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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

SCHOOL CLIMATE AND ITS IMPACT ON TEACHERS MOTIVATION IN
PRIVATE PRIMARY SCHOOLS
NIFAS SILK- LAFTO SUB - CITY, ADDIS ABABA CITY ADMINISTRATION

BY
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ADDIS ABABA UNIVERSITY

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PRIVATE PRIMARY SCHOOLS**

NIFAS SILK- LAFTO SUB - CITY, ADDIS ABABA CITY ADMINISTRATION

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
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ADDIS ABABA ETHIOPIA

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT

SCHOOL CLIMATE AND ITS IMPACT ON TEACHER'S MOTIVATION IN PRIVATE
PRIMARY SCHOOLS OF NIFAS – SILK- LAFTO SUB – CITY, ADDIS ABABA CITY
ADMINISTRATION

By Mulumebet Kebede

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Abstract

The purpose of this study was to assess school climate and its impact on teacher motivation in private primary schools of Nifas Silk – Lafto Sub – City, Addis Ababa City Administration. To meet this purpose, basic questions related to the level of teacher motivation for their profession, school related factors and school leadership affecting motivation and teacher involvement in improving school climate were raised to guide the study. In order to find appropriate answer for these basic questions, descriptive survey design that involves both quantitative and qualitative approach of data gathering and analysis was employed. Altogether, the subjects were 113 participants selected from four private schools. This includes 95 teachers selected using random sampling technique and , 4 principals, 10 vice principals and 4 supervisors purposely picked from the selected schools. The study used both quantitative and qualitative method so that questionnaire, interview and observation were the main instruments of data collection. Frequency count and percentage mean were, used to analyze the collected data. The result of the study suggested that school climate and motivation of teachers are very much related. If the climate was conducive teachers are very much motivated. Based on the outcome of the study it was concluded, the school leaders do not play the expected role to involve stakeholders in creating a better school climate; teachers' initiation to take part in leadership is not satisfactory. Based on the conclusion, it was, recommended that, school leaders should give more attention to create a conducive school climate which could motivate teachers.

Key words: - School climate, motivation, private primary school

Acronyms

ETP : Education and training policy.

GEQIP : General Education Quality Improvement Package

MOE : Ministry of Education

NLSC : Nifas - silk lafto sub - city

NSCC : National school climate center.

SPSS :Statistical package for social science

CHAPTER ONE

1. INTRODUCTION

The purpose of this study is to assess the impact of school climate on teachers motivation in the case of Nefas Silk Lafto sub City Four private Primary Schools.

There are a lot of elements of organizations that play an important role for smooth functioning and successes. In addition to incentives, educational level, social recognition, and experience of members of an organization, its climate is also very important factor for its successful functioning. This part of the research proposal deals with background of the study, statement of the problem including basic questions, objectives of the study, delimitation of the study, significance of the study and the research design and methodology to be followed in the course of undertaking the research.

1.1 Background of the Study

School Climate has been defined in various ways by different authors. , Wheeler and Cox (1992) emphasized employees' perception of the events, practice, and procedures as well as their perceptions of the behaviors that are rewarded; supported and expected within an organization In somehow similar manner Spencer, Pelote and Seymour (1998) view school climate in terms of teachers' feelings of how safe their working school is, and identified three components which comprise a safe school context, psychosocial variables and school behavior; the atmosphere of the work place, including a complex mixture of norms, values, expectations, policies, and procedures that influence individual and group pattern and behavior. In their discussion of organizational climate, educators give special place to schools as they are very important social institutions. In this social institution, teachers, principals, administrators, students and parents are key stakeholders. Members of each of these groups hold different positions and perform their responsibility in certain acceptable ways. The role and responsibility and culture of these groups are different from each other and the relationships between people in school are different. The school can be effective, only if the relationships are understood and accepted..

Climate represents a composite of the mediating variables that intervene between the structure of a school and the style and other characteristics of leader and teacher performance and motivation (Sergiovanni & Starratt, 1988). On the other hand, every school may have a unique climate that distinguishes it from other schools and influences the behavior and feelings of its teachers and students (Sergiovanni & Starratt, 1998). This unique school climate forms a necessary link between school structure and teacher attitude and behavior. As stated by George and Bishop (1971) Formal characteristics of school had an important impact on the way teachers perceived the whole environment and perform their day-to-day activities. In the context of schools, motivation is the internal and external intensity of a person's desire to engage in some activity (Dessler 2001). It is the basic meaning for the cause and explanation of a behavior. The effects that provide motivations are related to needs which have not been met (Covey, 2004). Motivation is the force that causes an individual to act in a certain manner or to be oriented towards it (Gibson, Ivancevich & Donnely, 1988). The needs and requests which make up the foundation of the concept of motivation are mainly shaped by the culture, social justice and structure in which the individual is in, as well as the emotional and spiritual makeup of the person. The motivation of human beings is closely related to all the objects that the person establishes relations with (Bingol, 2006). In addition, personal traits, physical conditions, previous experiences, environmental conditions and organizational climate are very related to motivation.

