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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PRINCIPALS' LEADERSHIP STYLES AND TEACHERS' MOTIVATION IN
GOVERNMENT SECONDARY SCHOOLS OF SOUTH WEST SHOA ZONE

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This is to certify that the thesis prepared by Girma Bekele Serbessa entitled; principals' leadership styles and teachers' motivation in government secondary schools south west shoa zone and submitted in partial fulfillment of the requirements for the degree of Masters of Arts (MA) IN educational leadership complies with the regulation of the university and meets the accepted standards with the originally and quality.

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Declaration

The researcher hereby declares that the thesis on the title, “principals’ leadership styles and teachers’ motivation in government secondary schools south west shoa zone”, is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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Table Contents

ACKNOWLEDGMENTS	I
LIST OF TABLES	V
LIST OF FIGURES	VI
ABBREVIATIONS AND ACRONYMS	VII
ABSTRACT.....	VIII
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1 Background of the Study	1
1.2. Statement of the Problem.....	3
1.3. Research Question	5
1.4 Objectives of the Study.....	5
1.4.1 General Objective	5
1.4.2 Specific Objective.....	5
1.5 Significance of the Study	5
1.6. Delimitations of the Study	6
1.7. Limitations of the Study.....	6
1.8. Operational Definition of key terms	6
1.9. Organization of the Study	7
CHAPTER TWO	8
2. RELATED LITERATURE REVIEW	8
2.1 THE CONCEPT OF LEADERSHIP	8
2.2. Types of Leadership Styles	9
2.2.1 Democratic Leadership Styles	10
2.2.2 Autocratic Leadership Style.....	14
2.2.3. Laissez-Faire Leadership Styles	18
2.1.1. Content (Need) theory of motivation.....	21
2.1.2. Herzberg Two-Factor theory.....	23

2.2. Teachers’ motivation and job satisfaction.....	25
2.3. Factors associated with teacher job motivation and satisfaction.....	27
2.4. Teachers’ motivation strategies and its challenges	29
2.5. Ethiopian teachers’ motivation and job satisfaction.....	31
2.6. The Relationship between Leadership Styles and Motivation	32
CHAPTER THREE	34
3. RESEARCH DESIGN AND METHODOLOGY	34
3.1. The Study Area	34
3.2. Research design	34
3.3. Research Method.....	34
3.4. Sources of Data	35
3.4.1. Primary sources of Data.....	35
3.4.2. Secondary sources of Data.....	35
3.5. Study Population	35
3.6. Sample Size and Sampling Techniques.....	35
3.7. Instruments for data collection	40
3.7.1. Questionnaire	40
3.7.2. Interview	40
3.7.3. Document analysis	41
3.8. Procedures of data collection	41
3.9. Validity and Reliability checks	41
3.10. Methods of Data analysis and interpretation	42
3.11 Ethical Consideration.....	43
CHAPTER FOUR.....	44
4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	44
4.2. LEADERSHIP STYLE.....	46
4.2.2 Democratic leadership style.....	49
4.3. Leadership style promote teachers motivation	53
4.4 The teachers’ Motivation Factors	55

4.4.1 School policy and its administration	55
4.4.2. Supervision	57
4.4.3 Work Relation.....	58
4.4.4 Work Condition	59
4.4.5 Incentive and Benefit.....	60
CHAPTER FIVE	64
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	64
5.1 Summary of the findings.....	64
5.2 Conclusion	66
5.3 Recommendation	67
REFERANCE	69
Appendixes	

List of Tables

Table 1: The summary of the study subject, sample size and sampling Techniques	39
Table 2: Reliability test results with Cronbach's alpha	42
Table 3: Service year of Respondents.....	45
Table 4: Educational level of respondents	46
Table 5: Respondents View on Autocratic leadership style.....	47
Table 6: Respondents view on Democratic leadership style.....	50
Table 7: Respondents view on Lassie-fair leadership style	52
Table 8: Leadership style promote teachers motivation	54
Table 9: School Guideline and Its Administration.....	56
Table 10: Supervision Practice	58
Table 11: Teachers relationship in school.....	59
Table 12: Work Condition	59
Table 13: Teachers Incentive and Benefit.....	60

List of Figures

Figure 1 Sex of Respondents	45
Figure 2 Age of Respondent.....	46

Abbreviations and Acronyms

ETP	- Education and Training Policy
ESDP	- Education Sector Development Program
GEQAP	- General Education Quality Assurance Package
MOE	- Ministry of Education
SPSS	- Statistical Package for Social Scientists
TDP	- Teachers Development Program
UNESCO	- United Nation Educational Scientific and Cultural Organization

Abstract

The purpose of this study was principals' leadership styles and teachers' motivation in government secondary schools of south west shoa zone. Hence, it investigates the type of leadership practice and promote teachers' motivation factory affecting teachers' motivation in the study area. To accomplish this purpose, the study employed descriptive survey research method, which is supplemented by qualitative research. The study was carried out in 8 randomly selected secondary schools of south west shoa zone. A total of 207 individuals participated in the study. Among them 179 teachers were included as a sample through simple random sampling technique especially lottery method, 22 secondary school principals, and 6 cluster supervisor were included by availability and purposive sampling respectively. 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, and standard deviation. While data obtained through open ended questions, and interview were qualitatively analyzed. The result of the study revealed that, moderate democratic leadership style, lassie-fair and autocratic are practice leadership style in secondary school of South West Shoa Zone. Overall, scores in democratic leadership style were found to be strongly related with teachers' job motivation while autocratic leadership style is not. Further , no judge for achievement of each staff frequently, no discuss the school issues change with staff prior to taking action, less practice approve decision pass to staff, low delegate each responsibility to staff teachers' and motivation factors such school policies, supervisors continuous support teachers, provide training on various issue, and initiation teachers discuss on various academic issues and also absence of incentive and benefits for extra working in schools are main factor influence teachers motivation in secondary schools of study area. Finally Conclusion reached the democratic leadership style positive significant relation with teacher's job motivation whereas autocratic leadership style negative significant relation with job motivation in schools. And also, the study comes up with the following recommendations: the school principals work strongly how motivating teachers by use democratic leadership style over autocratic, create strong and smooth relationship with teachers, attractive work condition of school and arrange incentive and benefits for extra work of teacher and rewarding those teachers who best achieve in the school of the woreda education and administration.

CHAPTER ONE

1.Introduction

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

1.1 Background of the Study

The issue of leadership styles is a major and basic concern for all organizations and institutions in various countries. Different countries around the world have been attempting to highlight and stress the concept of efficient leadership styles in various ways in their organizational daily activities, programs, and performance, for example, England, Nigeria. In Ethiopia, there is rapid and increasing awareness in various sectors and fields in line with a sharp increase in the number of teachers, including the educational institutions such as universities, colleges, schools and others which are indirectly related to educational domain ESDP III (MoE, 2011)

The Duties and responsibility of school principals, the capacity to plan, manage and monitor the education system demands knowledge and skill in collecting, processing, analyzing and managing educational information at all levels of the system. Weak capacities in strategic planning and management, policy making, implementation, monitoring and evaluation hamper the education system. The leadership capacity is generally weak, limited managerial capacities of educational authorities at the regional, woreda and school levels (verspoor et.al, 2015)

Armstrong (2003) declares job satisfaction as a positive attitude of employees towards a particular job or position. While, hostile and negative attitude of employees towards their job means job dissatisfaction. Aziri (2011) describes that job satisfaction is experiencing pleasant feelings about the job and work place and it has a positive impact on working abilities which motivates for work commitment of employees in an organization. Employee job satisfaction depends upon the leadership style of managers. Job commitment is the totality of employees' social and psychological well-being relative to job performance (Lok&Crwawford, 2004). It leads to satisfactory interpersonal relations, fringe benefits, financial rewards, decision-making, free channels of communication, staff development among others. This influences employees to work hard for optimum productivity. That is why currently, the government of Ethiopia made the

education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010).

Thus, in fostering these aims and objectives, the school leaders have important roles to play. Among this roles include providing effective leadership in primary and secondary schools, thereby enhancing better job performance among teachers. In supporting this issue(Crum& Sherman, 2008) stated that the school leaders needed to provide highly valued, insights into their daily styles that foster an environment which is supportive of high teachers' performance.

In addition, Kondalkar, (2007) state job satisfaction is related to general attitude towards the job. A person having a high level of satisfaction will generally hold positive attitude while dissatisfied people will general display negative attitude hold toward life. Teachers' job satisfaction and commitment to their work is directly related to the leadership style employed by their principal (Hauserman& Stick, 2013). Developing a faculty in which teachers are whole heartedly committed to their work and the school vision has a definite impact on school effectiveness. Transactional, transformational, inspirational, and instructional leadership styles are present in some way in most leaders, but rarely are they found to be exclusive. Bass and Avolio (1994) believed that transactional and transformational leadership are not dichotomous. They postulated that many of the managerial characteristics of transactional leadership must be present before transformational attributes can emerge. Bass (2006) proposed that elements of both transactional and transformational leadership were present in effective leaders.

It is obvious that school principals play the key role in making school effective as possible. School principals apply different styles or skills of leadership including autocratic, democratic, laissez-faire, transactional and transformational (Stronge, 2008). Each of these styles has their own advantage and disadvantage. Moreover, the effectiveness of each style has its own best fitting contingent situations.

On the other hand, effective school leaders, in applying a single style or combined leadership styles, are required to have a genuine concern for children, positive characteristics towards the empowerment of teachers as well as ability to communicate and model core values through their interactions with students and teachers (MoE, 2012). The fundamental factors influencing the effectiveness of an organization are leadership style and job satisfaction (Fatima, Bushra,

Usman, Naveed, 2011).According to the above studies in summery some argue that job satisfaction has an impact on the employees' job performance.

Satisfied employees are absent less, show less job stress, stay at work longer, and make positive contributions to their organizations (Griffin, 2002). Employee satisfaction is also called job satisfaction. It is how content or satisfied employees are with their jobs. Factors such as compensation, workload, leadership, flexibility, and teamwork can be measured as indicators of employee satisfaction (custominsigh.com, 2013). It is therefore not surprising that there is pressure mounted by stakeholders on effective leadership among principals of secondary schools and teachers' motivation. Similar the Oromia education office report participator school principals are more motivate teachers on their duties where the poor school leaders bring impacts 20-30% on teachers work in 2017. This showed that lack of skill in leadership styles is cause for schools achievement gap. Therefore, this research stresses on school principal leadership style and teachers motivation in governmental secondary schools in South West Showa Zone.

1.2. Statement of the Problem

As the MoE (2013) noted that the quality of education depends on, among others, the presence of competent and committed school leaders, as they are instructional leaders, focus on helping teachers to improve their classroom performance and make academic instruction as their schools top priority. In one way (MoE ,2010) argued that school leaders need to have the theoretical knowledge, skill and adequate experiences in school leadership and management and/or should have a profile of possession of various trainings on school leadership and management so as to play active and effective leadership style in school improvement programs

Lindahl's (2014) study was to gain an understanding of school leadership behaviors association with school trust and teacher job satisfaction, in an effort to maximize student achievement. Using varying survey data from Chicago Public Schools, the study explored the relationship between school leadership and school trust on teachers' job satisfaction; on students' achievement. The results revealed that school leadership behavior has a relationship with school trust and teachers' job satisfaction, but that school trust and teacher job satisfaction do not have clear relationships with students' achievement((Bhattacharjee, 2012)

Studies carrying out in universities show that 80% of quality initiatives fail in the first two years, mainly because of lack of senior management backing and commitment. Such management

environment also fails to measure and rectify costs of failure, which results in loss of opportunities. This is mainly because; managers in non-Total Quality Management (TQM) organizations spend 30% of their time in dealing with systems failure, complaints- Fire- fighting (Sallis, 2002). In addition to low leadership commitment, deficiencies in policies, systems failure, inability to delegate, appointment of staff who do not share the ethos; wrong people at the wrong level/place; inappropriate actions to correct faults; and blame games are some of the reasons for early quality failures (Sallis, 2002). The same source further indicates that; it is “teachers who are seen as the scapegoats for failures in the education system” (p.39). Moreover, fearful organizational culture causes quality failure resulting in low/no shared values, lack of constancy of purpose, shortterm thinking, job-hopping, visible/invisible figures, hopeless satisfaction, & mistrust.

