine the sample size of teachers in this study, the formula of (Daniel, 2006) was utilized.

Therefore, the total numbers of teachers who were included in the study were 155. The formula is presented as follows.

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

Where;

n = sample size

N = total number of population (789)

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

Se= Sampling error or degree of accuracy (0.01)

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

Therefore, the sample size is calculated as:

$$n = \frac{789(2.58) + (0.01)^2 \times (1-0.5)}{789(0.01) + (2.58)^2 \times 0.5(1-0.5)}$$

$$n = 155$$

To select these teachers, first from the total of 54 primary schools 11(≈20.37%) were taken as a sample by the researcher lottery method. The researcher decided to limit his study to those schools as a sample due to the shortage financial and material resources to conduct the study.

The eleven primary schools were selected by using simple random sampling technique (lottery method). Because, most primary schools in Ameya Woreda have relatively similar standards like in infrastructure, facility, availability of necessary human resources (both administrative and

academic) and other, thus selecting them randomly ready their representativeness for the whole primary school teachers of the Woreda.

The total number of teachers in the eleven selected primary schools was 227. Hence, to select 155 teachers through simple random sampling technique, proportional allocation to the size of teachers in each school were done. Selecting teachers through random sampling technique help the researcher to keep representativeness of the research work through giving equal chance for each teacher to be a sample unit. To determine the total sample size of teachers to be drawn from the selected schools, the researcher used the following formula of William (1977:75):

$$Ps = \frac{n}{N} \times N_0 \text{ of teachers in each school}$$

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

n = Total teachers' sample size (155)

N = Total number of teachers in the eleven selected sample schools (227)

Based on the above formula, sample size of teachers in each primary school is computed (**see appendix**).

After determining proportional allocation to size of teachers to each school, the researcher employed lottery method to determine individual teachers to be included in the sample.

Primary school cluster supervisors (6), 11 school principals and vice principals, a total of 17 respondents, were selected using purposive sampling technique. Primary school cluster supervisors, principals and vice principals taken from the Woreda in which the sample primary schools were selected. Because, these respondents are the core to motivate teachers, to follow up the teachers current behavior and their work effectiveness, and also have deep information regarding some factors that hinder the teachers work motivation and principals behavior. Supporting this Ary,et.al (2010) state that “purposive sampling is used in order to access ‘knowledgeable people’, that is those who have in-depth knowledge about particular issues, may be by virtue of their professional role, power, access to networks, expertise or experience.”

Purposively selected samples were used to get in-depth information through semi structured interview.

In general 172 individuals were included as the sample to extract sufficient evidence on teachers work motivation practices in sample primary schools of Ameya Woreda. The next table indicates the total study population in the study area.

The summary of the sampling technique and sampling technique are presented as shown below.

Table 1: Sample and Sampling Techniques

Study subject	Primary school	Total number of study subject	Sample size		Sampling techniques
			No.	%	
Primary school	Ameya	55	38	69.09	Random sampling
	Haroji	20	14	70	
	Bino	24	16	66.67	
	Denkaka	16	11	68.75	
	Dire Haroji	20	14	70	
	Gilmer	15	10	66.67	
	Gombore	12	8	66.67	
	Gulti	21	14	66.67	
	Kota	21	14	66.67	
	Sekala	10	7	70	
	Tsige	13	9	69.23	
Teachers	All select primary school	227	155		Purposive
School Principals	“	54	11	20	
CRC Supervisors	“	12	6	50	

3.7. Instruments for data collection

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

3.7.1 Questionnaire

Both closed and open ended questionnaires were employed to collect quantitative and qualitative data from selected teachers. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. Abiy et al., (2009) state that questionnaire is extremely flexible and can be used to gather information from large numbers of people. The questionnaire were prepared in English language, and translate to Afan Oromoo because all of the sample teachers cannot have the adequate skills to read and understand the concepts that were incorporated.

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

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

3.7.2 Interview

Based on this theoretical knowledge, in this study, semi structured interview was prepared to gather in-depth qualitative data regarding to the leadership style influence on teachers job motivation from 11 primary school principals and 6 CRCs supervisors by using mobile. To

strengthen the data obtained through questionnaires. The interview guideline was prepared and adopted in English and presented in Afan Oromo. The data through interview were collected through the principal investigator for the sake of data triangulation.

3.7.3 Document analysis

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

3.8. Procedures of data collection

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

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

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

3.9. Method of data analysis and interpretation

Both descriptive and inferential statistics were used to analyze the data collected through questionnaire. The data were collected from teachers through closed ended questionnaire (the

quantitative one) were processed and analyzed using several sets of statistical tools. Percentages were used to analyze the respondents' background information and analysis part. Likewise, mean, standard deviation and correlation were used to summarize the collected data, on independent variables, in simple and understandable way and to make it easy for further interpretation (Ary et al., 2010). It was also used to roughly judge which motivation factors (the extrinsic) were practiced more in primary schools of Ameya Woreda.

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

3.10 Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is core to assure the quality of the data (Ary et.al,2010). To ensure validity of instruments, the instruments were developed under close guidance of the expertise and also a pilot study was carried out on 35 teachers of Ameya primary schools to pre-test the instrument. The pre-test provided an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007). Depend on pre-test the three questions have incomplete and correct before final distribute.

Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test was performed to check the consistency and accuracy of the measurement scales.

Table 2: Reliability Test Results with Cronbach Alpha

No	Variables	Item	Crobach alpha
1	Type of leadership style	21	0.742
2	Principals' style leadership and its influence on teacher's job motivation	10	0.89
3	School Guideline and its administration	6	0.735
4	School supervision practice	7	0.742
5	Teachers work relation in the school	6	0.745
6	Work condition	6	0.74
7	Teachers' Incentive and benefit	4	0.75
	Average reliability coefficient	60	0.764

The Cronbach's alpha was used to analysis the data. Based on the pilot test, the reliability coefficient (Cronbach's alpha) of the instrument was found to be 0.764, which was taken to be reliable, since as (Field, 2009) the reliability coefficients between 0.70–0.90 are generally found to be internally consistent and reliable. Depend on this reliability the two questions were omitted from analysis duet not fill properly.

3.11. Ethical Consideration.

Researcher has obligations both to subjects and professional. Obligation to subject (respecting the rights, dignity and privacy of individuals) and obligation to the profession (the researcher must report exactly and honestly what the findings are)(Ary et al., 2010). Therefore, a number of ethical considerations were made during this study. Voluntary participation of respondents was encouraged. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The information respondents provided were kept confidential. To ensure this, the researchers were avoided information that leads to identification of respondents. Furthermore, the first page of the questionnaire provided an introductory letter that requested the respondents' voluntary cooperation to provide the required information for the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

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

As mentioned earlier, among various data collecting instruments, questionnaire and semi-structured interview was used to collect necessary or relevant data for this study. Thus, a total of 155 questionnaires were distributed to primary school teachers; and 149 were properly filled and returned. Among 17 interview respondents properly participated and gave the necessary information on the issue under investigation. Therefore, the total response rate is sufficient and safe to analyze and interpret the data.

4.1 Characteristic of Respondents

Table 3: Characteristic of Respondents

Characteristics		Teachers	
Sex		Frequency	Percent
	Male	66	44.2
	Female	83	55.7
	Total	149	100.0
Age	20-25	3	2
	26-30	27	18.2
	31-35	54	36.2
	36-40	24	16.1
	41-45	16	10.7
	46-50	8	5.4
	Above 50	17	11.4
	Total	149	100
Service Years	1-4	2	1.1
	5-8	32	21.4
	9-12	60	40.5
	13-16	38	25.6
	Above 16	17	11.4
	Total	149	100.0

Level of Education	`second degree	1	0.7
	BSc/BA degree	28	18.8
	Diploma	111	74.5
	TTI	8	5.3
	Grade 10 (12)	1	0.7
	Total	149	100.0

As seen in table 3 66(44.2%) of teachers are males and 83 (55.7%) of teachers are females respectively. It shows that the majority of teachers in primary school of Ameya woreda are female. Similar among interviewees, all school principals and cluster supervisor are males. From this, one can conclude that, female teachers were not on the leadership position in the study area.

As it can be seen from the table 3, the majority of the teachers' ages are different ranges. This is a 3(2%),27(18.2%),54(36.2%),24(16.1%),16(10.7%),8(5.4%) and 17(11.4%) of teachers were found to be in the range of 20-25,26-30,31-35,36-40,41-45,46-50 and 50 and above respectively. Coming to the age of interviewee the 8(8.72%)of school principals and 3(50%) of supervisors are age of 36-40. The rest school principals and supervisors are age of 41-45

From the table 3, the majority of the teachers respondents 60(40.5%), 38(25.6%), 32(21.4%) and 17(11.4%) have served for (9-12 , 13-16, 9-12, 5-8 and above 16 years,) respectively. Among the principals and vice-principals, 6(100%) principals have served from 9-12 years and 2(66.7%) and 1(33.3%) vice principals have service years of 5-8 years and 9-12 years respectively. As a whole in this study, the majority of the respondents, 98% have above 5 years' experience.

With regard the level of education table 3 indicates that, 1(.6%), 28(18.8%), 111(74.5%), 8(5.3%) and 3(2%) of the teachers were second degree, 1st degree, Diploma, TTI and grade 10/12 holders respectively. Among principals and vice principals 10(90.9%) and 1(9.09%) principals have 1st degree and 2nd degree respectively, and also 6(100%) supervisors have 1st degree. Yet, the education and training policy suggests that teachers at the primary schools level ought to have a minimum of Diploma degree (MoE 2010). The implication, thus, is that these teachers were in a position to provide the required level of quality training and might have a

better understanding of the issue under investigation and in turn might provide adequate and right responses to the items presented to them.