The fast shifts in policy in the assignment of school principals based on election, giving due regard to short term trainings, considering certificates and post graduate diploma as adequate level of qualification for leading schools are challenges. Inconsistent, incoherent, lack of practice and research based educational leadership development is major challenge (verspoor, 2015)

Furthermore, (center for British teachers 2008) argued that much of their time was spent on political duties unrelated to the education of students at their school, and requiring much absence from the school site. This seems to reduce the level of performance affecting the teaching and learning process and/or cause undesirable outcome such as failure of student in examination, repetition rate drop out as well as other instructional activities at schools. 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 (Harberand Davies, 1998). By this of school leaders’ style roles and responsibilities cannot serve for the generation of 21st century.

In the past twelve/12 years the researcher has served in Gindo general secondary school as a teacher and school principal. In that period of time the researcher heard complaints about leadership styles that the teachers are not interested in decision made by principal in delegation of duties and responsibilities in different activities of the school. The purpose of this study therefore was to examine the principals’ leadership styles type, their relation with teachers’ motivation secondary schools of South West ShoaZone, in Oromia regional State.

1.3. Research Question

In addressing the above problems, the following research questions are designed:

1. What type school leadership styles do principals practice in secondary schools of South West Shoa zone?
2. Which type of leadership style of school principals encourages teachers' motivation?
3. What extinct (external) motivation factors influence the level of teachers' motivation in secondary schools?

1.4 Objectives of the Study

1.4.1 General Objective

The main purpose of this study was to assess the relationship between principals' leadership styles and teachers' motivation.

1.4.2 Specific Objective

The specific objectives of this study are:

1. To identify commonly practiced leadership styles by school principals in secondary schools of Western Showa Zone.
2. To determine type of school principals' leadership style encourages teachers' motivation in the schools.
3. To identify motivation factors influence the level of teachers' motivation in secondary schools.

1.5 Significance of the Study

As any research may have its own importance, this research may have significance to the field of education in that it builds upon the available body of knowledge relating to leadership styles and teachers' motivation.

The findings might provide important information for principals on how to encourage teachers on job satisfaction. 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 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.

1.6. Delimitations of the Study

This study addressed the view respondents about the relationship between principals' leadership styles regard their influence teachers' motivation in secondary schools of West Showa Zone. The researcher was restricted to authority based types of leadership styles classification to identify the principals' leadership styles. Teachers' motivation was assessed in relation to principals' leadership styles.

The researcher was delimited his study to Governmental Schools found in west Showa Zone. The study was restricted to 8(27%) secondary schools found in the zone.

1.7. Limitations of the Study

The researcher faced difficulties that were: as government employee has short time to complain different resources, and absence direct contact to the advisor for feedbacks due to incase of corana viruse. Moreover, the study was limited only to Government schools, due to their numbers and complexity as well as workload of the researcher; some government secondary schools were priority of the study. All selected schools' leaders (principals, vice principals, teachers) of the targeted schools were participants of the study.

1.8. Operational Definition of key terms

For the purpose of this study the definitions of the key terms were taken as follows.

Leadership: is the process of influencing the activities of a group of people by a leader in efforts towards goal achievements ((Igbaekemen, 2014).

Leadership style: leadership style refers to the pattern of leadership behavior that characterizes a leader. It is the perceived behavior and approaches a manger uses to influence others (Devis and Newstrom, 1989).

Motivation: Motivation can be defined as “the extent to which persistent effort is directed toward a goal” (Schermerhorn, 2011).

Teachers' Motivation: Teachers' willingness, drives or desire to be engaged in good teaching (Robinson, 2004)

Extrinsic motivation: behaviors' that are motivated by factors external to the individual (Robinson, 2004)

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)

General secondary schools; refers to the school system established to offer four years of general education (grade 9 -12)(MoE,1994).

1.9. Organization of the Study

This study is consisting of five chapters. The first chapter deals with background the study, statement of the problem, objectives of the study, basic research questions, significant of the study, delimitation of the study, limitation of the study, operational definition of terms and organization of the study.

The second chapter deals with review of related literature with the study of concepts of leadership, the type of leadership style and teachers motivation. The third chapter deals with the research design and methodology. This chapter is presents the research design followed in conducting the study, the source of data, the sample population and sampling techniques carried out for the selection of responses, the type of instruments used to collect the data, the procedure pursued and the method applied to analyze the data. The fourth chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questionnaire and semi-structured interview. Finally, chapter five deals with the summary of the major findings, conclusion drawn on the basis of the findings and recommendations

CHAPTER TWO

2. RELATED LITERATURE REVIEW

This chapter reviews the literature on the concept of leadership spanning from trait theory to transformational leadership style. It also focuses on the concept of transformational leadership and school effectiveness. The practices of principals employing transformational leadership in schools, teachers' perceptions of their principals' leadership style and the role of principals' transformational leadership style in school effectiveness are thoroughly discussed.

2.1 THE CONCEPT OF LEADERSHIP

Leadership could be a develop whose conceptualization is regularly formed by the nature of hypothetical conventions pushed by its analysts. Consequently, depending on schools of thought, analysts offer distinctive definitions of authority. For occurrence, researchers like Yukl (2010), McManus (2006), Koestenbaum (2002) and Blanchard (2007) differently characterize the term authority in agreement with their point of view. Yukl (2010), after a comprehensive review of the writing, expressed that administration could be a way of impacting an individual to work toward the individual or organizational objectives or objectives readily. It is additionally a prepare of bringing individuals together to endeavor to realize shared goals. While willingness to be affected and shared goals are key issues to Yukl, McManus (2006:12), on the other hand, contends that administration may be a handle of building up a group, and group soul utilizing strengthening as a device to induce positive results.

Concurring to Plunkett, Attner, and Allen (2008: 434-435), authority comprises three sets of factors, specifically: the pioneer, adherents, and the conditions and state of undertakings in which both the pioneer and the adherent are association and persistently modifying. Both the pioneer and those being driven are human creatures with different proficiencies, characteristics, understandings, and states of mind created through encounters that shape their identities, individual perspectives, and moral convictions. These variables can contribute to or degrade from the leader's capacity to impact others. They are the sources of the individual's qualities or shortcomings. To the analyst, administration makes individuals feel critical and after that rouse them to exert their greatest exertion to realize the reason

Koestenbaum (2002:19-21) states that administration is enormity in all one does. Significance could be a fashion that pioneers hone in their everyday exercises such as: innovativeness, premonition, adequacy, and adaptability giving high value for individuals and their eagerness to require chance. Blanchard (2007:3) notes that administration is the method of touching the 'thoughts and activities of others'. Moreover, Sashkin and Sashkin (2003:39) characterize administration as the craftsmanship of changing individuals and organizations with the point of making strides the organization's execution. Additionally, Jean Marie (2004: 49) characterizes administration as a magnanimous craves to both serve and get ready others. Leaders are anticipated to energize devotees and show clear vision to them. They moreover ought to generate a readiness inside devotees to take after them along a socially responsible and commonly advantageous course of activity toward the set target. Administration isn't fair the region of authorities at the most noteworthy position.

In other, Creighton (2005), this viewpoint considers identity, social, physical, or mental characteristics that separate pioneers from others. Administration has been characterized in terms of the control relationship that exists between pioneers and supporters. From this perspective, pioneers have control to influence alter in others (Northouse, 2013:5). Whereas administration is as an act or conduct, or alter in a gather that we watch as a result of administration activities, Bonaros (2006: 14), Munoz (2013: 6-7) and Stone and Patterson (2005: 1) discover administration as an instrument in encouraging the devotees accomplish their objectives. It is nothing but empowering their supporters interpret their vision into reality. In this way, from the over writing, authority may be considered a prepare of affecting and driving adherents and circumstances. It is incomprehensible to supply nitty gritty outline on authority in this chapter considering the voluminous writing accessible.

2.2. Types of Leadership Styles

Different types of leadership styles exist in work environment. Advantages and disadvantages exist within each leadership style. The culture and goal of organization determine the leadership style fits the organization best. Most organization offer Several Leadership styles within organization, dependent upon necessary tasks to be completed.

Kurt Lewin and his colleagues presented three fundamental leadership styles. They distinguished democratic, autocratic and laissez-faire leadership styles with their unique characteristics (Lewin, Lippitt. & White, 1939; White & Lippitt, 1960).

2.2.1 Democratic Leadership Styles

Equitable administration alludes to a circumstance where there's rise to work among pioneers and devotees. Agreeing to Goleman (2002), equitable administration in organizations ordinarily have the taking after six characteristics: arrangements are decided by a bunch of organizations, specialized and work execution measures are talked about so they are caught on by all, pioneers give counsel to individuals in respects to actualizing assignments, individuals are free to select with whom they work, the gather decides the dissemination of errands, and pioneers attempt to be objective in giving laud and feedback.

Goleman (2000) moreover states that pioneers employing a majority rule fashion of authority construct agreement through interest, and these leaders too anticipate the next level of greatness and self -heading. These pioneers have time to tune in and share thoughts with their adherents. They too tend to be more adaptable and are responsive to one's needs. They are able to persuade instructors to take an interest in decision-making and are aware. The democratic style of authority emphasizes bunch and pioneer cooperation within the making of approaches. Choices about organizational things are arrived at after meeting and communication with various individuals within the organization. The pioneer endeavors as much as conceivable to create each person feel that he is an imperative part of the organization. Communication is multidirectional whereas thoughts are traded between workers and the pioneer (Heenan and Bennis 1999). In this fashion of authority, a tall degree of staff resolve is continuously improved (Mba, 2004).

2.2.1.1 Directive Style

Directive leadership style is comparative to the task-oriented fashion. The pioneer who employments this sort of administration fashion gives instructors with particular rules, rules and controls with respect to arranging, organizing and performing exercises. This fashion is considered to be fitting when the subordinates' capacity is moo and or the assignment to be performed is complex or equivocal. Work fulfillment is expanded when the pioneer gives more orders (Hoy & Miskel, 2001:408). In other, when the assignment to be finished is vague or troublesome to be accomplished, the pioneer guarantees its effective achievement through clearly

characterizing person assignments and part desires of individuals. His mediation is meaning full in such occasions, in any case, this fashion may not be reasonable where the assignments in questions are well characterized and simple to accomplish (Ayalew, 2011)

2.2.1.2 Supportive Style

Supportive leadership style is more of a relationship-oriented fashion. It requires the pioneer to be receptive and neighborly. He/she shows concern for the well-being and individual needs of the subordinates. He/she makes a candidly strong climate. This fashion is compelling when subordinates need self-confidence; work on disappointing or unpleasant errands and when work does not give work fulfillment (Hoy & Miskel, 2001). Within the same way, the pioneer appears tall concern to wards bunch individuals and their needs. This fashion is reasonable for bunches working on well-defined assignments. Individuals beneath the strong pioneer are found to be upbeat and exceedingly fulfilled (Ayalew, 2011).

2.2.1.3 Participative Style

The pioneer who utilizes this fashion counsels with subordinates for thoughts and takes their thoughts genuinely when making choices. This fashion is successful when subordinates are well propelled and competent (Lussier&Achua, 2001). Other scholer, Ayalew, (2011) state, the pioneer includes the bunch individuals in choice making and in all capacities of the gather. Dialogs discussions and bunch agreement are pushed up on be that as it may; this calls for individuals who are dependable and who get it the significance of their commitment to the group' success.

2.2.1.4 Consultative Styles

The pioneer has significant but not total certainty and believe within the workers. In spite of the fact that common choices are made by the pioneer, he/she looks for the conclusions of the employees, but he makes the ultimate choice. The workers have positive demeanors toward the organization, the chief and their work. When the workers feel that sufficient discussion has not taken put, they freely acknowledge orders from the supervisor, but some of the time secretly stand up to the arrange by subordination, particularly when the director chooses on lion's share rules rule (Owens Communication streams from and to the chain of command. The supervisor

counsels through significant channels, with subordinates. They in turn counsel with him/her on things they would like to bring to his/her consideration (Brown well 1985).

2.2.1.5 Achievement-Oriented Style

In this fashion, the pioneer sets challenging but achievable objectives for the subordinates. He/she pushes work advancement sets tall desires for subordinates and rewards them when the desires are met. That's, the pioneer gives both tall mandate (structure) and tall steady (thought) behavior. This fashion works well with achievement-oriented subordinates (Lussier&Achua, 2001). It is concluded that a pioneer with majority rule authority fashion utilizes direction in choice making, particularly choice influencing his workers by giving vital consideration to their sentiments by sharing data and making a pleasant working connection within the organization.

Kojo (2001) avers that "In conflict management and resolution," the democratic leader will usually employ wide consultation, dialogue, persuasion and above all, compromise as vital tools for achieving a stable and enduring tranquility within the system. At all times, the democratic leader makes available his advice and suggestion to his employees.

2.2.1.6 Characteristics of Democratic Leadership Style

Democratic Leadership Style is characterized by an "I share " reasoning that it includes group individuals in distinguishing basic objectives and creating methods for coming to those objectives (Daniel,2002).The law based authority fashion is fair it is all approximately making choice as a bunch. The group offers the obligation for making choices, making changes, and making due dates. The pioneer delegates a incredible bargain of the work, letting others have a say in what parcel of the work they take on. The pioneer looks for ceaseless feedbacks and looks for openings for improvement for both himself and his group. Typically a prevalent fashion since when it is done well, it makes concordant, beneficial and including workforce, (Chris peels, and 2004).The primary characteristics of democratic leadership signifies that group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions and members of the group feel more engaged in the process leading to encouragement of creativity .Support may be a center characteristic of law based authority; and the perfect of equitable administration is neighborly, accommodating, and empowering support (Luthar, 1996). Once more, Wilson, George, Wellins, and Byham (1994). On the other hand, Kuczarski (1995) talked approximately the uniqueness of a law based pioneer as educated, powerful, persuading, a

victor of participation, a supplier of coherent results, empowering, allowing of self-determination, directing, a great audience and regarding, and situation-centered. Gastil (1994) characterized the characteristics of law based administration as dispersing obligation among the participation, enabling bunch individuals, and supporting the group's decision-making prepare.

2.2.1.7. Communication Pattern of Democratic Leadership Style

Law based pioneers get occupations done by utilizing parliamentary methods and lion's share choice making (Bass, 1981). These pioneers accept that "Two heads are superior to one" (Hackman & Johnson, 2004). Majority rule pioneers show strong and participative communication. They perform compelling occupations conjointly energize others to take part in making objectives. Furthermore, these pioneers inquire for other members' states of mind and appreciate others' conclusions. Hackman and Johnson (2004) famous that the law based pioneer does not feel threatened by the recommendations given by adherents but accepts that the commitments of others move forward the in general quality of choice making. Hence, these pioneers treat their subordinates with care and share rewards and disciplines with them.

2.2.1.8. Benefits of Democratic Leadership style

Miligrone (1991) and Ittner (2002) illustrated that equitable authority fashion in circumstance, when group individuals are frequently more devoted to their work since they feel that they have had input not as it were fair what is done but moreover how it is done. They take proprietorship of circumstance since that possession is endowed to them, and they are as a rule willing to work harder since they know that they share within the credit. The sharing of credit moreover goes along way of diminishing the sum of inside strife since less require for competition (Heneman and Gresham, 1999). If employees know that the total group offers duty for work, they are less likely to cover up mistakes and more likely to be genuine almost issue they see within the prepare. Since criticism is given and gotten persistently within the long term, choice making aptitudes are normally progressed (Kirega, 2006). Overall, the work environment tends to be more positive and collaborative. There are also tend to be less turnover because employees are invested the outcomes and they know that their leader also invests in their own development. This leadership style in that process allows for developing of additional leaders who can serve the organization at later day (Daniel, 2002).

Bondman and Cornwall (2004) concluded that when organization needs creative problem solving, conducting meetings for organization or department, training people for leadership roles and performing the day to day organizational tasks. This style provides confidence to employees who will help them for meeting deadlines, and departmental goals, to provide efficient team inputs.

2.2.1.9. Downsides of Democratic Leadership Style

The truth that everybody is in ceaselessly counseled in choice making prepare implies that choices cannot be made rapidly. On the off chance that there's a tall weight, or a require for quick choices, this fashion doesn't work. A law based pioneer tends to be a standard gather part in soul without doing as well much of the work since time devouring and long dialog (White & Lippitt, 1960). In truth the pioneer may be constrained to alter to a dictatorial fashion in a few cases, which might cause a few hatred. This kind of fashion requires that the pioneer must work at making a adjust between allowing others to require the lead and keeping control of the generally handle Hackman and Johnson (1996)

2.2.1.10. When to Use Democratic Leadership Style

The Democratic Leadership Style is valuable when it is imperative that each part of the group contributes their claim inventiveness and information to the method. When a pioneer to prioritize preparing and group improvement and take the time required allowing a chance to contribute, this fashion can create a great result. It could be to a great way form a unused group of individuals who have not worked together some time recently and got to get in adapt rapidly (Dessler & Starke, (2004).

2.2.2 Autocratic Leadership Style

Despotic authority alludes to a framework that gives full strengthening to the pioneer with negligible cooperation from the devotees. Yukl (1994) found that absolutist pioneers tend to have the taking after five characteristics: they don't counsel individuals of the organization within the choice making prepare, the pioneers set all approaches, the pioneer predetermines the strategies of work, the pioneer decides the obligations of adherents, and the pioneer indicates specialized and execution assessment benchmarks. Since this fashion of administration ordinarily as it were includes one individual choosing, it licenses speedy decision-making. In spite of the fact that the

absolutist fashion is generally disagreeable, in certain circumstances it can be an compelling methodology, particularly when the pioneer is brief on time and when supporters are not beneficial.

The absolutist authority fashion is additionally known as the dictator fashion of authority that Power and decision-making dwell within the despotic pioneer. The pioneer coordinate's bunch individuals on the way things ought to be done and does not keep up clear channel of communication between him / her and the subordinates. He or she does not designate specialist nor allow subordinates to take an interest in policy-making (Smylie and Jack, 1990; Hoy and Miskel, 1992; John, 2002).

2.2.2.1 Views of Autocratic Leaders

Kendra (2012) Expressed that the conviction of absolutist pioneers is that adherents require coordinate supervision at all times, or else they wouldn't work successfully. This conviction is in understanding with one of Douglas McGregor's philosophical see of human kind, hypothesis X. This hypothesis proposes that it may be a pioneer part to coerce and control devotees, since individuals have an characteristic revultion for work and will go without from it at whatever point conceivable. Hypothesis of X hypothesizes that individuals must be compelled through constrain, terrorizing or specialist, and controlled, directed or undermined with discipline in arrange to urge them finish the organizational needs. In minds of absolutist leaders', individuals who are cleared out to alone independently will eventually be ineffective.

Absolutist pioneer convictions that his/her choice would be taken as brilliant run the show and ought to never address and cannot be hindered by anybody and their adherents are bounded to work or take after the rules (Adair, 2002) Additionally Atchison and Slopes (1978) have depicted that despotic authority styles by expressing that the absolutist pioneer is within the center of an organization, generation situated and proficiency disapproved who gives firm order, sets control and anticipates compliance. He makes choice alone by its possess specialist and anticipates his supporters to carry them out without addressing. Beneath this sort of authority fashion, certain commitment beginning from the subordinates who improve the development and overall improvement of the framework one ignored. He respects himself as the sole local operator within the organization set up and considers his subordinates as inactive collectors of the informational, data and information. The authority in this case is frequently characterized by bothering, distrust

and suspension. This is normally due to lack of effective communication between the leaders and subordinates.

2.2.2.2. Characteristics of Autocratic leadership

It is additionally known as authoritarian administration, may be an administration fashion characterized by person control over all choices and small input from bunch individuals. Despotic pioneers ordinarily make choices based on their possess thoughts and judgments and once in a while acknowledge exhortation from devotees. Despotic administration includes supreme, dictator control over a gather. Dictatorial authority is characterized by an “I Tell” philosophy that pioneers tell their staff individuals what to do. This may allow clear heading but it may moreover lead to a pioneer beneath esteem or disregard inputs from groups. Orders are given without clarification for the reasons or of future eagerly. Be that as it may, an absolutist approach is suitable in a few circumstances. It is profitable when organization confront emergencies or when critical issues emerge that requires an quick reaction (Daniel, 2002)

The dictatorial pioneer chooses to form larger part of choices on his or her claim. These pioneers favor to keep control duty over the ventures that they are allotted. This implies that they aren’t exceptionally likely to appoint choice making to others. They favor a clear structure and set unbending desires. These pioneers seldom counsel with others and aren’t exceptionally inquisitive about creating their possess abilities or those of their representatives. This fashion of administration is or maybe ancient designed presently, but it still exists since there are times when it still works best.

2.2.2.3. Communication Pattern of Autocratic Leadership

The communication pattern of autocratic leaders downward; that is one way communication from leaders to followers. Whenever, there is discussion, the interaction is dominated by the leaders. Autocratic leaders are poor listeners and they do not offer constant feedbacks. They focus on reward acquiescent obedient behavior and punish erroneous actions. Hackman and Jonson (2009)

2.2.2.4 Benefits of Autocratic leadership Style

There are a few benefits to this sort of administration for the pioneer, counting the diminishment of stretch since he or she knows that the devotees are in total control. Choice can be made rapidly since there's no have to be having a long meeting handle some time recently moving ahead. When speed is vital usually a great choice as not as it were choices are made rapidly but workers tend to be more profitable as long as the boss is really there. So for unmotivated, unused, unpracticed workers, this could be supportive fashion, it can be valuable for ventures that need to be executed in rush (Daniel, 2002).

2.2.2.5 Downsides of Autocratic Leadership Style

Hackman and Jonson (2009) stated that this kind of decision making isn't going to be popular for the long term. Plus, it can have detrimental effects on the work force as a whole. When decision are made entirely by the leader, team members don't have chance to develop their decision making skills or other leadership skills. Although the control it provides can reduce the leader's stress in short term, it will increase it in the long term because of needing to bear all responsibility all the time. Employees will stop feeling invested in the organization or its service if they feel they aren't allowed to have any impact on them. This can lead to reduced motivation, morale, deskill workforce, making them disheartened and too reliant on leader so as to increase turnover. Moreover, the team's ability to function becomes entirely reliant upon the leader. If he/she should leave or be absent the team's productivity will suffer because the team do not feel confident enough to make their own decisions.

Heneman and Gresham, (1999) stated that autocratic leaders believe that the leader just give orders not to take any orders from their employee and under the autocratic leadership style, all decision making powers are centralized and remains in the hand of leaders, as with dictators. These leaders not welcome any suggestion and initiative from the followers' side. It has not been successful as it not provides strong motivation to the managers and employees.

Cole (1997) expressed that his choices to other are forced and other must take after them since of this reason the other representatives are de propelled and their thoughts are ceased and all are included in tedious work of day by day exercises. As pioneers have the specialist, there's a chance of misuse and mutilation of workers. This fashion stops all organize among workers. In any case, Anderson and Brown, (2010) illustrated that the dictatorial fashion may appear

extraordinary comes about in a brief time. Subsequently, more control full specialist will moreover misfortune for the efficiency. The imagination of the individuals is ceased and they work against their will and gotten to be de-motivated.

2.2.2.6. When to use Autocratic Leadership Style

This administration fashion suitable in brief term, in complex, specialized and critical ventures, when workers are unused and too gifted positions with dull assignments that can lead to no inspiration. It produces exact arrangements when a pioneer is learned and emphatically acknowledged in huge bunches (Vroom, 1960). It is suitable when modern, untrained workers who don't know which errands to perform or which methods to take after. Hence, viable supervision required to be given as it were through nitty gritty orders and informational.

2.2.3. Laissez-Faire Leadership Styles

The laissez faire administration fashion is where all rights and control to form choice is completely given to supporters. It was to begin with portrayed by Lewin, Lippitt and White in 1939, along with absolutist and majority rule authority styles. Laissez-Faire authority is when pioneers are hands-off and permit bunch individuals to form the choices. With this fashion, opportunities are completely decided by group objectives, methods, and working strategies. Pioneers once in a while intercede. Laissez-faire style is depicted by Hackman and Johnson (2009) as the foremost compelling fashion, particularly where devotees are developed and profoundly persuaded. Laissez-faire administration fashion permits total opportunity to group decision without the leader's support. In this way, subordinates are free to do what they just. Like the part of the pioneer is fair to supply materials. The pioneer does not meddle with or take part within the course of occasions decided by the bunch (Talbert and Milbrey, 1994).

Additionally, laissez faire authority an avoidant fashion May either not intercedes in work undertakings of subordinates or may totally dodge obligations as a predominant and is improbable to put exertion to construct a relationship with them. This fashion related with disappointment, unproductiveness and ineffectualness (Deluga, 1992). Wren (2013) Expressed that laissez faire permit adherents to have total flexibility to create choice concerning completion of work. It permits adherents self-run the show whereas at the same time advertising direction and back when asked. The laissez faire pioneer utilizing guided flexibility gives followers with all materials vital to achieve their objectives but doesn't specifically take part in choice making unless the devotees ask their help.