4.2 Leadership style

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

Table 4: Respondents view of Democratic Leadership

No	Items		Very low	Low	Moderate	High	Very high	Mean	Std. Deviation
1	The school principals encourage teachers to participate in decision making	F	54	57	13	11	14	2.15	1.25
		%	36.2	38.3	8.7	7.4	9.4		
2	The school principals provide guidance without pressure	F	5	48	61	33	2	2.85	.84
		%	3.4	32.2	40.9	22.1	1.3		
3	The school principals share school leadership role with the teaching staff	F	1	60	35	50	3	2.95	.92
		%	0.7	40.3	23.5	33.6	2		
4	The school principals, respect for teachers' opinions regarding school improvement exist in the school	F	1	23	72	35	18	3.30	.89
		%	0.7	15.4	48.3	23.5	12.1		

5	Delegation of power to subordinate in this school strongly exist	F		47	67	23	12	3.00	.89
		%		31.5	45	15.4	8.1		
6	Teachers' involvement in designing a school program in this school highly supported	F	6	55	45	32	11	2.91	1.01
		%	3.8	34.4	28.1	20	6.9		
7	The school principal believes that people are competent and if given a task will do a good job	F	14	19	92	23	1	2.85	.816
		%	9.4	12.8	61.7	15.4	0.7		

Scales: ≤ 1.49 = very low $1.5 - 2.49$ = low, $2.5 - 3.49$ = moderate

$3.5 - 4.49$ = high ≥ 4.5 = very high

As it can be seen in item number 1 of table 4, teachers with $x=2.1$ $SD=1.25$) were low about whether or not encouraging teachers to participate in decision making. This indicates that know encourage of teachers to participate in decision making in primary schools. During the Interview, cluster supervisors and principals indicated that for teachers are too busy with so many routines in the school. They are unable to participate them in school decision-making process at expected levels. This could happen due to shortage of time on the side of teachers.

Regarding item 2 of table 4, respondents were asked to show their belief on whether school principals provide guidance without pressure. Teachers with ($X=2.85$ and $SD=.84$) expressed moderate. From the above stated information, it is possible to suggest that Ameya primary school principals are providing guidance without pressure to some extent. This implies that the nature of principals in relation to providing guidance in school in the study area were moderately democratic.

In response to item 3 of table 4, teachers with ($X=2.95$ and $SD=0.92$) were moderate in their response about principal sharing school leadership role with the teaching staff. The data obtained from open-ended questions and interview held indicates that some time principals want to do things by their own. This happens because of the fear to lose one's own position.

From the above stated information, it is possible to suggest that there is a gap in sharing leadership role in the needed degree to the co-workers in the study area. This implies that principals in the study area were moderately democratic concerning sharing leadership role with teaching staff.

With regard to item 4 of table 4, respondents were asked whether the school principals, respect teachers' opinions regarding improvement exists the schools. Accordingly, teachers with ($X=3.3, SD=.89$) agreed moderately regarding school improvement that exists in the schools. Thus, it is possible to conclude that the behavior of school principal in respecting for teachers' opinions regarding school improvement exist in the school is encouraging in some extent in the sample schools.

As can be seen in table 4 item 5, the respondents were asked about their perception, whether the school principals delegation of power to subordinate in this school strongly exist or not/. Apparently teachers with ($X=3.00$ and $SD=.89$) have moderate about the issue. Interview held with cluster supervisors shows that at some school principals allowed the teachers to exercise their own right to do things better for the seeking of school improvement to some extent but not a satisfactory level. This indicated that there is a gap in delegating power to subordinate in the school system. Based on the majority of teachers' respondents and interview held, it can be suggested that delegation of power is subordinate to a lower level in schools primary schools of Ameya woreda.

Item 6 of table4, respondents was requested to rate the degree to which teacher's involvement in designing a school program in this school highly supported. Accordingly, teachers with ($X=2.91$ and $SD=1.01$) were moderate in their response about teacher's involvement in designing a school program in this school highly supported. This implies schools, principals involve the teachers in designing programs in this school some extent is supported.

As depicted in item 7 of table 4, respondents were asked the school principal believes that people are competent and if given a task will do a good job, hence the majority of teacher respondents with ($X=2.81$ and $SD=.81$) have a moderate perception about issues. This is indicated the majority of teachers have some extent the view that people are competent and if given a task will do a good job in the study area.

Based on data presentation, it is possible to say that there is moderate democratic leadership style in primary schools of Ameya Woreda regarding, provide guidance without pressure, Share school leadership role, teachers' involvement in designing school program, delegation of power to subordinate in this school strongly exist and principal believes that people are competent. There is low participation of teachers in decision making in primary schools in the study area.

Table 5: View of Respondents on lassie fair Leadership style

No	Items		Very low	Low	Moderate	High	Very high	Mean	Std. Deviation
1	The school principals give Subordinates complete freedom to solve problems	F	15	23	61	41	9	2.83	0.93
		%	10.1	15.4	40.9	27.5	6		
2	The school principals allow teachers to appraise their own work	F	15	35	44	31	24	2.89	1.09
		%	10.1	23.5	29.5	20.8	16.1		
3	Leave decision to be made by teachers without intervention	F	11	33	45	55	5	2.87	.864
		%	7.4	22.1	30.2	36.9	3.4		
4	The school principals Prefer collection decision making in the school	F	9	27	53	59	1	2.45	.78
		%	6	18.1	35.6	39.6	0.7		
5	There is free delegation of responsibilities and duties for academic progress	F	4	43	40	61	1	2.91	1.10
		%	2.7	28.9	26.8	40.9	0.7		
6	In most situation workers prefer little input from leaders	F	3	67	41	34	4	2.93	.99
		%	2	45	27.5	22.8	2.7		
7	The school principal believes that it is best to leave the subordinate alone	F	8	52	48	38	3	3.02	1.083
		%	5.4	34.9	32.2	25.5	2		

As it can be seen from table 5, the subjects were asked to respond the extent, which the school principals give subordinates complete freedom to solve problems on their own. The result from the teacher respondents revealed that there is a moderate level school principal's permission for subordinates' complete freedom to solve problems on their own with as indicated by the mean value of 2.83 and standard deviation 0.93.

In Item 2 of the same table, the respondents requested to the school principals allow teachers to appraise their own work. Accordingly, the teachers showed fairly agree on points with ($X=2.89, SD=1.09$). This indicated the school principal's leadership style of primary schools of Ameya Woreda were some extent lassie faire.

Regarding item 3 of table 5, the teachers were asked to rate whether the school principals leave decision to be made by teachers without intervention or not. The teachers were moderate agree on issues with mean score 2.87. The finding show that the school principals have no much lassie-fair to point.

As shown item 4 of the same table, the school principals prefer collection decision making in the schools. Depending on the data the schools principals do not practice prefer collection decision making in the school.

As it can be observed in item number 5 table 5, the majority of teachers were showing moderate agreement about there is free delegation of responsibilities and duties for academic progress with ($X=2.91, SD=1.10$).

The last item 6 and 7, the respondents were asked whether the school principals perceived in most situation workers prefer little input from leaders and The school principal believe that it is best to leave the subordinate alone, or not. Accordingly, the scored mean for the item 6 and 7 are 2.93 and 3.02, which indicate the moderate agreement of teachers on issues.

Table 6: Respondents view on Autocratic leadership style

No	Items		Very low	Low	Moderate	High	Very high	Mean	Std. Devia tion
1	The school principals believe that teacher need to be supervised closely	F	6	62	40	24	17	3.54	1.33
		%	4	41.6	26.8	16.1	11.4		
2	Most teachers feel insecure about their Work and need direction	F		60	54	29	6	3.09	1.22
		%		40.3	36.2	19.5	4		
3	The decision regarding school progress is Solely made by head teachers	F	4	64	64	13	4	3.06	1.01
		%	2.7	43	43	8.7	2.7		
4	The system of administration is top Down	F	3	71	27	31	17	3.74	.91
		%	2	47.7	18.1	20.8	11.4		
5	The school principals say most employees in the population are lazy	F	5	62	22	58	2	2.79	.90
		%	3.4	41.6	14.8	38.9	1.3		
6	The school principals give orders and clarify procedures	F	2	60	38	30	19	3.08	.916
		%	1.3	40.3	25.5	20.1	12.8		
7	Power is centralized in our school	F	5	45	18	33	48	3.52	1.02
		%	3.4	30.2	12.1	22.1	32.2		

As it can be seen item1 table 6, respondents were asked whether the school principals believe that teachers need to be supervised closely or not. The majority of teachers' respondents with($X=3.54$, and $SD=1.33$) have agreed view on issues. Data obtained from clusters supervisor and principals indicate that to some extent and based on the degree of the problem the school principals were follow up closely the teachers. This implies the nature of school leadership style regarding the raised issue is autocratic.

As it can be observed in item number 2 table 6, the teachers were asked about whether school principals most teachers feel insecure about their Work and need direction or not. The Teachers with the($X= 3.09$, $SD=1.22$) express their moderate stand regarding the issue.

Item 3 of table 6, described decision regarding school progress are solely made by head teachers, accordingly the mean score 3.06 is for teachers. Thus, indicate that the school principals of primary schools were not absolutely decision making with them regarding school progress. Further from, the interviewee cluster supervisors were confirmed this idea.

Regarding to item 4 of the same table, the teachers requested to rate about the system of administration is top down. The mean score for this item were 3.74, which indicate teachers agree that their school system administration is top down. The interview, conducted by school cluster supervisors the system of government top down. One of school cluster supervisors said;

"...Truly speaking the school principals of elementary schools is top-down that the principals work on different activities that send from woreda education office, only little work by owners."

Item 5 and 6 of table 6 the respondents were asked whether the school principals say most employees in the population are lazy and the school principals give orders and clarify procedures or not. The mean score for the item 5 and 6 were 2.79 and 3.08 respectively that indicate the moderate agreement on issues.

Lastly, as noted in the same table the teachers were shown their agreement power is centralized in primary schools of the woreda with mean score 3.52. Thus, indicated that the school principals' power of the woreda is centralized.

Hence, the data shows in school principal leadership style of the primary school of Ameya woreda in the southwest Shoa zone, is moderate autocratic. In line with this the Sargent and Hannum, (2005) express teacher management tends to be authoritarian, based on rigid hierarchical structures, which results in limited participation, delegation and communication by teachers with respect to major school management functions. Teachers subjected to these types of management regimes have little sense of self-determination, which seriously undermines job satisfaction and motivation.