2.2.3.1. Views of Laissez Faire Leaders

The laissez-faire pioneer accepts in flexibility of choice for the workers, clearing out them alone so they can do as they need (Blanchard, 1999). The premise for this fashion of administration is twofold. To begin with, there's a solid conviction that the representatives get it their employments well so take off them alone to do their employments. Moment, the pioneer may be in a political, election-based position and may not need to apply control and control for fear of not being re-elected. Such a pioneer gives essential but negligible information and assets. There's for all intents and purposes no support or communication inside the bunch. Understanding the work necessities, arrangements and strategies are by and large traded from worker to worker. As a result, numerous forms are out of control. No instruction is given and the laissez-faire pioneer capacities in a emergency or response mode. On the off chance that there are goals and objectives, representatives understanding or commitment is fair accepted. Indeed if goals and goals are shared, there's once in a while a characterized arrange to attain them.

2.2.3.2 Characteristics of Laissez Faire Leadership Style

Laissez-faire leaders are characterized by a passiveness, hands-off role, very little guidance from leaders, leader allows complete freedom for followers to make decisions, no burden on the group team members, members are expected to solve problems on their own and less chance of the leader being unpopular, and leaders provide the tools and resources needed (White & Lippit, 1980).

The pioneer gives nearly all specialist and control to subordinates. There's no person of specialist within the organization. The pioneer leads the organization by implication, he/she does not make decisions; rather he/she stands by prevalent choices. There's no setting of objectives and destinations by the pioneer. Errands are done the way the director considers it ought to be done, but he/she gets included on ask and this may lead to diversion from wide organizational approach. In this way, this fashion of administration may be compelling with well-motivated and experienced representatives (Dubrin 1998). But, seem lead to failure when subordinates are beguiling questionable and deceitful. It is sweet to mention that this fashion is the extraordinary a pioneer can go. In any case, whereas one isn't denying the plausibility of having this sort of administration in schools, it is likely uncommon to come over it.

2.2.3.3. Benefits of Laissez Faire Leadership Style

Laissez faire leadership style can be effective in situations where group members are highly skilled, motivated, and capable of working on their own, and no burden on the team members. While the convectional term for this style is 'Laissez faire' and implies completely hand off approach, many leaders still remain open and available to group members for consultation and feedbacks when requested Nzuve (1999). Veccio (1988) also explains Laissez-faire as a French expression meaning "Lead it alone". He notes that subordinates are given total freedom to select their own objectives and Monitor their own work. Good worth (1998) points out that Laissez – faire style is usually appropriate when leading a team of highly motivated and skilled people who have produced excellent results in the past. Once a leader have established that his team is confidant, capable and motivated

2.2.3.4 Downsides of Laissez faire Leadership Style

Laissez faire leadership is not ideal in situations where group members lack the knowledge or experience they need to complete tasks and make decisions. Some people are not good at setting their own deadlines, managing their own projects and solving problems on their own. In such situations, projects can go off track and deadlines can be missed when team members do not get enough guidance or feedbacks from leaders. Laissez faire leadership style very little planning or decision making and fails to encourage others to do so. When decision need to be made, the leader may postpone making decisions or never make decision group members, and group members may misuse rules and problems of taking responsibility when they are not experienced

and unskilled. It feels people feeling confused because there is no goal, no guidance and no direction, (Chris peels, 2004).

Okumbe (1998) describes Laissez-faire leadership as a kind of leadership which encourages no rules in the organization. It has no code of regulations. The leader is simply a symbol since there is no hierarchy of authority and the primary role of the leader is to supply materials needed by the group. However he points out that it is disadvantageous, since there is no control and chaos and conflict arise due to unguided freedom. There is also a high rate of unhealthy competition among members of the organization. Lewin and White (1939) in their research they found that children under delegated laissez-fair leadership, were the least productive of all three groups. The children in this group also made more demands on the leader, showed little cooperation and were unable to work independent.

2.2.3.5 When to Use Laissez Faire Leadership

This leadership style is an effective when followers are highly skilled, experienced and educated, followers have pride in their work and drive to do it successfully in their own, and followers are trustworthy and experienced Good worth (1998)

2.1.1. Content (Need) theory of motivation

As the name implies the content theories of motivation focuses on “what” motivates a person (Efer, 2005). Content theories of motivation focus primary on individual needs; that is, physiological or psychological deficiencies that we feel a compulsion to reduce or eliminate. Furthermore, the theory tries to explain work behaviors based on pathways to need satisfactions and the influence of blocked needs (Schermerhorn, et al., 2011). Content theory of motivation suggests that managers should be able to understand individual needs and create work environment that respond positively to them. Some of the known content theories of motivation are Maslow’s hierarchy of need theory, Alderfer’s ERG theory, McClelland’s acquired needs theory, and Herzberg’s two-factor theory. Robbins and Coulter (2009, p.357) describe “although more valid explanations of motivation have been developed, these early theories are important because they represent the foundation from which contemporary motivation theories were developed and because many practicing manager still use them.”

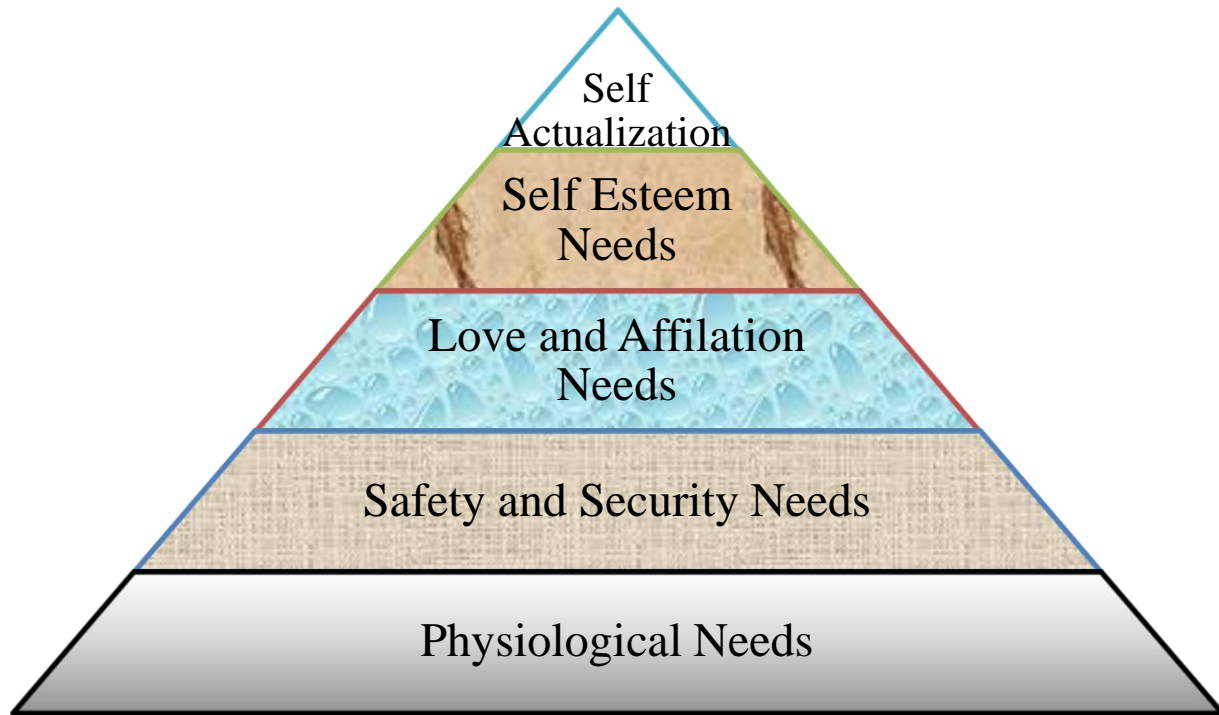


Figure 1: Maslow's hierarchy of need

Source: Rue, L. W. and Byars, L. L. (2009). Management Skills and Application. (13th ed.). p.268

Physiological needs are basically the needs of the human body that must be satisfied in order to sustain or survival life, which include: shelter, food, water, air to breathe, clothing, rest, sleep and sex.

Safety and security needs are about a human's desire to live in safe, secure, stable, not hostile and peaceful environment. Since all employees have (to some degree) a dependent relationship with the organization, safety needs can be critically important. This would include: physical safety, health safety, and job security.

Love and affiliation needs which could be described as belongingness needs or is people's desire to be affiliated to something or person and the desire to have a sense of belonging to others. This would include: friendship, affection, social activities and family union, receiving and giving love, feelings of belonging and human contact.

Ego and self-esteem needs are human needs which include: desire to achieve, properly founded self-respect, confidence, reputation, independence and freedom, prestige, recognition, respect

from others, attention, appreciation and alike. These needs influence the development of various kinds of relationships based on adequacy, independence and the giving and receiving of indications of esteem and acceptance (Rue & Byars, 2009).

Self-Actualization needs which represent the highest level of self-fulfillment, that is, the need of people to reach their full potential in applying their abilities and interests to functioning in their environment. These describe the desire to develop and demonstrate one's creativity, abilities, capabilities and a desire to be a specialist in an area of knowledge. The need for self-actualization is never completely satisfied; one can always reach one step higher (Rue & Byars, 2009).

Maslow went further and explained that people would seek to satisfy the physiological (basic) needs first. That there is an automatic mechanism which exists so that once the physiological needs are satisfied, the safety and security needs automatically presents themselves to be satisfied and once the safety and security needs are satisfied, then the next layer of needs (love and affiliation) present themselves to be satisfied and so it goes up to self-actualizations needs (Robinson, 2004). Once a need has been satisfied, it is no longer a motivator, which means that there is a constant desire to satisfy the next layer of needs. Maslow believed that by helping staff to satisfy their needs, they would be motivated on the job. If this is so, then managers should endeavor to know and understand their staff quite well to successfully apply the provisions of this theory.

Towards this theory Schermerhorn et al., (2011) describes that the concept of a need hierarchy assumes that some needs are more important than other and must be satisfied before the other needs can serve as motivators. Moreover, Schermerhorn et al., studies also report that needs vary according to a person's career stage, the size of the organization, and even geographic locations.

2.1.2. Herzberg Two-Factor theory

In the 1950's psychologist Frederick Herzberg proposed a theory of motivation that focuses on the job 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 Hygiene or 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 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 2: Herzberg two factors

Source: Retrieved from

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

The key distinction between the motivators and the hygiene factors 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.

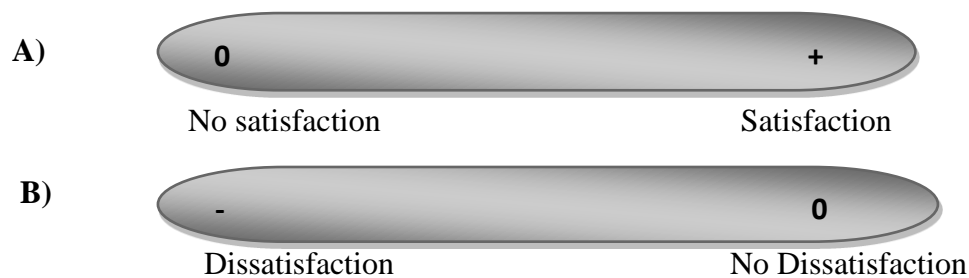


Figure 3: (A) Motivator Continuum and (B) Hygiene Continuum

As Cole (2004) describes hygiene factors are more related to the context 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.

2.2. 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 extent 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 perform the activity/duty in order to obtain 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. Therefore, the aim of the school should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way 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.

According to Zhou (cited in Sargent and Hannum, 2005) a successful principal believes in teachers' and works hard to foster teacher motivation and autonomy, harnessing the collective force of all of the teachers to carry out the work of the school. Such principals love, protect, support, understand, trust, and care for teachers. They give reasonable work assignments, encourage teachers to participate in management, listen to suggestions and ensure that teachers can spend most of their time and energy on instruction and research. Furthermore, a successful principal provides a well-maintained, pleasant working environment, establishes a happy atmosphere, gives teachers' opportunities for professional advancement, places great importance on making ample teaching resources available and gives teachers encouragement 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.

2.3. Factors associated with teacher job motivation and satisfaction

To date, only a handful of studies have been undertaken that comprehensively analyze in a robust manner the key determinants 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 motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many low income developing countries (LIDCs) are poorly motivated due to a combination of low morale and job satisfaction, poor incentives and inadequate 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 tendency to blame teachers, they are not capable, effective, regular, 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 rarely regarded as partners within education planning and reform and are frequently treated as passive implementers of decisions, or even as technical inputs. Academic and policy debates focus on teachers’ deficiencies and seldom take into account the difficulties 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 factors 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 have to strive hard in order to meet learning goals (Bennell, 2004). Occupational status depends on the ‘public valuing’ of the competence, role and overall contribution of a particular occupation to individual and societal welfare (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 all levels (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).

2.4. 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) emphasized empowerment and recognition have positive effect on employee motivation. More the empowerment and recognition of employees in an organization is increased, more will their motivation to work will enhance. Empowerment provides benefits to organizations and makes sense of belonging and pride in the workforce. In fact, it builds a win - win connection among organizations and employees; which is considered an ideal environment in numerous 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 Ojedele 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.

2.5. Ethiopian teachers' motivation and job satisfaction

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

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

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

Moreover, MoE (2006) grouped Ethiopian teachers' dissatisfying factors into two classes; incomes and living conditions in one hand and issues related to good governance on the other. Income issues include low salaries, lack of incentives and lack of teacher 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 secondary school teachers' in southwest 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.

2.6. The Relationship between Leadership Styles and Motivation

An institutions' success is measured by its administration and achievements. Therefore, administrations need efficient leaders to take them toward that success. In this sense, leadership style is one of the main factors determining the effectiveness 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). Because of its significance in an institution's success, Subramaniam (2011) pointed out the importance 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). Achievement motivation is a behavior connected to performance excellence, and this is what we are looking

for in our educational institutions. In addition, motivation is a main factor in being successful in any job (Eres, 2011).

It is believed that following an appropriate leadership style can improve achievement motivation, which in turn will increase the level of productivity. A study for Isaac et al. (2001) mentioned that the level of performance of the employees increases in a motivating environment, inspiring individuals to achieve levels of performance beyond their expectations. Therefore, leaders must take action to satisfy employees and increase their motivation. After having their motivations improved, employees will work harder and feel responsible for achieving targets and goals (Almansour, 2012).

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.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter is presents the research paradigm uses for the present research. The chapter starts with the methodological aspects of the research, which include research design and method, study population, sample size and sampling technique, data collecting instruments, data analysis and interpretation and ethical considerations.

3.1. The Study Area

The site of the population for this study was South West Showa Zone in the Oromia Regional State. The researcher was preferred to make the study in South West Showa Zone, because the researcher has been working in school principals and supervisor in Ameya woreda for 20 years there. So the researcher wasbelieved to get data easily about the study.

3.2. Research design

Research designs are plans and procedures for research that span the general arrangement of research activities (Healey, 2012).In this study descriptive survey research design was employed. Because the major goal of this study is to describe the relationship between leadership style and teachers' motivation in secondary schools, as it exists at present, it is also relevant to gather detail information concerning current status of influence of leadership on teachers' motivation. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. Descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events (Gay et.al , 2012)

3.3. Research Method

In this study survey method was selected and uses to collect quantitative data, while for the qualitative data interview will be employed. A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitates to have or to get in-depth data on the relationship between leadership style and teachers motivation from the respecting individuals.

To this line, the qualitative approach was incorporated in the study to validate and triangulate the quantitative data.

3.4. Sources of Data

Both Primary and secondary sources of data was used for this study.

3.4.1. Primary sources of Data

Primary sources of data was obtain from teachers, supervisors, principals, and department heads through questioner and interview on relationship principals' leadership styles on teachers' motivation. Those sources help the researcher to acquire first-hand information and to draw inferences.

3.4.2. Secondary sources of Data

Secondary sources of data were obtained through documentary analysis. For this purpose, the researcher was observed the secondary schools and their relevant documents like yearly reports, munities, to obtain data on leadership style and teachers' motivation, to impact information for the study.

3.5. Study Population

There are thirty secondary schools in south west shoa zone. In general, south west shoa zone secondary schools have 903 teachers, 30 school principals, 29 vice directors, 12 supervisors total 974. "Population is the entire group of people to which a researcher intends the results of a study to apply (F.Healey, 2012)." Therefore, the populations of this research are teachers, department heads, principals, vice-principals and supervisors of South West Showa Zone secondary schools.

3.6. Sample Size and Sampling Techniques

In conducting research, it could be difficult to study the entire population of a given area particularly when their number is many and where problems of resources are common. Regard this, L.Gate et.al (2012), point out that a study was conducted in a small geographical region due to resources and the context of the study. Likewise, this study was conducted in secondary schools of South west Showa Zone 12 Woreda.

To obtain the necessary sample units, purposive and simple random sampling techniques was employee. From the total of 30 secondary schools, 8(27%) will take as a sample by using the simple

random techniques. This technique provides each school independent and equal chance of being select for the study. 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 procedures that the researcher follows to determine the sample of schools by simple random sampling technique particularly lottery methods are the following.

Step.1. Constructing a sample frame

- All the names of the nine secondary schools were alphabetically order. The names of these secondary schools are Bantu, KersaBusa, Dariyan, kota,Dilala, Harbu Chulule-2, ,Bacho and Teji-2.
- The number of sample secondary schools to be select was decided. This was eight.

Step.2. the names of all secondary schools were written on a different separate piece of paper.

- Each rolled piece of paper was corresponds to names in the sample frame.

Step.3. Rolled piece of paper will be mixed well in a packet

- Rolled piece of paper was picked up until all the required number of secondary schools is identified.

Accordingly, Bantu, KersaBusa, Dariyan, kota,Dilala, HarbuChulule-2,Bacho and Teji-2 Schools was selected.

To determine the sample size of teachers from the total target populations (903) secondary schools of South West Shoa Zone, the researcher select 188(20%) teachers as representatives for this study. The researcher believes that these are representatives' sample, manageable and sufficient to secure the validity of the data. Therefore, the sample sizes of teachers for this study were 188 teachers.

The total numbers of teachers in the eight select secondary schools are 401. Hence, to select 188 teachers through simple random sampling technique from the 8 select schools proportional allocation to the size of teachers in each school was done. Selecting teachers through random sampling technique was helped the researcher to keep representativeness of the research work through giving equal chance for each teacher to be a sample unit. Making proportional allocation to teachers in each school, equalize the representativeness of the larger as well as the small secondary schools for the study. To determine the sample size of teachers for each secondary

school, proportional formula will use (Smith, 2018). This was done by dividing the targeted sample teachers (188) with the total number of teacher in the eight secondary schools (903) and multiply with total number of teachers' in each school. Mathematically:

$$P_s = \frac{n}{N} X N_{\text{of teachers in each school}}$$

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

n = Total teachers' sample size (188)

N = Total number of teachers in the eight selected sample schools (401)

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

1. Bacho (teacher population = 37)

$$n = \frac{37 * 188}{401} \approx 17$$

2. Kota secondary school (teacher population = 41)

$$n = \frac{41 * 188}{401} \approx 19$$

3. Darian secondary school (teacher population = 43)

$$n = \frac{43 * 188}{401} \approx 20$$

4. Dilala secondary school (teacher population = 58)

$$n = \frac{58 * 188}{401} \approx 28$$

5. KersaBusa secondary school (teacher population =45)

$$n = \frac{45 * 188}{401} \approx 21$$

6. Bantu secondary school (teacher population = 70)

$$n = \frac{70 * 188}{401} \approx 33$$

7. HarbuChulule2 secondary school (teacher population = 46)

$$n = \frac{46 * 188}{401} \approx 22$$

8. Teji Secondary school(teachers population=61)

$$n = \frac{61 \cdot 188}{401} \approx 29$$

After determining proportional allocation to size of teachers to each school, the researcher was employed lottery method.

Secondary school cluster supervisors (6), school principals (8), vice principals (14) and, a total of 28 respondents, was selected using purposive sampling for the principals and supervisors. Secondary school cluster supervisors, principals and vice principals will take from the Woreda in which the sample secondary 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 to some factors that hinder the teachers work motivation and principals behavior. “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 (Ary et.al 2010).

Table 1: The summary of the study subject, sample size and sampling Techniques

No.	Study Subjects	Secondary School	Total Number of Study Subjects	Sample size	Sampling Techniques
1	Secondary Schools	All secondary schools in a zone	30	8	Simple Random Sampling
2	Teachers	KersaBusa	45	21	Simple Random Sampling
		Dilala	58	28	
		Kota	41	19	
		Teji 2	61	29	
		Bacho	37	17	
		Bantu	70	32	
		Harbuchulue 2	46	22	
		Darian	43	20	
3	School Principals	Select sample school	8	8	Availability
4	Vice Principals		18	14	
5	Supervisors	Cluster of selected school	12	6	Purposive
Total				216	

3.7. Instruments for data collection

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

3.7.1. Questionnaire

Both closed and open ended questionnaires were employed to collect quantitative and qualitative data from 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. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Abey et.al).The questionnaire were prepare in English language, because all of the sample teachers can have the necessary skills to read and understand the concepts that will incorporate.

The questionnaire has two parts. The first part of the questionnaire describes 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 work motivation variables and leadership style of both closed and open-ended question items. The closed ended items were prepared by using likert scales. The value of the scale was in between one and five. But the type of likert varied according to the type of questions.

The questionnaires were dispatched and collect through the assignee data collectors. To make the data collection procedure smart and cleared from confusions, the data collectors were properly orient about the data collection procedures by principal investigator. In addition to this, nearby follow up was kept by the principal investigator.

3.7.2. Interview

Semi-structured interview was used to gather in-depth qualitative data from principals (8), secondary school cluster supervisors (6), school vice principals (14) on the current practices of principals' leadership style and work motivation in secondary school teachers. Employing semi-structured interview for the whole 28 academic staff has an immense importance. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, gives opportunities for clearing up

misunderstandings, as well as it can be adjusted to meet many diverse situations (MoE, 1999). The data through interview was 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 and school reports on teachers evaluation results was consult to supplement the data obtain through questionnaire and semi-structured interview.

3.8. Procedures of data collection

To answer the research questions was raised; the researcher was want 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 Zone Education office (for additional letters towards Woreda and schools) for ethical clearance, the researcher directly was want to Gindo Secondary Schools to pre-test the data gathering instruments. At the end of all aspects was related to pilot test, the researcher was want to the Woredas education offices and the principals of respective schools for consent.

After making agreement with the concern participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the select schools. The participants were allowed giving their own answers to each item independently and the data collectors closely assist and supervise 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 was attempt to select free and calm environment to lessen communication barriers that disturb the interviewing process.

3.9. Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Ayalew, 1991). To ensure validity of instruments, the instruments will develop under close guidance of the expertise and also a pilot study was carried out on 30 teachers of Gindo secondary schools to pre-test the instrument. The pre-

test was 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 the pilot test three questions have error numbers, not reliable to schools activities and difficult word were corrected suggestion obtained from teachers.

Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test was performing to check the consistency and accuracy of the measurement scales. As suggested by Cronbach (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Depend on this result 8 respondents questions have deficient so omit from analysis.

Table 2: Reliability test results with Cronbach’s alpha

No.	The job motivation variables	Number of items	Cronbach's alpha
1	Activities of leadership style	30	0.925
2	Factor teachers motivation	7	0.927
3	School policy and administration	6	0.926
4	Supervision	7	0.927
5	Work relationship	6	0.927
6	School working condition	6	0.927
7	Incentives and benefit	4	0.925
	Average reliability result		0.926

3.10. Methods of Data analysis and interpretation

Both descriptive and inferential statistics was used to analyze the data collect through questionnaire. The data was collected from teachers through closed ended questionnaire (the quantitative one) was systematical coded, tabulated by using static package for Social Sciences

(SPSS) for analysis processes and analyze using several sets of statistical tools. Likewise, mean and standard deviation was used to summarize the collect data, on independent variables, in simple and understandable way and to make it easy for further interpretation (Aron et al., 2008). It is also use to roughly judge which motivation factors practiced more in secondary schools of South West Showa Zone.

To test the relationship between leadership style and work motivation of teachers in south West Showa zone a correlation analysis was performed by using Pearson correlation coefficient. The qualitative data was organized according to concepts identify from research questions, transcribe and then analyze according to their major concepts. The results of the qualitative data are then presents using narration.