Table 7: Type of leadership practice in primary schools

Type of leadership	Frequency	Percent
Democratic	14	9.4
Autocratic	55	36.9
Lassies-faire	60	40.3
Transitional and transformational	20	13.4
Total	149	100.0

Table 7 summarized the type of leadership practice in primary schools of the Ameya woreda. Accordingly, the majority of the teachers were rated, lassie-faire, Autocratic, transitional and transformational and democratic type practice leadership style in primary schools of Ameya woreda respectively. As open ended question which leadership style promotes high job motivation in the schools, most teachers respond democratic style.

4.2. Principals' style leadership and its influence on teacher's job motivation

Table 8: Principals' leadership style and its influence on teacher's job motivation

No.	Items	Teachers			
		Yes		No	
		F	%	F	%
1	Do leadership styles have an influence on job satisfaction	133	87.4	16	10.7
2	The leadership styles contribute to productivity	144	96.6	5	3.4
3	Democratic leadership style increases job motivation	124	83.2	11	7.4
4	Autocratic leadership increases job motivation	118	79.2	10	31
5	The work of teachers is judged fairly by the principal	65	43.6	84	56.3
6	Principal tries to make me feel comfortable when he visits my class	96	64.4	53	35.5 7
7	The Principal makes effective use of the individual teachers' capacity and talent	13	8.72	136	91.2 7
8	The school principals understand problems related to academic issues in the school	89	59.73	60	40.2 6
9	The rewarded give principals for the duties delegated to me.	18	12	131	87.9
10	Overall school leadership is quite fair	58	38.9	91	61.0

Item 1 of table 8, the respondents were asked whether the leadership styles have an influence on job satisfaction or not. Accordingly, 133 (87.4%) of the teachers were respondents 'yes' on issues. The rest was responded 'no'. This is indicated the leadership style has an influence on teachers' job motivation. The result interview of cluster supervisor is confirmed this result. One of cluster supervisor said that:

... " in some school the school principals motivating the teachers by cooperative work together and participating in all activities in the schools, these help in achieving quality control in the school, improve level of co-operation among the staff and enable work best things by them, whereas in other school not, this influence teachers' job motivation. "(code 03:12/07/2012)

As seen item, 2 of table 8 described the leadership styles contribute to productivity in schools. Therefore, 144(96.6%) of the teachers were show agreement on the point. From this, conclude that the type of leadership practice in the school has influence on productivities of teachers.

As it can be seen from the data respectively to item 3, democratic leadership style increases job motivation, in the schools. 124 (83.4%) of the teachers were respondents 'yes' on point. This is shown that the democratic leadership style has influenced teacher's job motivation in primary schools of Ameya Woreda.

Item 4 of the same table respondents were asked whether the adoption autocratic leadership increases teachers' job motivation. Accordingly 118(79.2%) of teachers were supported about issues.

The data corresponding to item 5 of table 8, the work of teachers is judged fairly by principal,84(56.37%) of the teachers were told 'no'. The rest of telling teachers were told 'yes' about the issue. Hence, based on the data obtained, it can be concluded that, the majority of respondents indicated the work of teachers are not judged fairly principals in primary schools of Ameya Woreda.

On the other hand, in item 6 of table 8 respondents were also asked a statement that principal tries to make comfortable when he/she visits teachers in class. 96 (64.4%) of the teachers were told 'yes' about issues. Whereas 56(37.58 %) of the teachers were said 'no'. This indicates that

the teachers are comfortable when the school principals observe classes in primary schools of Ameya woreda.

As depicted in item 7 of table 8, principal makes effective use of the individual teachers' capacity and talent in the schools. Accordingly, 136 (91.27%) of the teachers were said 'no' about points. The rest teachers were said 'no'. This implies that, there is a gap the principals' makes effective use of the individual teachers' capacity and talent in primary schools of Ameya Woreda.

Item 8 of the same table the respondents were asked the school principals understand problems related to academic issues in the school. Consequently, 89(59.73%) of the teachers were said 'yes' about issues. While 60(40.26%) of the teachers were said 'no' about issues. This implies that the school principal understand problems related to academic issues in the schools in primary school of Ameya Woreda.

With regard to item 9 of table 8, the respondent was requested to the rewarded given by principals for the duties delegated, thus 131(87.9%) of the teachers were said 'no' about points. While 18(12%) of the teachers were said 'no'. Hence, based on data obtained, it concludes that the school principals of the primary schools of Ameya woreda are not giving reward on the duties of teachers' work.

The last item of the same table, the respondents were asked about the general fair of school principals. Thus the teachers were indicated the Overall school leadership is not quite fair in primary schools of the study area.

4.3. Factors affect teachers' job motivation in primary schools

This section deals with the items related to the challenges affect teachers' job motivation in primary schools. Each item is analyzed based on the data obtained through questionnaire responded by teachers and further backed by the data obtained through interview from school principals. Accordingly, the respondents view on challenges was presented and analyzed in table 11-15. The table 9 summarize item 1-6 about school guidelines and its administration.

4.3.1. School guidelines and its administration

Table 9: school guidelines and its administration

No	Items		SDA	DA	Fairly Agree	Agree	SA	Mean	Std. Deviation
1	The way schools inform policies and its procedures for teachers	f	14	34	70	28	3	2.81	.91
		%	9.4	22.8	47	18.8	2		
2	The presence of schools based rule and regulation	f	1	55	55	34	4	2.89	.85
		%	0.7	36.9	36.9	22.8	2.7		
3	The proper administration of school rule and regulation	f	13	35	80	18	3	2.75	.85
		%	8.7	23.5	53.7	12.1	2		
4	The way school policies put into practice	f	5	47	77	19	1	2.75	.741
		%	3.4	31.5	51.7	12.8	0.7		
5	The school's capacity to treat teachers equally	f	12	60	53	22	2	2.21	1.28
		%	8.1	40.3	35.6	14.8	1.3		
6	The way principals lead the school	f	11	53	63	19	3	3.01	1.36
		%	7.4	35.6	42.3	12.8	2		

Scales: ≤ 1.49 = strongly disagree $1.5 - 2.49$ = disagree, $2.5 - 3.49$ = fairly agree

$3.5 - 4.49$ = agree

≥ 4.5 = strongly agree

Item 1 of table 9, the respondents were asked the way schools inform policies and its procedures for teachers. Thus, teachers were showing satisfactory on point with ($X=2.81$, $SD=.91$)

In regard in the school presence of schools, based rule and regulation affect teachers' motivation at work, the majority of teachers indicate satisfactory. This shows that the presence of school based rule and regulation has not much affected the teacher's motivation in the primary schools of Ameya woreda.

As shown, item 3 of the same table describe the proper administration of school rule and regulation. The teachers were shown moderately satisfactory about issues. However, result obtained from interview this in practice is not observed in primary schools of Ameya woreda.

Item 4 of table 9, the respondents were asked about the way school policies put into practice in primary school of Ameya woreda. Accordingly, the teachers were shown moderate agreement on points. Thus, indicate that the way of school policies puts into practice in the school have influenced the teachers' motivation.

The last item 5 and 6 of the same table, the teachers were requested to the school's capacity to treat teachers equally and the way principals lead, the schools have effect on teachers' job motivation. Therefore, the respondents were shown agreement on issues with mean score 2.21 and 3.01 respectively. This is indicated if the school capacity to treat teachers equally presence in the schoolteachers are motivated on different activities.

4.3.2 Supervision practice in the schools

This section summarizes items 1-7 deals about related to supervise practice in the schools affect teachers' job motivation in primary school.

Table 10: supervision practice in the schools

No	Items		SD	DA	Fairly agree	Agree	Strongly agree	Mean	Std. Deviation
1	Supervisors know how to support teachers	F	29	32	72	15	1	2.41	.93
		%	19.5	21.5	48.3	10.1	0.7		
2	Supervisors are interested to help teachers	F	28	55	52	13	1	2.35	.908
		%	18.8	36.9	34.9	8.7	0.7		
3	Teachers get continuous support from supervisors	F	58	62	16	13		1.89	.916
		%	38.9	41.6	10.7	8.7			
4	School supervisors provide training on various issues	F	78	68	1	1	1	1.51	.62
		%	52.3	45.6	0.7	0.7	0.7		
5	School supervisors observe classroom instructions regularly	F	34	103	9	3		1.87	.59
		%	22.8	69.1	6	2			
6	Teachers are supervised in a supportive and democratic manner	F	11	66	39	33		2.63	.91
		%	7.4	44.3	26.3	22.1			
7	Supervisors initiate the teacher to discuss on various academic issues	F	19	45	67	18		2.56	.86
		%	12.8	30.2	45	12.1			

Scales: ≤ 1.49 = strongly disagree, $1.5 - 2.49$ = disagree, $2.5 - 3.49$ = fairly agree,

$3.5 - 4.49$ = agree, ≥ 4.5 = strongly agree

Item 1 of table 10 .The respondents was asked supervisors known how to support teachers. Accordingly the teachers shown disagreement about the point with ($X=2.41$, $SD=0.93$). This indicted the cluster supervisors of Ameya woreda have no more idea about supervision.

On above issues teachers were shows disagreement to practice of supervision of in their school with an overall ($X=2.17$).The response on the table indicate the presence of insignificant or low supervisors support to teachers in both internal and external supervisors. Specifically, the ($X=2.35$, 1.82 and 1.52) for item 2, 3 and 4 respectively, indicates the incidence of insufficient practices in those issues. This impedes them from doing more tasks as well as reducing their level of work motivation. Furthermore, data obtained from document analysis indicate that school internal supervision carried on rare once in a semester for a purpose of reporting to the concerned body rather not to give professional support for teachers, even if carried out they focuses on fresh teachers. In addition, interview held with principals indicates that the external supervision carried out in the school more focused on inspection rather than supporting.

This indicates that the supervisors did not support the teachers to the expected level. It is known that supervision is land of or assistance to a professional colleague, the teacher in the process of teaching. Thus, teachers need to get support rather than evaluating their performance. Therefore, the above limitations among supervisors may contribute to decrease the teachers' level of work motivation as well as the effectiveness of the teaching-learning process in primary schools of Ameya District.