3.11 Ethical Consideration

To make the research process professional, ethical efforts was made. The researcher was informed to the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents: and confirm that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was consent. The information respondents provided was kept confidential. To ensure this, the researchers removed information that required identification of names of respondents.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

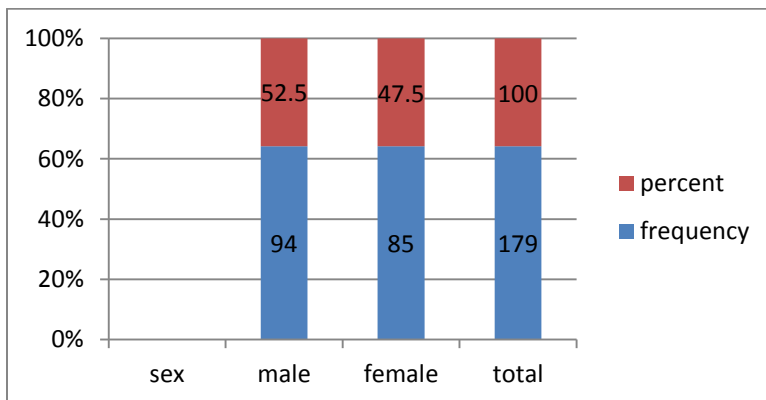
Introduction

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 was organized according to the themes, analyzed and used to strengthen or to elaborate more that of the quantitative one. Thus the qualitative data is 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 are used to collect necessary or relevant data for this study. Thus a total of 188 questionnaires are distributed to secondary school teachers, among this 179 are properly filled and returned. Among 28 interview respondents all are properly participated and gave necessary information on the issue under investigation. In general all of the respondents are participated and gave necessary information on the issue raised through semi-structured interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data.

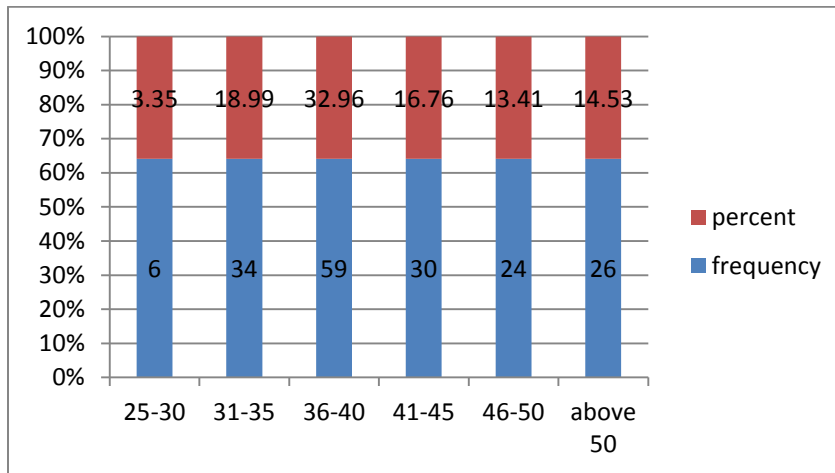
4.1 Characteristic of Respondents

Figure 1: Sex of Respondents



As seen figure 94(52.5%) of teachers are males and 85(47.5%) of teachers are females. It show that majority of teachers in secondary school of South west shoa zone are male. While school principals and cluster supervisors are male.

Figure 2: Age of Respondents



As it can be seen from the figure2, the teacher's age were found different range. This is 6(3.35%),34(18.9%),59(32.96%),30(16.7%),24(13.4%), and 26(14.5%) of teachers were found to be the range of 25-30,31-35,36-40,41-45,46-50, and above 50 years. Hence they are likely in a good position to provide adequate and rational responses to the questions.

Table 3: Service year of Respondents

Service years	Frequency	Cumulative Percent
1-4	5	2.8
5-8	33	18.4
9-12	61	34.1
13-16	46	25.7
above 16	34	19.0
Total	179	100.0

From the table 4 the majority of the teachers respondents 61(34.1%), 46(25.7%), 34(19%) and 33(18.4%) have served for (9-12, 13-16, and above 16 years respectively. Among the principals, 20(90.1%) and 2(9.1%) of principals have service years of 5-8 years and 9-12 years respectively. In another side, all supervisors have service years of above 16 years. As a whole in this study the majority of the respondents 97.2% have above 5 years experiences. This shows that almost teachers and school leaders are well experienced and it is a good opportunity to share experiences.

Table 4: Educational level of respondents

Educational Level	Frequency	Cumulative Percent
Diploma	1	0.6
BA/BSc	65	36.9
Ma/MSc	112	99.4
5.00	1	100.0
Total	179	

With regard to level of education table 4 indicates that, 1(.6%), 65(36.3%), 113(63.10%),) of teachers were Diploma 1st degree and second degree holders respectively. Among 10(45.45%) of principals and 2(33.3%) of cluster supervisors have 1st degree where the rest have second degree. This concludes that the teachers and school principals have the minimum required qualification of teaching of secondary schools in South West Shoa zone.

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 different leadership style that fit the school situation. To this end the researcher adapted 29 items (10 for autocratic leadership style, 11 for democratic leadership style, 8 for lassies-faire and) to assess most frequently practiced the principal leadership style in the selected schools with likert scale rating from very high agree to very low. For the case of analysis the mean value of each domain was interpreted as follows. The Dane Bertram on Wikipedia free encyclopedia describe the Likert scales are sometimes called summative scales. So can evaluate the results as a whole using descriptive statistics, and other

Scales: 0-1.49= very low 1.5-2.49=low 2.5-3.49=moderate 3.5-4.49=high

Above 4.5=very high

4.2.1 Autocratic leadership style

Table 5: Respondents View on Autocratic leadership style

No	Items	Mean	SD
1	the staff's work is checked on regular basis to assess their progress and learning	3.25	1.43
2	The school leaders do not delegate responsibilities to staff members	2.32	1.31
3	The school leaders do not consider suggestions made by the staff as inputs for decision making	2.88	.88
4	When staff members make a mistakes, my school leader tell them not to ever do that again	2.99	.99
5	The School leaders want the staff to follow all school policies without any deviation from them	3.26	.93
6	School leaders set down performance standards for each aspect of staff's job	2.1	1.23
7	The School leaders are chief judges for achievement of each staff frequently.	2.30	1.26
8	As rule, the school leaders give reward or punishment in order to enforce them to achieve school objectives	2.91	.94
9	The school leaders expect all staff members obey orders without any explanation	2.97	.94
10	The school leaders need to have staff report back to them after completing each step of their work	3.28	.97
	Average Mean	2.83	1.09

As it can be seen in item number 1 of table 5, teachers with the ($X= 3.25$, $SD=1.45$) were moderate about whether or not the staff's work is checked on regular basis to assess their progress and learning by school principals. From the above stated information, it is possible to suggest that South West Showa Zone secondary school principals are checked teachers on regular basis to assess their progress and learning to some extent.

Item 2 of the same table the respondents were asked about the school leaders do not delegate responsibilities to staff members. Accordingly, the teachers were shown low about point with mean score 2.32. This implies the school leader are delegate responsibilities to staff of secondary schools of South west shoa. Further the interview result and document analysis the school principals delegate the work of teachers by checklist in some schools.

Regarding item 3 of table 5, the respondents were asked the school leaders do not consider suggestions made by the staff as inputs for decision making. Teachers with the ($X= 2.88$, $SD=0.88$) expressed moderate on issues. This indicted that the school leaders were take the suggestion from the staff in some extent.

In response to item 4 of the same table, teachers with the ($X= 2.99$, $SD=0.99$) were moderate in their response about principal tell teachers not to ever do that again when staff members make a mistakes. From the above stated information, it is possible to suggest that there is a gap follow up school principals on staff make mistakes.

Item 5 of the table 5 the respondents were requested the school leaders want the staff to follow all school policies without any deviation from them. Accordingly, the teachers were respondent moderate about the point. This implies the school leader was follows the school police without any deviation.

As seen item 6 of the same table school leaders set down performance standards for each aspect of staff's job. Consequently, the teachers were shown disagreement about point with mean score 2.12. This implies that the school leaders is not set down performance standard for each of staff job in secondary schools of study area.

As depicted item 7 of table 5 the respondents were asked the School leaders are chief judges for achievement of each staff frequently. Accordingly teachers were show low about the school leader are chief judges for achievement of each staff frequently with ($X=2.32$, $SD=1.23$). This

implies the school leaders are not chief judges for achievement of each staff frequently in Secondary School of south west shoa zone.

With regard to the rest item the teachers were show moderate agreement on school leaders give reward or punishment in order to enforce them to achieve school objectives, school leaders expect all staff members obey orders without any explanation and school leaders need to have staff report back to them after completing each step of their work respectively. This implies in the study area the school leaders use reward and punishment, expect of all staff members obey orders without any explanation and need report from staff are practice in some extents.

Based on data presentation, it is possible to say that there is moderate autocratic leadership style in secondary schools of South West Showa Zone concerning principals believe that delegate responsibilities to staff members, follow all school policies, judges for achievement of each staff frequently, give reward or punishment to teachers in order to enforce them to achieve school objectives. But the school leaders are not practice of chief judges for achievement of each staff frequently in the study area.

4.2.2 Democratic leadership style

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).

Table 6: Respondents view on Democratic leadership style

No	Items	X	SD
1	school leaders always consider staff as part of decision making process	2.79	.99
2	school leaders discuss any school issues or changes with staff prior to taking action	2.17	1.16
3	under crises condition, My school leaders call a meeting to get staff advice for solving problem	2.79	.95
4	school leaders ask staff for their vision of where they see their jobs going appropriate	2.85	1.10
5	School leaders provide guidance to staff without pressurizing them on the school matters	2.27	.91
6	School Leaders provide staff with resources to pursue their own developmental objectives	2.17	1.17
7	school leaders persuade my staff members to accept responsibility for completing their	2.93	.94
8	school leaders believe that people are basically competent if proper support provided to them, they can do their work well	2.99	.94
9	School Leaders provide staff with feedbacks that enables them to solve problems they encountered	3.30	.97
10	school leaders pay more attention to provide necessary materials are needed for job accomplishment	3.02	.92
11	major decision to pass in the school or department it must have the approval of members of the majority	2.34	1.32
	Average mean	2.69	

As it can be seen from the data respective to item 1, school leaders always consider staff as part of decision making process, accordingly the teachers were shown that moderate with ($X=2.79, SD=.99$). This implies that the school leadership were participate the staff in some extents in the study area. The interview conducted with school principals shown that the teachers are participating in decision in secondary schools of the south west shoa zone.

Item 2 of table 6 investigated the extent school leaders discuss any school issues or changes with staff prior to taking action. Hence teachers were show low about the point with mean score 2.17. Thus the data shows schools leader not discuss any school issues or changes with prior to taking action at school level.

As revealed in item 3 of table 5, respondents were asked to under crises condition; the school leaders call a meeting to get staff advice for solving problem. Regarding this, teachers with the ($X= 2.79, SD=0.95$) express their moderate stand toward the raised issue. This implies, the school leaders were discuss with staff to solve the problems occur in the schools.

Item 4 of the same tables, the respondents were requested to whether school leaders ask staff for their vision of where they see their jobs going appropriate or not. Accordingly, the teachers were shown moderate about issue with mean score 2.85.

As shown in item 5 of table 6, the mean score 2.27 of teachers rated low to the extent school leaders provide guidance to staff without pressurizing them on the school matters. Thus, the school leader were low provide guidance to staff without pressuring them in the study area.

Item 6 of table 6, the respondents were asked whether the school leaders provide staff with resources to pursue their own developmental objectives or not. Accordingly, the teachers were show low provide resources for staff to pursue teachers development with mean score 2.17.

As seen item 7 of the same table expresses school leaders persuade my staff members to accept responsibility for completing their. Thus the teachers were show moderate about point.

On items 8,9 and 10 the respondents were rate moderate of school leaders believe that people are basically competent if proper support, provide staff with feedbacks that enables them to solve problems they encountered and school leaders pay more attention to provide necessary materials are needed for job accomplishment in the study area with ($X=2.99, SD=0.94, X=3.3, SD=0.97$ and $X=3.02, SD=0.92$) respectively.

The last item of the same table, the respondents were asked about major decision to pass in the school or department it must have the approval of members of the majority. Hence, teachers were show low rate of practice about issues in the secondary schools of South West shoa Zone with mean score 2.34.

Based on data presentation, it is possible to say that there is moderate democratic leadership style in secondary schools of South West Showa Zone concerning the raised issue. In line this Yukl (2004) expressed democratic leadership style is a very open and collegial style of running a team. Ideas move freely amongst the group and are discussed openly. Everyone is given a seat at the table, and discussion is relatively free-flowing. Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Researchers have found that this learning style is usually one of the most effective and leads to higher productivity, better contributions from group members and increased group morale.

Table 7: Respondents view on Lassie-fair leadership style

1	complex situation, my school leaders let the staff work problems out on their own	2.88	.88
2	school leaders allow the staff to determine what needs to be done	3.00	.98
3	staff members know more about their jobs than our school leaders, so they carry out the decisions by their own ways	3.27	.91
4	school leaders allow staff to appraisal their own work	3.03	.96
5	school leaders provide staff with clear responsibilities and allow them to decide all school issues and problems	2.91	.93
6	school leaders give complete right to staff to determine their own school objective	2.97	.93
7	My followers can lead themselves just as well as I can	3.29	.96
8	school leaders give staff complete freedom to solve problems on their own ways	2.30	1.26

Concerning item 1 of table 7, respondents were asked to tell whether the school principal in complex situation let the staff work problems out on their own or not. Thus, the teachers were show moderate rate about issues with ($X=2.8$, $SD=0.88$). This implies the school principals were given the chance for staff to solve problem by them in under complex situation.