4.3.3. Work relation ship

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

Table 11: Work relate to your school

No.	Items		SD	DA	Fairly agree	Agree	Strongly agree	Mean	Std. Deviation
1	Staff members' cooperation to work	%	18	38	70	22	1	2.66	.89
		F	12.1	25.5	47	14.8	0.7		
2	Teachers relationship with other teachers in the school	%	33		80	34	2	3.03	.71
		F	22.1		53.7	22.8	1.3		
3	Teachers relationship with the school students	%	20	17	55	50	7	3.04	1.08
		F	13.4	11.4	36.9	33.6	4.7		
4	Principals interest to talk with teachers on various academic issues	%	12	5	55	70	7	3.36	.939
		F	8.1	3.4	36.9	47	4.7		
5	Teachers relationship with school management group (e.g PTA)	%	2	36	46	64	1	3.17	.852
		F	1.3	24.2	30.9	43	0.7		
6	Teachers work relationship with supervisors	%	3	73	66	4	3	2.35	.78
		F	2	49	44.3	2.7	2		

Scales: ≤ 1.49 = strongly disagree, 1.5 - 2.49 = disagree, 2.5 - 3.49 = fairly agree,

3.5 - 4.49 = agree, ≥ 4.5 = strongly agree

On item number 1 of table 11 respondents were requested to reflect whether their staff members' cooperation to work in the schools. Accordingly, teachers were showing moderate agreement on issues with mean score 2.66. This indicates the staffs have cooperation in some extent in primary schools of Ameya district.

As can be observed from table-11, the overall ($X=2.94$, $SD=0.87$) of teacher responses regarding to their work relationship with other teachers, school management and the school community to their working relationship, with other teachers, school management and the school communities. This implies that, teachers have a satisfactory working relationship with the school community. Relatively teachers have a low work relationship with supervisors as ($X=2.35$) indicates. Further, the result obtained from the principals interview shows teachers have no sufficient relationship with supervisors and PTA in primary schools.

Specifically, one of the school principal said:

"... Honestly speaking the supervisor has communicated only with me not teachers' .Even with me only give checklist not stay at the cluster center for support. The relation of other teachers with each other medium,"

Thus, the teachers work relationship might not influence their level of motivation in their respective schools. However, teachers' work relationship with supervisors needs to be improved for the effectiveness of teaching learning process in primary schools of Ameya district. Towards this Barnes & Conti Associates (2009) determines building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement.

4.3.4. School Working Condition

The following Table contains the summary of the teachers' response for item 1-7 about assessing the teachers' motivation on their school working conditions.

Table 12: school working condition of the school

	Items		SD	DA	Fairly agree	Agree	Strongly agree	Mean	Std. Deviation
1	Teachers motivated by school working conditions	F	20	49	68	2	10	2.55	.97
		%	13.4	32.9	45.6	1.3	6.7		
2	The school surroundings are attractive to work	F	21	59	40	2	27	2.69	1.27
		%	14.1	39.6	26.8	1.3	18.1		
3	The school environment supports the teachers' work	F	35	32	62	11	9	2.51	1.11
		%	23.5	21.5	41.6	7.4	6		
4	Teachers have furnished staff room to work together	F	23	43	76	1	6	2.48	.90
		%	15.4	28.9	51	0.7	4		
5	Adequate teaching equipment and facilities are available	F	74	46	27	1	1	1.71	.83
		%	49.7	30.9	18.1	0.7	0.7		
6	The teacher workload is fairly distributed	F	60	26	50	4	9	2.16	1.17
		%	40.3	17.4	33.6	2.7	6		

Scales: ≤ 1.49 = strongly disagree, $1.5 - 2.49$ = disagree, $2.5 - 3.49$ = fairly agree,

$3.5 - 4.49$ = agree, ≥ 4.5 = strongly agree

On item number 1 of table 12 respondents were requested to reflect whether their teachers motivated by school working conditions. Accordingly, teachers were showing moderate agreement on issues with mean score 2.55. Thus, indicate the teachers have motivated by school working conditions in some extent in the study area. The interview, conducted cluster supervisors show that some teachers motivate school working conditions ,other are not motivated due to absence facilities such electric power and water in some school.

on item number 2 and 3 of the same table , to the statement the school surroundings are attractive to work, and the school environment supports the teachers work ,the majority of teachers were shown fairly agree with on item 2 and 3 with ($X=2.69, SD=1.27$ and $X=2.55, Sd=1.22$) respectively. Thus indicated the data show in some schools their attractive compound and their environment support teachers' work. Further, the interview conducted by cluster supervisors the school attractiveness depends on school management style. In case the school environment surrounds school some communities support more schools in other schools not.

At rest, item, respondents have a similar view of teachers. Accordingly, teachers were showing disagreement on teachers have furnished staff room to work together, Adequate teaching equipment and facilities are available, The teacher workload is fairly distributed, with ($X=2.48, x=1.71, \text{and } X=2.17$) respectively.

This indicates the in primary schools Ameya woreda teachers have furnished staff room to work together are rare. The teaching material and facilities are not available in school that helps of work effectively. The teachers' workload is also is not fairly distributed in the schools. While the teachers have not gotten any incentive for their extra works in the schools.

Mostly data gathered by interview and personal observation indicate, the school environment is poor to motivate teachers, because most primary schools lack necessary school facilities and equipment. Thus, poor working conditions in the school block the teachers' access to do various works that support the teaching learning process.

4.3.5. Teachers' incentives and benefits

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

Table 13: teachers' incentives and benefits

No.	Items		SD	DA	Fairly agree	Agree	Strongly agree	Mean	Std. Deviation
1	Teacher monetary incentive for their extra work	F	49	73	25	2		1.86.	
		%	32.9	49	16.8	1.3			
2	The time teachers paid their salary	F	82	43	11	13		1.69	.94
		%	55	28.9	7.4	8.7			
3	The school strategies to remunerate teachers	F	79	53	16	1		1.59	.70
		%	53	35.6	10.7	0.7			
4	Teachers chance to get leave of absence in case they have a reason	F	41	19	57	31	1	2.54	1.12
		%	27.5	12.8	38.3	20.8	0.7		

Scales: ≤ 1.49 = strong disagreement, $1.5 - 2.49$ = disagree, $2.5 - 3.49$ = fairly agree,

$3.5 - 4.49$ = agree, ≥ 4.5 = strongly agree

Item 1 of table 13, the statement state that teachers' monetary incentive for their extra work in school. Accordingly, the teachers were shown disagreement on issues. This means that teachers are not obtaining any incentive and benefits available or arranged in the school or Woreda level. Based on, the data gathered by questionnaire and interview held, it is possible to suggest that, teachers are not obtaining incentive and benefits arranged in their schools. Therefore, it affects the proper teaching learning activities, students' achievement as well as the teachers' level of work motivation. One school head had to say this,

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

Supporting the above statement one vice-principal said that,

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

As described, item 2 of the same table, the, respondents were asked whether the time teachers paid their salary in woreda. Thus the teachers showed disagree with issues with mean score 1.86. This indicated that the salary of teachers is not paid on time in the Ameya woreda. Further, interview with school principals conducted shown that the teachers go long distance on foot to take a salary but not obtain from a bank that day, this affect not only work motivation of teachers but also the students learning.

The last item 3 and 4 the respondents were requested to rate whether the school strategies to remunerate teachers and teachers chance to get leave of absence in case they have a reason. The respondents were shown their disagreement on item 3 with mean score 1.59. Thus, the data imply teachers disagree on the school strategies to remunerate teachers in the study area. This indicates the primary schools of Ameya district have not strategies reward teachers in the schools.

On the last the teachers were shown fairly agree on teachers chance is left in of absence in case they have a reason. The further interview result shown the teachers are not getting leave if have permission, sick leave and other big issues in the schools.

Table 14::The significant relationship leadership style a with teachers' job motivation

Correlations		ALS	DLS	LLS	TM
Autocratic leadership style	Pearson Correlation	1	-.367**	.390**	-.326**
	Sig. (2-tailed)		.000	.000	.000
	N	149	149	149	149
Democratic leadership style	Pearson Correlation	-.367**	1	-.241**	.939**
	Sig. (2-tailed)	.000		.003	.000
	N	149	149	149	149
Lassie-fair leadership style	Pearson Correlation	.390**	-.241**	1	-.275**
	Sig. (2-tailed)	.000	.003		.001
	N	149	149	149	149
Teachers motivation	Pearson Correlation	-.326**	.939**	-.275**	1
	Sig. (2-tailed)	.000	.000	.001	
	N	149	149	149	149
**. Correlation is significant at the 0.01 level (2-tailed).					

As observed from the above table the results obtained on a 2-tailed test of significance there is a positive (0.939) strong relationship between the democratic leadership style and teachers motivation in primary schools of Ameya Woreda. The correlation coefficient further indicates that even teachers agree that there is a positive relationship between school leaders' democratic leadership styles. The positive correlation between the democratic leadership style and teachers motivation means that at the end of the day, school progress depends on the extent teachers are motivated. Since different scholars assert that teachers' motivation is a key to guaranteed quality education in literature review. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved.

The table shows that there is negative (-0.275) relationship between laissez-faire leadership and teachers motivation in primary schools of Ameya Woreda. The laissez-faire school leader tries to give away his powers and does not follow up progress. In most cases, laissez-faire school leaders do not prompt good academic performance and teachers' motivation because they are too large and flexible. Laissez-faire leadership style is not suited for use by school principal because complete delegation without follow-up mechanisms creates performance problems.

The table shows that there is a very strong negative (-0.326) relationship between autocratic leadership and teachers motivation in primary schools. From the analysis it is clear that autocratic school principal negatively influence (-0.326) teachers motivation because they implement inconsiderate leadership styles which are usually not accepted by the teachers.

Having the above results of the correlation, it is possible to say that, teachers are motivated in democratic principal leadership style. Hence using appropriate leadership style play a positive role in make sure good governance and motivating teachers to run the extra mile. This it shows the more the principal is democratic the more he/she is committed to satisfy the teachers' external need and so.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings, the conclusion drawn on the basis of the findings and recommendations which are assumed to be useful the school principals leadership styles influence on teachers' motivation in primary schools of Ameya woreda, in the South West Shoa Zone.

5.1. Summary of the findings

The main purpose of this study was to assess school principals' leadership styles influence on teachers' motivation in primary schools. To this end, the following four basic questions were set.

1. Which leadership style is commonly exercised by school principals in primary schools of AmeyaWoreda ?
2. What is the dominant leadership style that influences high job satisfaction among teachers in primary school of Ameya woreda?
3. What leadership style has a significant relationship with teachers' job motivation?
4. What are the challenges that affect teachers' job motivation in primary schools of Ameya woreda?

To answer these research questions, the descriptive survey method was employed. To this effect the study was carried out in 11 government primary schools of Ameya woredas such as Ameya, Haroji, Bino, Denkaka, Dire Haroji, Gombore, Gilmer, Gulti, Kota, Sekala, and Tsige. The participants of the study were 149 teachers, 11 principals, 6 cluster supervisors. At the top of this, Sample schools were selected through random sampling technique, especially lottery method. Again, school principal, and cluster supervisor were selected by using purposive sampling technique.

To gather necessary information on the issue 155 questionnaires are distributed to teachers. The primary data were obtained from teachers, principals, and cluster supervisor through questionnaire and interview. The sample population of the study comprised different groups that include teachers, principals, and cluster supervisor. In addition, semi-structured interview is conducted with 11 school principals and 6 cluster supervisors, to extract in-depth information school leadership style influence on teachers' job motivation in primary schools of Ameya woreda.

The data collected from teachers through close-ended questionnaire is analyzed and interpreted by using different statistical tools like percentage, mean, correlation and standard deviation. The analysis of the quantitative data is performed with the help of SPSS. The data gathered through open-ended questionnaires, and semi-structured interview is analyzed qualitatively using narrations to support the result obtained for quantitative analysis. After all the research came up with the following major findings.

1. The majority 66(44.2%) and 83(55.7%) of teachers are males and females respectively. It shows that the majority of teachers in primary school of Ameya woreda are female teachers. Similar among interviewees, all school principals and cluster supervisor are males.

2. With regard to the level of education table 5 indicates that, 1(.6%), 28(18.8%), 111(74.5%),8(5.3%) and 3(2%) of the teachers were second degree, 1st degree, Diploma, TTI and grade 10/12 holders respectively. Among principals and vice principals 5(83.5%) and 1(16.7%) principals have 1st degree and 2nd degree respectively, and also 6(100%) supervisors have 1st degree.

3. On type of school leadership style possible to say that there is moderate democratic and autocratic leadership style in primary schools of Ameya Woreda. The activities such as provide guidance without pressure, share school leadership role, teachers' involvement in designing school program, delegation of power to subordinate in school strongly exist and principal believes that people are competent are practically in moderate in primary schools of Ameya Woreda. On other hand, the encourage teachers to participate in decision making, delegation power to subordinate and no work horizontal and down up admiration system has not practiced in the study area.

4. With regard to the type of leadership practice in primary schools of Ameya woreda. Accordingly, the majority of the teachers were rate, lassie-faire, Autocratic, transitional and transformational and democratic type practice leadership style in primary schools of Ameya woreda respectively. As open ended question which leadership styles promote high job motivation in the schools, most teachers respond democratic style.

5. Concerning the principals' style leadership and its influence on teacher's job motivation the majority of teachers show absence school principal makes effective use of the individual teachers' capacity and talent, the not give of rewarded on duties delegated to them and not fairly judge the work of teachers are the main problems that influence teachers job motivation in the study area.

6. The type leadership practice in the school has influence on their productivity of teachers. As finding show that democratic leadership style has positive influence on teachers' job motivation while autocratic is not.

7. The respondents were shown agreement on the school's capacity to treat teachers equally and the way principals lead the schools have effect on teachers' job motivation in primary schools of Ameya Woreda. This is indicated if the school capacity to treat teachers equally presence in the school and good way principals lead the school teachers are motivate different activities.

8. The result of the findings shows that the insignificant or low supervisors support to teachers in both internal and external, low regular observe and absence give training for teachers are factors affect the teachers' job motivation in the study area.

9. Relatively teachers have a low work relationship with supervisors as ($X=2.35$) indicates. Further, the result obtained from the principals interview shows teachers have no sufficient relationship with supervisors and PTA in primary schools. This implies that, teachers have a satisfactory working relationship with the school community

10. On work condition of school the result of the respondents was shown teaching and not fairly distributed workload for the teachers' are main factor affect teachers work activities. While the teachers have not gotten any incentive for their extra works in the schools. And also mostly data

gathered by interview and personal observation indicates, the school environment is poor to motivate teachers, because most primary schools lack necessary school facilities and equipment. Thus, poor working conditions in the school block the teachers' access to do various works that support the teaching learning process.

11. Based on, the data gathered by questionnaire and interview held, it is possible to suggest that, not paid teacher's salary on time and teachers are not obtain incentive and benefits arranged in their schools. Therefore, it affects the proper teaching learning activities, students' achievement as well as the teachers' level of work motivation.

12. The results obtained on a 2-tailed test of significance there is a positive (0.939) strong relationship between the democratic leadership style and teachers motivation in schools of primary Ameya Woreda. There is negative (-0.275) relationship between laissez-faire leadership and teachers motivation in primary schools of Ameya Woreda. And also the analysis is shown that autocratic school principal negatively influence (-0.326) teachers motivation because they implement inconsiderate leadership styles which are usually not accepted by the teachers.

5.2. Conclusion

Based on the findings of the study presented in the previous section the following conclusions were drawn.

1. The result indicated that the education level of teachers were not full standard in primary of the Ameya Woreda.
2. On type of leadership style of school principals, the finding result indicated that the moderate democratic and autocratic style practices in primary of Ameya Woreda. However, encourage of teachers in decision-making and horizontal and down up the system admiration of principals in primary schools were not in right tracks to consider teachers
3. The majority of the teachers were rate, lassie-faire, Autocratic, transitional and transformational and democratic type practice leadership style in primary schools of Ameya woreda respectively.

4. The factors influencing on the teacher's job motivation the majority of teachers show absence school principal makes effective use of the individual teachers' capacity and talent, the not give of rewarded on duties delegated to them and not fairly judge the work of teachers are the main problems that influence teachers job motivation in the study area.
5. From the guideline and its administration there is no school principal capacity to treat teachers equally presence in the school and way principals lead the school teachers are motivate different activities.
6. As a result of findings show that the insignificant or low supervisors support to teachers in both internal and external, low regular observe and absence give training for teachers are factors affect the teachers' job motivation in the study area.
7. Concerning teachers work relation teachers have a low work relationship with supervisors and PTA in primary schools. This implies that, teachers have a satisfactory working relationship with the school community.
8. The result correlation analysis shown that, democratic principal leadership styles are positive influence on teachers motivation, whereas the autocratic leadership and laissez-faire leadership style are negative influence on teachers motivation.
9. Further on work condition of school the finding result was shown, teaching and not fairly distributed workload for the teachers' are in the main factor affect teachers work activities. Thus, poor working conditions in the school block the teachers' access to do various works that support the teaching learning process. The study shown that the factors such as not paid teacher's salary on time and teachers are not obtain incentive and benefits arranged in their schools are factors affect work motivation. Therefore, it affects the proper teaching learning activities, students' achievement as well as the teachers' level of work motivation.

5.3. RECOMMENDATIONS

On the basis of the major findings of the study and the conclusion arrived at, the following recommendations were forwarded to the principals' leadership styles influence on teachers' motivation in primary schools.

1. As revealed in the finding, teachers' motivation was affected by different factors. So the school principals and woreda education office work on these factor to create smooth environment of schools.
2. With the regard of absence, encourage teachers in decision making, system school principals, administration that almost top-down, so recommended the school principals, work strongly how encourage teachers in decision making and horizontal work with different responsible body in the schools.
3. The school principals use democratic leadership style over autocratic leadership in the primary schools.
4. Local education authorities and schools need to identify relevant barriers factor that affects teachers work motivation and work to reduce these factors.
5. Strong and smooth relationship with cluster supervisors and PTA so that they can mobilize the participation of stakeholders can improve school outcomes. Therefore, regional and zonal education office should arrange in service training for school principals, community representatives and teachers in order to enhance their skills in facilitating and supporting the teachers work motivation in primary schools.
6. The woreda education and administration, the school arranges incentive and benefits for teachers their extra work in order to increase teachers work motivation that brings students' achievement

REFERENCE

- Abiy Zegeye, Alemayehu Worku, Daniel Jefera, Melese Getu and Yilma Silashi(2009). Introduction to research methods. Graduate studies and research office: Addis Ababa University. (Unpublished)
- Adeyemi, T.O. (2006). *Fundamentals of educational management*. Lagos. Atlantic Association publishers.pp.71-86
- Adeyemi, T.O. (2010).*Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria*. 2(6):83-89.
- Agarwal, J. (2003). *Organization and management*, Tata Mc Graw Hill, 7 wesdt patel Naggar, New Delhi.
- Ahuja, K. K. & Shukla, B. (2007). *Human resource management*. India: Kalyani publishers
- Akinyemi,A. (1993). *Job satisfaction among teachers in Ondo satte secondary school*".J. Educ.Leadership, 29:10-22
- Alemu, D.S. and Tekleselassie, A.A . (2011). A Comporative Analysis of Instructional Language Issues in Ethiopia and United States . *Creative Education*, .2(4), pp. 402-407.
- Alemu, S. (2005). *Research Method*. Jimma, Ethiopia: Jimma University .
- Alexander A, and Kuchinke K, Peter K, (2002), Human Resource Development International, Leadership Styles and Cultural Values among Managers and Subordinates:A Comparative Study of Four Countries of the Former Soviet Union, Germany, And the Us, University Of Illinois at Urbana-Champaign
- Armstrong, M. (2006). *A handbook of human resource management practice*. London: Kogan Page
- Ary, D., Jacobs, L. C. & Sorensen, C. (2010). Introduction to Research in Education. (8th edn). Canada: Wadsworth, Cengage Learning