As it can be seen from the data respective to item 2, to the statement the extent school leaders allow the staff to determine what needs to be done, the mean score 3.00 of teachers were show moderate about point. The result of data indicated that the school leaders were allows the staff to determine what needs to be done in the study area.

As result data indicated item 3 to 7 the school leader were practice the staff members know more about their jobs, appraisal their own work, have right to determine their own school objective in the secondary schools of study area.

The last item of table 7, the respondents were asked about school leaders give staff complete freedom to solve problems on their own ways. The teachers were indicate low rate about point with ($X=2.3$, $Sd=1.26$). Based on data presentation, it is possible to say that there is moderate laissez-faire leadership style in secondary schools of South West Showa Zone concerning the raised issue. But Researchers have consistently reported that laissez-faire leadership is the least satisfying and least effective style of leadership. That is because these leadership behaviors are accompanied by little sense of accomplishment, little clarity, little sense of group unity, and followers do not hold as much respect for their supervisors (Trottier et al., 2008; Lok& Crawford, 2009)

4.3. Leadership style promote teachers motivation

Aziri (2011) describes that job satisfaction is experiencing pleasant feelings about the job and work place and it has a positive impact on working abilities which motivates for work commitment of employees in an organization. Employee job satisfaction depends upon the leadership style of managers.

Table 8: Leadership style promote teachers motivation

no	Item	Yes	%	No	%
1	Democratic leadership style increase job motivation	172	96.1	7	3.9
2	Autocratic leadership increase job motivation	4	2.2	175	97.7
3	The work of teachers are judged fairly by principal	38	21.2	140	78.2
4	Principal tries to make me feel comfortable when he visits my class	122	68.2	57	31.8
5	Principal makes effective of the individual teachers' capacity and talent	47	26.2	132	73.7
6	The school principals understand problems related to academic issues in the school	112	62.5	67	37.4
7	The rewarded give principals for the duties delegated to me.	31	20.8	148	82.6

As it can be seen from the data respective to item 1, democratic leadership style increases job motivation, in the schools. 124(83.4%) of teachers were respondents 'yes' on point. This shown that the democratic leadership style has influence teacher's job motivation in Secondary schools of South West Shoa zone.

Item 2 of the same table respondents were asked whether the adoption autocratic leadership increase teachers' job motivation. Accordingly 175(97.7%) of teachers were said 'no' about issues. This indicated that autocratic leadership style not increases teachers' job motivation in the study area.

The data corresponding to item 3 of table 8, the work of teachers are judged fairly by principal, 140(78.4%) of teachers were said 'no'. The rest of teachers were said 'yes' about 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 secondary schools of South West shoa zone.

In the other hand in item 4 of table 8 respondents were also asked a statement that principal tries to make comfortable when he/she visits teachers on class. 122(68.4%) of teachers were said 'yes' about issues. Whereas 57(31.8 %) of teachers were said 'no'. This implies that the teachers are comfortable when the school principals observe class in of the study area.

As depicted in item 5 of table 8, principal makes effective use of the individual teachers' capacity and talent in the schools. Accordingly, 132(73.7%) of teachers were said 'no' about point. The rest teachers were said 'no'. This implies that, there is gap the principals' makes effective use of the individual teachers' capacity and talent in secondary schools of Zone.

Item 6 of the same table the respondents were asked the school principals understand problems related to academic issues in the school. Consequently, 112(62.5%) of teachers were said 'yes' about issues. While 67(37.4%) of teachers were said 'no' about issues. This implies that the school principal understand problems related to academic issues in the schools in the study area.

With regard to item 7of table 8, the respondent were requested to the rewarded given by principals for the duties delegated, thus 148(82.6%) of teachers were said 'no' about point. While 18(12%) of teachers were said 'no'. Hence based on data obtained, it conclude that the school principals of Secondary schools of South West Shoa zone are not give reward on the duties of teachers work.

On the open ended question he respondents were indicated the democratic leadership style that participant are promote the teachers job motivation. In line with this the interview result implies that the participation of teachers in decision making, treat equal and evaluate teachers on performance of teachers increase in motivation of teachers.

4.4 The teachers' Motivation Factors

4.4.1 School policy and its administration

School policy and procedure are important because they let the teachers to know all about the schools. Good policy is a tool which makes administration easier, and allows people to get on

with the organization's core strategy more efficiently and effectively. In return increase teachers' extrinsic motivation. Therefore, to assess the policy and its administration in secondary schools the following questions are distributed to teachers. The result displays in the Table below.

Table 9: School Guideline and Its Administration

1	The way schools inform policies and its procedures for teachers	2.67	1.03
2	The presence of schools based rule and regulation	2.46	.99
3	The proper administration of school rule and regulation	2.16	1.14
4	The way school policies are put into practice	1.86	.98
5	The schools capacity to treat teachers equally	2.18	1.05
6	The way principals lead the school	2.74	.98

Ineffective school policy and its administration influence the motivation level of teachers (Ahuja & Shukla, 2007). Therefore, as table 9- above item 1 indicates, The way schools inform policies and its procedures for teachers the mean score of teacher responses to the school policy and its administration is ($X=2.67,SD=1.03$). This shows that the teachers' response on the school policy and its administration is satisfactory moderate. But relatively low practices is observed on, the proper administration of school rule and regulate and on school put policies in practice, and the schools capacity to treat teachers equally ($X=2.42, X=2.16, X=1.86, & X= 2.18$) respectively. These three concepts might strongly influence the motivation level of teachers. Because, the general guiding rules in all secondary school comes from Ministry of Education. But making it situational in the process of implementation is the mandate of the schools. Regarding to the issue, one cluster supervisor informed that: Most of secondary schools uses the guideline comes from Ministry of Education in 1994 and not committed to develop rules and regulations in line with MOE that suit their situation. In addition,

there is a lack of commitment on the side of the school to inform teachers properly about the school governing guideline. This creates a gap in the motivation of teachers to participate in various issues of the school.

Generally, even if teachers’ response on their school policy and the way it is administered rated satisfactory, its weakness in participating teachers in various issues and the attractiveness of the policy on its practice has an ignorable impact on the motivation level of teachers. In oppose to this, 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

4.4.2. Supervision

Table 10: Supervision Practice

1	Supervisors know how to support teachers	2.70	1.00
2	Supervisors are interested to help teachers	2.73	.96
3	Teachers get continuous support from supervisors	2.01	.89
4	School supervisors provide training on various issues	1.06	0.91
5	School supervisors observe classroom instructions regularly	2.40	1.00
6	Teachers are supervised in a supportive and democratic manner	3.15	.88
7	Supervisors initiate the teacher to discuss on various academic issues	2.44	.84

The overall ($X= 2.48$, $SD 1.04$) shows the teachers disagreement to the practice of supervision in their school. The response in Table-10 above vividly indicates the presence of insignificant or low supervisory support to teachers in both internal and external supervisors. Specifically, the ($X=2.47$, 2.26 and 2.38) for item, 3, 4, and 5 respectively, indicates the incidence of insufficient practices in those issues. This impedes them from doing more tasks as well as reduces their level of work motivation. Furthermore, data obtained from document analysis indicates that school internal supervision carried on rarely once in a semester for a purpose of reporting to concerned body rather not to give professional support for teachers. Also interview held with principals and vice principals indicates that the external supervision carried out in the school more focused on inspection rather than supporting.

This indicates that the supervisors didn't support the teachers to the expected level. It is known that supervision is land of or assistance to a profession 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 secondary schools of West Showa Zone

4.4.3 Work Relation

Table 11: Teachers relationship in school

1	Staff members cooperation to work	2.63	.99
2	Teachers relationship with other teachers in the school	2.78	1.28
3	Teachers relationship with the school students	2.59	1.11
4	Principals interest to talk with teachers on various academic issues	2.60	1.00
5	Teachers relationship with school management group (e.g PTA)	1.97	1.03
6	Teachers work relationship with supervisors	2.34	1.25

As depicted item 1 of table 11 the respondent were asked about staff member's cooperation to work. Thus, the teachers were rate moderate about point. These indicate the staffs work cooperation on work in some extent.

Item 2 and 3 of the same table the respondents were ask about teachers' relation with other teacher and student and principal's interest talk with teachers on various academic issues. On these the teachers were show moderate agreement on points with($X=2.78$, $X=2.59$, $X=2.60$) respectively.

As seen item 5 and 6 of table 11 expressed teachers relationship with school management such as PTA and work relationship with supervisors, the teachers were shown low practice about the points. This indicates that the teachers have no relationship with supervisors and PTA in the secondary schools of the study area.

4.4.4 Work Condition

Table 12: Work Condition

1	Teachers motivated by school working conditions	2.06	.88
2	The school surroundings is attractive to work	2.12	1.27
3	The school environment supports the teachers work	1.85	.96
4	Teachers have furnished staff room to work together	2.51	1.21
5	Adequate teaching equipment and facilities are available	2.66	1.03
6	The teachers workload is fairly distributed	2.59	.98

Item 1 of table 12 investigated the teachers motivated by school working conditions, teachers with the mean value ($X=2.06$, $SD=0.88$) shows the disagreement on the point raised. This

indicates that teachers are not motivated by school condition in secondary schools of South West Shoa Zone.

Item 2 of the same table respondents were asked whether the school surrounding is attractive to work or not. Accordingly, teachers were shown disagreement on the issues. This implies there is no attractive surrounding which attractive teachers in the secondary schools of south west Shoa zone.

As depicted item 3 of table 12 described, the school environment supports the teachers work. Consequently, teachers was indicated disagreement on point raised with mean score 1.85 for. Therefore, the result of data is shown that the school environment is not support the teachers in the study area.

Item 4, 5 and 6 of the same table expressed teachers have furnished staff room to work together, teaching equipment and facilities are available, and the teacher’s workload is fairly distributed. According, teachers responded fairly agree on point raised. These indicated there is a gap on workload, teaching equipment and staff work together.

Based on the data presented the work condition of secondary schools of south west shoa zone not support teacher motivation. But, the working conditions and professional status are most factor connect to teachers motivation (Tanaka, 2010).

4.4.5 Incentive and Benefit

Table 13: Teachers Incentive and Benefit

1	Teachers monetary incentive for their extra work	1.56	.82
2	The time teachers paid their salary	2.82	.87
3	The school strategies to remunerate teachers	2.68	.92
4	Teachers chance to get leave of absence in case they have a reason	2.74	.970
	Over all mean	2.45	0.895

Table-13 indicates that the deliver or arranging of necessary incentive and benefits to teachers in secondary schools had the overall ($X = 2.45$, $SD = 0.89$). This means that teachers are slightly

satisfied with the incentive and benefits available or arranged in the school or Woreda level. Specifically teachers are not satisfied with the issue of item 1 as ($X= 3.27$) indicated that teachers' monetary incentive for their extra work. Data obtained from interview held with cluster supervisor indicates the reason that teachers leave the teaching profession is low level of income and benefit relative to the other profession. Based on, the data gathered by questionnaire and interview held it is possible to suggest that, incentive and benefits are not arranged for teachers in their schools. And also low regard for teachers and poor conditions of service are factor demotivate teachers.

Therefore, it affects the proper teaching learning activities, students' achievement as well as teachers' level of work motivation. By supporting this, Noe, Hollenbeck, Gerhart and Wright (2009) pinpoints incentive may affect not only the level of motivation but also the kinds of employees who are attracted to and stay with the organization. In addition, Vegas (2005) pinpoint that the utilization of various incentive systems in the school may attract highly qualified teachers and motivate them to be effective in their jobs. I

Further the result obtained from school principals and cluster supervision on open ended question possible strategies to bring teachers motivation, the school principal clearly communicated expectations and expressed opinions that made teachers feel professional and the working environment and the promotion of greater school autonomy. Similar, Ofejebe&Ezugoh, 2010) state 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.

Table 14: A correlation of Leadership style and Teachers Motivation

		Correlations				
		ALS	DLS	TLS	LFL	TM
Autocratic leadership	Pearson Correlation		1			-.515**
	Sig. (2-tailed)					.000
	N	185				185
Democratic LEADERSHIPS	Pearson Correlation			1		.260**
	Sig. (2-tailed)					.000
	N		185			185
Transformational leadership	Pearson Correlation				1	-.021
	Sig. (2-tailed)					.772
	N			185		185
Lassie fair Leaderships	Pearson Correlation					1
	Sig. (2-tailed)					-.471**
	N				185	185
Teachers Motivation	Pearson Correlation					1
	Sig. (2-tailed)					
	N					185

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

As shown in table 14, there is positive significant relationship between democratic leadership style and teachers' job motivation 0.26. This shows that, there is strong relationship between democratic leadership style teachers' job motivation in the school.

Similarly, as noticed in the same table, there no statistically significant relationship between autocratic leadership style and teachers' job motivation. This shows that there is (-0.515) negative relationship between autocratic leadership style teachers' job motivation in the schools. As shown in the same table, there is no statistically significant relationship between lass fair and transformational leadership style and teachers job motivation in the school. This shows that, there is no a significant relationship between lass fair and transformational leadership style teachers; motivation in the schools.

In conclusion, the schools principals use democratic leadership style positive significant relation teachers job motivation in the schools, encourage participation in decisions related with the school operation. But the schools principals use other type of leaderships negative significant relation are not motivate teachers' job motivation in schools.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings, conclusion drawn on the basis of the findings and recommendations which are assumed to be useful in alleviating problems principals' leadership styles and teachers' motivation in particular reference to secondary schools of South West Shoa Zone.

5.1 Summary of the findings

The main purpose of this study was to assess principals' leadership styles and teachers' motivation in government secondary schools south west shoa zone. To this end, the following three basic questions were set.

1. What type school leadership styles do principals practice in secondary schools of South West Shoa zone?
2. Which type of leadership style of school principals encourages teachers' motivation?
3. What extinct (external) motivation factors influence the level of teachers' motivation in secondary schools?

To answer these research questions, descriptive survey method is employed. To this effect the study was carried out in 8 government secondary schools of South West shoa zone. The participants of the study were 207 teachers, 22 principals, and 6 cluster supervisors. On the top of this, Sample schools were selected through using random sampling technique, especially lottery method. Again, cluster supervisors were selected by using purposive sampling technique and finally, principals were taken by using availability sampling method.

To gather necessary information on the issue 188 questionnaires are distributed to teachers. The primary data was obtained from teachers, principals, and cluster supervisors through questionnaire and interview. The sample population of the study comprised different groups that include t teachers, principals, and cluster supervisors. In addition, semi-structured interview is conducted with 22school 6 cluster supervisors, to extract in-depth information regarding principals' leadership style and teacher's motivation in secondary schools of south west shoa zone.

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

- ✚ The finding of the study reveals that 94(52.5%) of teachers are males and 85(47.5%) of teachers are females. It show that majority of teachers in secondary school of South west shoa zone are male. While school principals and cluster supervisors are males.
- ✚ This study is also show the majority of the respondents 97.2% have above 5 years experiences in the study area.
- ✚ Findings in this study indicate 1(.6%), 65(36.3%), 113(63.10%),) of teachers were Diploma, 1st degree and second degree holders respectively. Among 10(45.45%) of principals and 2(33.3%) of cluster supervisors have 1st degree where the rest have second degree.
- ✚ This finding shows that there is moderate democratic, autocratic leadership practice in secondary school of Souh West shoa Zoe.
- ✚ In another side this finding revealed absence of set down performance standard for each aspect of staff job, no judge for achievement of each staff frequently, no discuss the school issues change with staff prior to taking action, less practice approve decision pass to staff and low delegate each responsibility to staff are main activities no implement by school leadership.
- ✚ With regarding to type of leadership the majority of teachers (172(96.1%) were shown democratic leadership style increase teachers job motivation. While the autocratic leadership style decrease job motivation of teachers. In line to this the absence of reward given by school principals, and not use individual teachers capacity and talent are other factors affect teachers' motivation in study area.
- ✚ The schools involvement in having clear guidelines and administration is, moderate, as the overall response of teacher depicts. Even if the teachers' response on their school policy and the way it is administered rated satisfactory, its weakness in the way school

policies are put into practice and the proper administration of school rule and regulation has great impact on the motivation level of teachers.

- ✚ The recognition and rewarding activities given for teachers in secondary schools of West Showa Zone are insignificant as the response of teachers indicates. Secondary schools exercised low in recognizing the good performance or achievement of teachers', which influence the motivation level of teachers.
- ✚ Supervision is the core to improve the teaching learning process as well as the teachers' capacity to solve problems. But, the response of teacher shows the regular class observation, continuous support teachers, provide training on various issue, and initiation teachers discuss on various academic issues is low practice by supervisors. In addition, majority of teachers agreed that most of the time supervisors come to school to evaluate or inspect the performance of teachers.
- ✚ Good relationship between the school communities is one that improves the students' achievement and teachers' motivation as well. In light of this, the teachers' response confirms the presence of satisfactory relationship with the school community but relatively poor relationship was observed between teachers and school supervisors.
- ✚ The school environment and working conditions are one that facilitates effective teaching learning process as well as teachers' motivation. The finding study indicated that conduciveness of working conditions is at low level in South West Showa zone secondary schools. Thus, the environment and working conditions of secondary schools are not attractive and initiative for the work of teachers.
- ✚ The utilization of various incentive systems in the school may attract highly qualified teachers and motivate them to be effective in their jobs. But, the schools are not arranging incentives and benefit for teachers in the study area.

5.2 Conclusion

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

- ❖ The issue of leadership styles is considered as a major and basic concern for all organizations and institutions. The finding revealed absence of set down performance standard for each aspect of staff job, no judge for achievement of each staff frequently, no discuss the school issues change with staff prior to taking action, less practice approve decision pass to staff and low delegate each

responsibility to staff are main activities not implemented by school leadership. The finding also indicates that the involvement of teachers in decision making matters that affect them and delegation of power to subordinates were satisfactory. But it can be concluded that teachers were not at a higher position to have a more say in decisions that affect their goals and how they do their work although school principals were moderately democratic in their leadership.

- ❖ The finding is revealed that the schools leaders' leadership style used in all schools were moderately democratic, laissez-faire, authoritative and combinations of the three. But it was not to the expected extent that the principals strike a balance between directive and achievement-oriented leadership on the one hand and supportive and participative leadership on the other.
- ❖ As finding result was shown democratic leadership style increase teachers job motivation. While the autocratic leadership style decrease job motivation of teachers. In line to this the absence of reward given by school principals, and not use individual teachers capacity and talent are other factors affect teachers' motivation in study area.
- ❖ As the finding indicates secondary school teachers in South West Showa Zone were not highly motivated because of improper recognition given to them, incentives and benefit provided to them, and the working condition.
- ❖ The finding result revealed regular class observation, continuous support teachers, provide training on various issue, and initiation teachers discuss on various academic issues is low practice by supervisors in the study area.
- ❖ In conclusion, the schools principals use democratic leadership style positive significant relation teachers job motivation in the schools, encourage participation in decisions related with the school operation. But the schools principals use other type of leaderships negative significant relation are not motivate teachers' job motivation in schools.

5.3 Recommendation

On the basis of the findings of the study, the following recommendations are forwarded:

- ❖ Although it is found that absence of set down performance standard for each aspect of staff job, no judge for achievement of each staff frequently, no discuss the school issues change with staff prior to taking action, less practice approve decision pass to staff, low delegate each responsibility to staff teachers' and involvement in decision making was generally satisfactory, it is recommended that principals need more to involve teachers in decision-

making and prove this activities in the schools.

- ❖ The leadership styles used were somewhat a combinations of the three (democratic, laissez-faire and authoritative) or situational. The researcher recommended that school leaders should use dominantly democratic over laissez-faire and autocratic leadership styles in order to adequately enhance better teachers motivation and students' academic performance of to the required level.
- ❖ It is found that the teachers' recognition practice and incentives and fringe benefit program in secondary schools is poor and which affects the teachers' motivation to their work. Therefore, it is recommended that to enhance the teacher motivation and performance it is vital that the recognition strategies, fringe benefits provided and their implementation in the school must be revisited and all concerned bodies should follow up their proper administration. This should be done by arranging weekly/monthly or semester program to notice the good performing teachers for the school community, by giving paper recognition, monetary incentives and other that initiate teachers to their work.
- ❖ As the finding indicates, cluster supervisors are not enough competent to support secondary school teachers. Therefore, it is advisable that Woreda, Zone and regional education offices work collaboratively to upgrade already assigned cluster as well as Woreda supervisors through giving training opportunities, while new comers should be selected and assigned according to their skill and professional qualifications to the position.
- ❖ As the finding of the study indicates motivation factors such school policies, supervision, work relationship, environment are important in improving the motivation level. Thus it is advisable that the principals of the secondary schools should work for the improvement of these motivation factors. This can be done by preparing strategies that solve the problems identified in the findings.
- ❖ The conclusion show that ,the schools principals use democratic leadership style positive significant relation teachers job motivation in the schools, so the school principals use more democratic leadership style over the other type leadership style by encourage participation in decisions related with the school operation.

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Appendix A

Addis Ababa University

College Of Education and Behavior Studies

Department of Educational planning and Management

Questionnaire to be filled by secondary school teachers

Dear Respondents:

I am a post graduate (Master) student of Addis Ababa University. I am carrying out a study on the topic: Principals' leadership styles and teachers' motivation in Secondary Schools in South West Shoa Zone. 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

1 – 4 years	5 – 8 years	9 – 12 years	13 – 16 years	Above 16 years

6. Education level

Diploma	Degree/Ba/BSc	MA/MSC

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:

	Items	SD	DA	N	A	SA
1	the staff's work is checked on regular basis to assess their progress and learning					
2	My school leaders do not delegate responsibilities to staff members					
3	The school leaders do not consider suggestions made by the staff as inputs for decision making					
4	When staff members make a mistakes, my school leader tell them not to ever do that again					
5	The School leaders want the staff to follow all school policies without any deviation from them					
6	School leaders set down performance standards for each aspect of staff's job					
7	My School leaders are chief judges for achievement of each staff frequently.					
8	As rule, my school leaders give reward or punishment in order to enforce them to achieve school objectives					
9	My school leaders expect all staff members obey orders without any explanation					
10	My school leaders need to have staff report back to them after completing each step of their work					
11	school leaders always consider staff as part of decision making process					
12	school leaders discuss any school issues or					

	changes with staff prior to taking action					
13	under crises condition, My school leaders call a meeting to get staff advice for solving problem					
14	school leaders ask staff for their vision of where they see their jobs going appropriate					
15	School leaders provide guidance to staff without pressurizing them on the school matters					
16	school leaders frequently communicate with my staff members to solve problems					
17	School Leaders provide staff with resources to pursue their own developmental objectives					
18	school leaders persuade my staff members to accept responsibility for completing their					
19	school leaders believe that people are basically competent if proper support provided to them, they can do their work well					
20	School Leaders provide staff with feedbacks that enables them to solve problems they encountered					
21	school leaders pay more attention to provide necessary materials are needed for job accomplishment					
22	major decision to pass in my school or department it must have the approval of members of the majority					
23	complex situation, my school leaders let the staff work problems out on their own					
24	school leaders allow the staff to determine what needs to be done					
25	staff members know more about their jobs than					

	our school leaders, so they carry out the decisions by their own ways					
26	school leaders allow staff to appraisal their own work					
27	school leaders give staff complete freedom to solve problems on their own ways					
28	school leaders provide staff with clear responsibilities and allow them to decide all school issues and problems					
29	school leaders give complete right to staff to determine their own school objective					
30	My followers can lead themselves just as well as I can					

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

3. The type of leadership promote teacher's job motivation

No.	Item	Response	
		Yes	No
1	Democratic leadership style increase job motivation		
2	Autocratic leadership increase job motivation		
3	The work of teachers are judged fairly by principal		
4	Principal tries to make me feel comfortable when he visits my class		
5	Principal makes effective use of the individual teachers' capacity and talent		
6	The school principals understand problems related to academic issues in the school		
7	The rewarded give principals for the duties delegated to me.		

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 you're 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	Fairl	A	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)

No	Items	SDA	DA	Fairl	A	SA
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	Fairl	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 you're 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	A	SA
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 you're 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	A	SA
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 other affects teachers' job motivation in primary schools?

Appendix B

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. What are common leadership styles are used in your school?
2. How duties and responsibilities are delegated in your school?
3. Which principal leadership type positive on influence teachers' motivation?
4. What factors affect teachers' motivation in your schools?
5. What major roles do you think school leaders have to increase teachers' motivation?
6. What leadership procedures and techniques do the school leader should follow in creating favorable environment for teachers' motivation?