- Ayalew Shibeshi (1991). *Approaches to educational organization and management*. Part one. Addis Ababa University
- Ayalew Shibeshi (2012) Foundation of Educational Management AAU (Unpublished).
- Belay Sitotaw, M. M. (2019). Education Quality challenge In Ethiopia Secondary School. *Journal of Education, Society and Behavioural Science*, 1-15.
- Bennell, P. (2004). *Teacher motivation and incentives in Sub-Saharan Africa and Asia*. London: Department for International Development
- Bennell, P. & Akyeampong, K. (2007). *Teacher motivation in Sub-Saharan Africa and South Asia*. London: Department for International Development.
- Bennell, P. & Mukyanuzi, F. (2005). *Is there a teacher motivation crisis in Tanzania?*
- Best and Kahn. (2006). *Reserch in Education 10th Edition* . Boston, USA: Pearson Education Inc.
- Bruce E.Winston, K. P. (2006). School of Leadership Studeies,Regent university. *International Journal of Leadership Studies*,Vol1 Iss 2, 6-66.
- Berhan Ayenew (2007). *The impact of intrinsic and extrinsic factors of motivation towards organizational commitment in private Colleges – A case study of two selected private Colleges in Addis Ababa*. Master Thesis. Addis Ababa University
- Bratton, J. & Gold, J. (2007). *Human resource management theory and practice*. New York: Palgrave
- Bruce E.Winston, K. P. (2006). School of Leadership Studeies,Regent university. *International Journal of Leadership Studies*,Vol1 Iss 2, 6-66.
- Burns, J, (1978). *Leadership*. New York: Harper and Row
- Bush.T. & Oduro.G.K.T, (2006). *New prinicplas in Africa: preparation, induction and practice*. *Journal of educational Administarion*, 44(4), 359-375

- Cawelti, G. (1984) *Behavior patterns of eddective principals*. Educational Leadership 41(5),3.Retrieved February 16,2008, from Academic search premier database.
- CfBT (2008). *Study into teacher utilization in the Regions of Ethiopia*. Addis Ababa: UNDP
- Collin, A. (2001).*Human resource management: A contemporary approach*. (3rd Ed.). UK: Pearson Education Limited
- Cole, G. A. (2004). *Management theory and practice*. (6thed.). London: TJ International Ltd.
- Chukwusa, J. (2018). Autocratic Leadership Style: Obstacle to Success in Academic Libraries. *ibrary Philosophy and Practice(E-journal)*.
- Creasy, T. (2007, January 30). Defining Change Management . *Change Management Learning Center* , pp. 1-7.
- Davis and Newsorm, (1998). (IN) punkett: *Management (6th edition) California*: wards with publishing company.
- Dauhlas J.Fiore, (2004). *Intorduction to educational Administration standards, practices and theory*.Virginia; common wealth
- Delice, A. (2010). The Sampling issue in Quantitative Research . *Educational Science: Theory and Practice* .
- Efere, P. (2005). *Motivation and job satisfaction*. London: Trans-Atlantic College.
- Ellickson M.C.,& Logsdon, K. (2002). *Determinates of job satisfaction of municipal government employees*
- Eyal, O., & Roth, G. (2011). Principals' leadership and teachers' motivation self-determination theory analysis. *Journal of Educational Administration*, 49(3), 256- 275.
- (*Electonic version*). *Public personnel management*. 31(3).345-358.
- Field, A. (2009). *Discovering Statistics Using SPSS 3rd Edition*. London: SAGE Publication Ltd.

- Goleman, D. (1995). *Biography and assessment of transformational leadership at the world class level*, Journal of management, 13,7-20
- Greenberg J & Baron A.R(2003)” *Behavior in organizations* “prentice Haile.Vol 8,pp 188-215.
- Hagedoom , M. & van Y peren. N. (2003). *Do high job demands increase intrinsic motivation or fatigue or both? The role of job control and job social support* Academy of Management Journal, 46(3).339-349.
- Hardre, P. L. & Sullivan, D. W. (2009). *Motivating adolescents: High school teachers’ perception and classroom practice*. USA: University of Oklahoma. Vol. 13 No. 1, 1-16
- Hersey P. and Blanchard, K. (1999). *Leadership and the one minute manager* .William morrow.
- Hitt, D., Esser,J.,& Marriott, R. (1992). *Effects of delayed rewards and task interest on intrinsic motivation*. Basic & Applied social psychology.13(4),405-415.
- Ivancevich, J. M. (2009). *Human resource management*. (10th ed.). Singapore: McGraw-Hill companies, inc.
- Jane W.(2013).*Effects of leadership styles on teachers’ job performance and satisfaction: a case of public secondary schools in nakuru county, Kenya*, p.74.
- Jeremy .M, Melinde .C & Ciller V. (2012). Perceived leadership style and employee participation in a manufacturing company in the democratic republic of Congo, African journal of business management, .6(15), 5389-5398
- Judge.T.A., thoresen, C.J., Bono,J.E.,& patton,G.K. (2000). *The job satisfaction job performances relationships: A qualitative and quantitative view*. Psydtological Bulletin, 127,376-407.
- Kalleberg, A.L. 1977 *work values and job rewards: a theory of job satisfaction* American sociologica Review, vol,42,pp.124-43
- Khan, W. A. (2003). *Teaching motivation*. India: Tarun offset printers, Delhi-53

- Kibui, A. W. (2013). Transformational Leadership in Schools Management and Capacity Building: A Survey of Public Secondary Schools in Kenya. *International Journal of Applied Research Studies (iJARS)* ISSN: 22789480 Volume 2.
- Kondalkar, V. G. (2007). *Organizational behavior*. India: New Age International (P) Ltd.
- Koontz., H. & O'Donnel, C. (1959). *Principles of management. An analysis of managerial functions*, 2nd ed. New York: McGraw-Hill
- Kumar (2012). *Practice and Problems of Principals' Leadership Style and Teachers' Job Performance in Secondary Schools Of Ethiopia*. 1(4):227-304.
- Lane KA, Esser J, Holte B, McCusker MA (2010). *A study of nurse faculty job satisfaction in community colleges in Florida*. *Teach. Learn. Nurs.*, 5:16-26
- Lashborok, W, 1997. *Business performance, employee satisfaction, and leadership practices. Performance improvement.*, Vol, 36, No 5, pp.29-33
- Likert, R. (1967). *The human organization. Its management and value*: NY McGraw-Hill
- Linz, S.J (2003). *Job satisfaction Among Russian workers'* *international journal of Manpower* 24(6):626-652.
- Locke, E. A., & Latham, G. P. (2006). *New directions in goal-setting theory. Current Directions in Psychological Science*, 15(5), 265-268
- Locke, E. A., & Latham, G. P. (2002). *Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. American Psychologist*, 57(9), 705-717
- Lunenburg, F. C. (2011). *Goal-Setting theory of motivation*. *International Journal of Management, Business, and Administration* Volume 15, Number 1
- Manzoor, Q. A. (2012). *Impact of employees' motivation on organizational effectiveness*. *Business Management and Strategy*. Vol. 3, No. 1 ISSN 2157-6068.

- Menon, M. W. (2014). The relationship between transformational leadership, perceived leader effectiveness
- Mester.C.,Visser, D. and Roodt,G.2003.”*Leadership style and its Relation to Employee Attitudes and behavior*”. SA Journal of Industial psyehology, 29(2) 72-80
- Michael. A. (2010). Leadership style and organizational impact. Retrieved from: [http/ www.apa-apa.organization](http://www.apa-apa.organization)
- MoE (2006). *Decentralized management of education in Ethiopia: A reference manual*. Addis Ababa
- MoE (2008). *Review of the Ethiopian education training policy and its implementation*. Addis Ababa: And net printer.
- MoE (1994). *The education and training policy of Ethiopia*. Addis Ababa: EMPDA
- MOE. (2015/16). *Education Sector Development Program V 2008-2012 Program Action Plan*. Addis Ababa: The Federal Republic of Ethiopia Minster of Education.
- Muhammad Saqib Kahn, I. K. (2015). The atyle Leadership:Critical Review. *Pub;ic Policy and Adminstration Research* vol. 5 no.3, 87-90.
- Mulinge M. Muller CW (1998) *Employee Job satisfaction in Developing countries: The case of Kenya*. World Dey.,26(12):218-2199
- Mulengeki, F. (2014). The School Level Human Factor in Education Reforms: The Case of the Early 21st Century Education Reforms in Tanzania. Saarbrucken, Deutschland: OmniScriptum GmbH & Co. KG
- Muhammad Saqib Kahn, I. K. (2015). The atyle Leadership:Critical Review. *Pub;ic Policy and Adminstration Research* vol. 5 no.3, 87-90.
- Ngambi H. C. (2011). Rare total leadership: Leading with the heart and hands. Juta,

Cape Town

Ngambi H.C, Cant M.C, Van Heerden C. H. (2010). Marketing management: A South African perspective, Juta, Cape Town.

Northouse,P.G. (2007) Leadership: Theory and Practice, 4th ed. Sage: Thousand Oaks, CA.
(Online) <http://ebookbrowse.net/northouse-2004-leadership-theory-practice-doc-d236502403>

Northouse,P. (2004). *Leadership: Theory and practice* (3rd ed.) thousand Oaks, CA sage.

Obilade SO (1999). *Leadership qualities and styles*. As they relate to instructional productivity.
The manager Ibadan: department of educational management university
of Ibadan, pp, 25-32.

Obiwuru .T, Okwu. A, Akpa. V & Nwankere .I (2011). Effects of leadership style on
organisational performance: A survey of selected small scale enterprises in Ikosi – Ketu
Council development area of Lagos State, Nigeria. Australian journal of business and
management research 1(7).

Ofojebe, W. N. and Ezuboh, T. C. (2010). *Teachers' motivation and its influence on quality
assurance in the Nigerian educational system*. African Research Review Vol. 4(2) 398-
417

Olaniyan, (1999). *Principal preparation, selection and leadership roles, teachers and teaching
in Nigeria*. Benin Festa Press L.t.d, pp: 73-88

Pat Williams, boyd, 2002, *educational leadership*, santa Barbora California.

Peris M, Koech & Prof. Namusonge G, (2012), The Effect Of Leadership Styles on
Organizational Performance at State Corporations in Kenya, International Journal of
Business and Commerce, Nairobi, Kenya

Rashid, M. & Dhindsa, H. S. (2010). *Science teachers' motivation to teach: Intrinsic factors*.
Brunei international journal of science and Math education. Vol, 2(1)

- Reston, VA (2015). National Policy Board for Educational Administration). Professional Standards for Educational Leaders
- Robert R. Blake and Anne Adams and Mc Cange (1991) (IN) plunkett(1989) *Management* (6th edition), California: Wardsworth publishing company
- Robinson, E. I. (2004). *The implication of adequate motivation on workers' productivity in an organization*. St. Clements University. Doctorial Dissertation
- Robbins, S. P. & Coulter, M. (2009). *Management*. (10th ed.). USA: Pearson Education, Inc.
- Ross, K. N. (2005). Quantitative Research Methods in Educational Planning . *Sample Design for Educational Survey Research* .
- Rousmaniere, K. (2007) *presidential address goes to the principles' office: Toward a social principle in North America. History of education quarterly*. 47(1). 1-22 retrieved March 15, 2012 from education research complete database.
- Rue, L. W. & Byars, L. L. (2009). *Management skills and application*. (13th ed.). Singapore: McGraw-Hill companies, inc.
- Sargent, T. and Hannum, E. (2005). *Keeping teachers' happy: Job satisfaction among primary school teachers' in rural northwest China*. University of Pennsylvania. Gansu Survey of Children and Families Papers.
- Sehmoker, M (2001). *Result the key to continuous school improvement* Alexandria, VA: Association and curriculum Development
- Schermerhorn, J.R.(1993) *Management for productivity* (4th ed) Canada: John Wiley & sons, inc.
- Schermerhorn, J. R., Hunt, J. G., Osborn, R. N. & Uhl-Bien, M. (2011). *Organizational behavior*. (11th ed.). Asia: John Wiley & Sons, inc.
- Shann, M. H. (2001). *Professional commitment and satisfaction among teachers in Urban Middle Schools*. The Journal of Education research. Vol.92 No.2, pp. 67 – 73

- Sharma, J. P. & Bajpai, N. (2011). *Salary satisfaction as an antecedent of job satisfaction: Development of a regression model to determine the linearity between salaries satisfaction and job satisfaction in a public and a private organization. European journal of social science, Vol.18, number 3*
- Saeed, M. M. & Asghar, M. A. (2012). *Examining the relationship between training, motivation and employees job performance: The moderating role of person job fit. Journal of basic and applied scientific research Vol.2 (12)12177-12183*
- Simon (2011). *What is job security and does it really exist?* Retrieved from www.simonstapleton.com/wordpress/2011/02/12/what-is-job-security-and-does-it-really-exist/
- Schermerhorn, J. R., Hunt, J. G., Osborn, R. N. & Uhl-Bien, M. (2011). *Organizational behavior*. (11th ed.). Asia: John Wiley & Sons, inc.
- Solomon, A. (2005). *Research Method*. Jimma, Ethiopia: Jimma University .
- Spector, P. E (1997). *Job satisfaction Application assessment, cause, and consequences*. Thousand Oaks, CA. Sage
- Stogdill, R. (1974). *personal factors associated with leadership: journal of Applied psychology*, January: pp35-71
- Tanaka, C. (2010). *An exploration of teacher motivation: A case study of basic school teachers in two Rural Districts in Ghana. A University of Sussex DPhil Thesis*
- Tannenbaum, R, weschler, I & massarika, F. (1959). *Leadership and organization: A behavioral science approach*. New York: McGraw Hill
- Taylor, M. A. (2014). *Arstrong Handbook Human Resources Management Practice*. USA, New Delhi, United Kingdom: UK, Ashford Colour press Ltd.
- Terry, G. R & Franklin, S. G. (1987). *Principles of management*. New Delhi All India Traveller Bookseller.

Thomas J. (2002), *The Virtues of Leadership* - Department of Education, U.S.

files.eric.ed.gov/fulltext/EJ683737.

Thomas, K. A. (2010). Work motivation and job satisfaction of teachers. *Southeastern Teacher Education Journal*. 3(1), 101-122

Thoonen, E. E., Sleegers P. J., Oort, F. J., Peetsma, T. T., & Geijssel, F. P. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly*, 47(3), 496-536

Thoonen, E. E. J. (2012). Improving classroom practices: the impact of leadership, school organizational conditions, and teacher factors

Timothy, A.J., & Ronald, F.P. (2004). *Transformational and transactional leadership: A meta analytic test of their relative validity*. *Journal of Applied psychology*, vol 89. No 5pp 755-768.

Tufail, H., Ud Din, M. N., Shereen, S., Nawaz, A. & Shahbaz, A. (2012). *Factor affecting teacher motivation at secondary school level in Kohat city*. *Interdisciplinary journal of contemporary research in business*. Vol, 3, No 10.

UNESCO. (January 2015/16, January). *Leading Better Learning: School Leadership and Quality in the Education 2030 Agenda, Regional Review of Policy and Practice, A policy review of school leadership in sub-Saharan Africa*. Sweden: UNESCO.

Usdan, M., McCloud, B., & Podmostko, M. (2000). *Leadership for student learning: reinventing the principals*. Washington, DC: Institute of education leadership

VSO (2007). *Teachers Voice: A policy research report on teachers' motivation and perceptions of their profession in Nigeria*: www.vso.org.uk

VSO (2007). *Listening to teachers: The motivation and moral of education workers in Mozambique*. UK: VSO international or DFID Mozambique

- Warren R. Plunkett, (1994). *Introduction to management* (5th edition) USA:Wadsworth publishing company
- Vroom, V.H. (1964). *Work and motivation* New York:Wiley
- Wiley, J. (2014). "Leadership Challenge". [www.leadershipchallenge.com]. Site visited on 18.05.2014
- Weiss, J. W. (2001). *Organizational Behavior and Change* (2nd Edition). South Western College.
- Yukl, G. (2006). *Leadership in organizations* (6th ed) Upper Saddle River, NJ: Prentice Hall
- Yukl G, (2010). *Leadership in organizations* (7th Ed.), Prentice-Hall

Appendix

Addis Ababa University

College Of Education and Behavioral Studies

Department of Educational planning and Management

Questionnaire to be filled by primary school teachers and cluster supervisors

Dear Respondents:

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

THANK YOU!

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

➤ Would you fill this questionnaire voluntary?

Yes

☐

No

☐

Note:

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

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

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

1. Name of the school

2. Location of the school : Urban ☐ Rural ☐

3. Sex : Male ☐ Female ☐

4. Age

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

5. Service Year

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

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

School Leadership Style

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

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

1. What are the activities of school principals leadership style in the schools?

No	Item	Very low	low	Mode-rate	High	Very high
1	The school principals encourage teachers to participate in decision making					
2	The school principals provide guidance without pressure					
3	The school principals share school leadership role with the teaching staff					
4	The school principals respect for teachers opinions regarding school improvement exist in the school					
5	Delegation of power to subordinate in this school strongly exist					
6	Teachers involvement in designing school program in this school highly supported					
7	The school principal believes that people are competent and if given a task will do a good job					
	The school principals believes that					
9	Most teachers feel insecure about their					

10	Decision regarding school progress are Solely made by head teachers					
11	The system of administration is top Down					
12	The school principals say most employees in the population are lazy					
13	The school principals give orders and clari procedures					
14	The school principal believe that it is best to leave the subordinate alone					
15	The school principals give Subordinates complete freedom to solve problems on their own					
16	The school principals allow teachers to appraise their own work					
17	Leave decision to be made by teachers without intervention					
18	The school principals Prefer collection decision making in the school					
19	There is free delegation of responsibilities and duties for academic progress					
20	In most situation workers prefer little input					
21	Power is centralized in our school					

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

2. Which leadership style practice in your school do you prefer?

Democratic ☐

Autocratic ☐

Lassies-Faire ☐

Transitional and transformational ☐

II. Principals' leadership style and its influence on teacher's job motivation

No.	Items	Response	
		Yes	No
1	Do leadership styles have an influence on job satisfaction		
2	The leadership styles contribute for productivity		
3	Democratic leadership style increase job motivation		
4	Autocratic leadership increase job motivation		
5	The work of teachers are judged fairly by principal		
6	Principal tries to make me feel comfortable when he visits my class		
7	Principal makes effective use of the individual teachers' capacity and talent		
8	The school principals understand problems related to academic issues in the school		
9	The rewarded give principals for the duties delegated to me.		
10	Overall school leadership is quite fair		

What other factors influence the teacher's motivation?

III. What challenges that affect teacher's job motivation in primary schools/Teachers job motivation related different challenge

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

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= fairly agree (ND) 4=Agree (A) 5= Strongly Agree (SA)

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

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

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= fairly agree (ND) 4=Agree (A) 5= Strongly Agree (SA)

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

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

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= fairly agree (ND) 4=Agree (A) 5= Strongly Agree (SA)

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

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

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= fairly agree (ND) 4=Agree (A) 5= Strongly Agree (SA)

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

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

1= *Strongly Disagree (SDA)* 2= *Disagree (DA)* 3= *fairly agree (ND)* 4= *Agree (A)* 5= *Strongly Agree (SA)*

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

What challenges that affect teachers job motivation in primary schools

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide for School Principals and cluster supervisors

Part I: General Information and Personal Data

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

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

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

Yuunivaarsitii Finfinneetti

Mummee Karoora Barnootaa fi Bulchiinsaa

Kabajamtoota Barsiisotaa

Kaayyoon bargaaftii kanaa mata duree “*leadership styles Influence on teachers motivation in Primary Schools in Ameya Woreda*” digrii 2^{ffaa} guuttachuudhaaf qorannoo geggeessamuudha. Odeeffannoon isin gaaffilee kanneeniif kennitan hundi isaanii kan qorannoo kanaaf qofa oolaniidha. Akkasumas, qorannoo kanaaf deebiin isin kennitan icciitiin isaa gama qorataatiin eeggamaadha.

Kutaa I. odeeffannoo dhuunfaa

Deebii keessan mallattoo(✓) tiin bakka duwwaa kenname irratti kaa’uun deebisaa

Odeeffannoo deebii kennaa

1. Maqaa ----- Teessoo _____

2. Maqaa Mana barumsaa _____

3. Saala Dhiira Dubara

4. Umrii

20-25	26-30	31-35	36-40	46-50	Above 50

5. Tajaajila

Waggaa 1-2	3-5	6-10	11-15	16-20	20 ol

6. Sadarkaa Barnootaa: BA Degree ☐ BSc Degree ☐ Dippilooma ☐
 Kutaa 10 ☐ kutaa 12 ☐

II. Gaaffilee armaan gadii dhimma qorannoo irratti odeeffanno barbaachisaa wanta ta'eef deebiidha jetteekan yaaddu fuuldura isaa mallattoo (✓) kanaan agarsiisi.

Gosa Hooggansaa

1-baay'ee gad- aanaa 2-gad-aanaa 3-giddu-galeessa 4-ol'aanaa 5-baay'ee ol'aanaa

1. Gosa hooggansaa keessaa isaa kamtu mana barumsaa keessatti hojii irra oolaa jira?

Dimookiraasi ☐

Abbaa irree ☐

Akka-feetee ☐

Hooggansaa jijjiramaa ☐

2. Gochoota hooggansi itti gaafatamaan mana barumsaa keessatti hojii irra oolchuu isa kam akka ta'ee agarsiisi

Lak k	Gaaffilee	Baay'ee gad aanaa	Gad-aana	Giddugal eessa	Olaana	Baay'ee olaana
1	Bulchiinsi m/b barsiisotni akka murte kennu irratti hirmaatan ni jaajjabeessa					
2	Hogganaan m/b dhiibba tokko malee kallatti qopheessuun ni kenna					
3	Hoggansi m/b gahe bulchiinsa m/b barsiisotaa ni qooda					
4	Hoggansi m/b yaada barsiisota mana barumsaa foyyeessu irratti qaban ni kabaaja					
5	Angoo warra gad-jalaf qooduun sirritti mana barumsa kana keessatti ni jira					
6	Barsiisotni hirmaachun sagantaa mana barumsaa karoora baasun mana barumsa kana keessatti sirritti ni deeggarama					
7	Hoggansi m/b namootni gahumsa qabu jedhe amana,yoo hojii kennaniif hojii gaari hojjatu jedha					
8	Hoggansi m/b barsiisota itti siquun daawwaachuun ni barbaachisa jedhee amana					

9	Barsiisoni baay'een hojii isaniitiin ofitti amanamummaa wanta hinqabnef kallatti barbaadu					
10	Murteen Foyyaa'insa m/b itti gaafatamaa m/b qofaan hojii irra oola.					
11	Sirni bulchiinsa m/b gubbaa gara jalaati					
12	Hoggansi m/b hojjatootni baay'een dadhaaba jedhe yaada					
13	Hoggansi m/b ajajaa fi adeemsa hojii ifa ta'e ni kenna					
14	Hoggansi m/b hojjatootni fi barsiisota kopha dhiisun akka hojii isaanii qixan bahan jedhe amana.					
15	Hoggansi m/b hojjatoota fi barsiisota bilisumaa guutuu kennun akka rakkoo ofii isanii furan ni godha					
16	Hoggansi m/b barsiisotni akka hojii isanii ajabsiifatan ni eyyammaa					
17	Hoggansi m/b osoo murtee barsiisan murteesse keessa hin galiin ni dhiisa					
18	Hoggansi m/b murtee m/b keessatti murta'uuf odeeffannoo fuunaana					
19	Foyya'insa barnootaf bilisumaa itti gaafatamummaa fi hojii warra gar-jala jiran ni hirama					
20	Haalaa Hojjataa irra caalaayaada xiqqaa hoggansa m/b irra barbaada					
21	Angoo m/b keessatti gubbaa irratti danga'eedha					

Waa'ee haalaa bulchiinsa m/b keettii maal jetta?Top-bottom or Bottom-up

II. Principals' leadership style and its influence on teacher's job motivation

No.	Items	Deebii	
		Eeyyee	lakkii
1	Haalii Hoggansaa mana barumsaa kaka'umsa hojii barsiisotaa irratti dhiibbaa godha		
2	Haalii hoggansaa bu'aa hojii dhufuf gummacha godha?		
3	Bulchiisni m/b yoo dimookraatti ta'e barsiisota hojiif ni kakaasaa?		
4	Yoo bulchiisini m/b Auutokiraatik hojii irratti ta'ee kaka'umsaa barsiisotaa ni dabalaa?		
5	Hojii barsiisaa seeran waliqixa Itti gaafatama m/b ni maadalamaa?		
6	Yoo itti gaafatama m/b daree seene na daawwaatan baay'ee nattii tola?		
7	Itti gaafatama m/b dandeetti fi gahumsaa barsiisota qixaan itti fayyadame jira?		
8	Itti gaafataman m/b rakkoo barnootaan wal qabatu mana barumsa keessaatti ni hubaatu?		
9	Itti gaafatama m/b hojii gadi buusan raawwaatamef badhaasa naaf kennama?		
10	Itti gaafatama m/b hundaa ol gaggeessuma isaanii gaaridha.		

Wantootni rakkoo biraa kaka'umsaa hojii barsiisa irratti dhibba godhan kami?

IV.Dhibaawwan kaaka'umsa hojii barsiisaa irratti fidan /challenge on teachers' job motivation

1. Gaaffilee immamataa fi bulchiinsa mana barumsaa keessatti waliqabatan akkata armaan gaditti dhiyyatan jiru.

Lakk	Gaaffilee	Baay'ee gad aanaa	Gad-aana	Giddugal eessa	Olaanaa	Baay'ee olaanaa
1	Akkaataa immaammataa fi piroosijaarii isaa barsiisotaa ni ibsa					
2	Seerri fi heerri m/b irratti hundaa'ee jiraachuu					
3	Qixaan heeraa fi seera m/b hooggaanuu					
4	Akkaataa immaammata m/b hojiitti hiikan					
5	Gahumsaa fi dandeetti barsiisotaa waliqixaa keessumeessuu					
6	Akkaataa hooggansi mb itti hoogganuu					

2. Gaaffilee hojii irra oolmaa daawwaanna m/b walqabatan

lakk	Gaaffilee	Baay'ee gad aanaa	Gad- aanaa	Giddugal eessa	Ol'aanaa	Baay'ee ol'aanaa
1	Suuppervizarii m/b akkaataa barsiisota itti deeggaru ni beeka					
2	Supervizarri barsiisota deeggaruuf fedhii qaba					
3	Barsiisotni deeggarsa walirra hincinne supervizara irraa ni argatu					
4	Suupparvizari m/b leenjii wantoota adda addaa irratti ni qopheessa					
5	Supervizarri mb daawwannaa daree sagantaan yeroo hunda nigaggeessa					
6	Barsiisotnideeggarsa karaa dimokiraatawaa ta'een ni daawwatamuu?					
7	Suupparvizari dhimma barnootaa irratti akka walmari'atan ni kakaasa					

3. Gaaffilee hariiroo hojiin m/b kan walqabatan akka armaan gadiitti dhiyaatanii jiru

lakk	Gaaffilee	Baay'ee gad aanaa	Gad-aana	Giddugal eessa	Olaanaa	Baay'ee olaanaa
1	Miseensi istaafii barsiisotaa gurmaa'anii hojjatu					
2	Barsiisotni barsiisota biraa faana hariiroo walii qabu					
3	Barsiisotni hariiroo barattoota m/b faana ni qabu					
4	Hooggansi m/b dhimma barnoota adda addaa irratti barsiisota waliin dubbachuuf fedhii qabu					
5	Barsiisotni hariiroo garee bulchiinsa m/b waliin qabu(koree GMB)					
6	Barsiisotni fi supparvizarri hariiroo hojii ni qabu					

14. Gaaffilee hariiroo hojiin mb walqabatan akka armaan gadiitti dhiyaatanii jiru

Lakk	Gaaffilee	Baay'ee gad aanaa	Gad-aana	Giddugal eessa	Ol'aana	Baay'ee ol'aana
1	Barsiisotni haala bakka hojii m/b kaka'umsa qabu					
2	Naannoon m/b hojiif nama harkisaa					
3	Naannoon m/b hojii barsiisotaaf ni kakaasaa					
4	Istaafiin barsiisotaa meeshaalee garaagaraan guutamee jira.					
5	Mana barumsaa keessa meeshaalee fi faasiliitii baruu fi barsiisuu baay'ee gaha ta'ee qaba					
6	Baay'ini hojii barsiisotaaf karaa walqixa					

	ta'een qoodamee jira					
7	Barsiisota hojii dabalataa hojjataniif deeggarsi maallaqaa nigodhama					
8	Yeroon mindaa barsiisota kaffaluu					
9	Manni barumsaa taarsimoo barsiisota badhaasuu niqaba					
10	Barsisootni carraa rakkoo m/b irraa hafaniif yoo dhiyyeeffatan nikennamaaf					

Wantootni kaaka'umsa hojii barsiisa irratti dhibbaa godhan kan biraa

Calculation of Proportional

1. Amey Primary school (teacher population = 55)

$$n = \frac{55 \times 155}{277} = 38$$

1. Dire Aroji primary school (teacher population = 20)

$$n = \frac{20 \times 155}{227} = 14$$

2. Gilmer primary school (teacher population = 15)

$$n = \frac{15 \times 155}{227} = 10$$

3. Gulti Primary school (teacher population = 21)

$$n = \frac{21 \times 155}{227} = 14$$

4. Bino Primary school (teacher population = 24)

$$n = \frac{24 \times 155}{227} = 16$$

5. Tsige Primary school (teacher population = 13)

$$n = \frac{13 \times 155}{227} = 9$$

6. Kota primary school (teacher population = 21)

$$n = \frac{21 \times 155}{227} = 14$$

7. Gombore primary school (teacher population = 12)

$$n = \frac{12 \times 155}{227} = 8$$

8. Sakale primary school (teacher population = 10)

$$n = \frac{10 \times 155}{227} = 7$$

9. Aroji Primary school (teachers population = 20)

$$n = \frac{20 \times 155}{227} = 14$$

10. Denkaka primary school (teachers population = 16)

$$n = \frac{16 \times 155}{227} = 11$$