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

Motivated teachers are more dedicated to the school. They have job satisfaction and as a result of this, they work more productively. For this reason, school leaderships motivate their teachers to use their knowledge and skills towards school aims (Lindner, 1998). School principals have to

keep in mind that teachers who do not have work motivation might hurt the teaching learning activities. For this reason, school leaders have to use different approaches to motivate teachers.

The education and training policy (ETP) of Ethiopia gives due attention to teachers' motivation. According to the policy, teachers need to demonstrate evidence of diligence, professional interest; mental and physical fitness before they are assigned to teach. (ETP, 1994: 20).

In general, school climate can be considered as the general situation in which the school function. These are students' behavior, school community, educational policy, working conditions of the school and the school leadership. This study gives more emphasis on the impact of school climate on teacher's motivation in the private primary school of Nefas Silk Lafto Sub-City (NLSC).

1.2. Statement of the Problem

For Successful functioning of the school its climate plays a major role. It is one of the most important factors to motivate teachers. Motivated teachers can show an excellent academic performance. And teachers' role is extremely important to build the future of a country.

Dedicated school leaders who are working towards improved school climate are making conscious effort to enhance and enrich the culture and conditions in the school so that teachers can teach better and students can learn more.(Hansen and Childs, 1998)

The learning environment of a school is very much affected by its overall institutional climate. Learning environment needs not only, teaching methodology and curriculum but also needs teachers' motivation. There for, school climate and teachers' motivation are very related. The climate of a school can affect the abilities and performance of teachers. Teachers in schools perform their duty under the supervision of principals, supervisors and department heads. Devoted and visionary leaders make it possible to achieve the desired out come. Teachers' motivation is directly related to the working climate which provides teachers a feeling of belongingness for the school and for the fulfillment of the organizational goals with best efforts. Researcher define school climate as "The atmosphere or ambience of an organization as perceived by its members" (Ehman, 1980)

Due to its importance motivation of teachers and school climate had been studied worldwide. However in AAU I found one research paper with the same topic. In addition to this

Gedefaw(2012) deals with job satisfaction of secondary school teachers in A.A. Yenenew(2012) investigate on effectiveness of principals instructional leadership in preparatory school in south Wollo zone and Abawalla Jay(2015) identified the type of leadership style in secondary school in Gambela. However all of them did not mentioned about school climate and teachers motivation.

Now a days situations demands motivating and participatory school climate. From this angle, this study was triggered for two important reasons. First, to the knowledge of the researcher, the previous studies did not focus in private schools. Secondly, most of the previous studies focus to salary increments as a means to raise teacher's motivation than dealing with the issue from the whole school climate perspectives. As a result most of the available information is very much limited and many people are complaining about teachers' motivation from one angle leaving aside other key factors. Hence, this study will be undertaken with the assumption that teachers' play a vital role in creating the future of a country and one of the most important factor contributing to teachers' motivation is school climate. Based on the pilot study conducted, there is a problem of teacher motivation which needs to be investigated in the light of school climate. With this in mind, the researcher would like to investigate the situation of teacher motivation in the four selected private primary schools of NLSC Addis Ababa city Administration.

1.3 Basic Research Questions

In order to guide investigation and be answered in the course of the study, the following basic research question were set:

- What does the school climate look like?
- Are teachers motivated to teach in the schools under investigation?
- How is school climate related to motivation of teachers?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to examine the impact of school climate on teachers' motivation of private Primary schools of NLSC, Addis Ababa City Administration.

1.4.2 Specific Objectives

The specific objectives of the study are the following:

- Identifying the climate under which schools
- Determining the level of motivation of
- Examining the relationship between school climate and teacher motivation in the private primary schools of the NLSC , Addis Ababa City Administration

1.5 Significance of the Study

Since the study was about assessing school climate and investigating its implication on teachers' motivation in Primary schools of NLSC, the great importance of this study will be for these primary schools. The findings of this study will contribute in creating a better school climate that can enhance teachers' motivation which in turn leads to effective teaching and learning process. Creating a better school environment will help the principals, teachers, students and parents who are the basic role players in an educational system.

Secondly, the study will be helpful for the administrators to promote good governance in the school compound, for educational experts to ensure quality education and for other researchers to conduct further studies.

Finally, the attempts in this study will highlight the school climate as factor that affect motivation of teachers which impacts quality education so that it will help the education offices and nongovernmental organizations that are dealing with developing the capability of teachers to plan and work towards improvement of school climate.

1.6 Delimitation of the Study

The study is aimed to assess school climate and its implication on teachers' motivation. To make the study comprehensive and manageable, four Primary schools of NLSC, Addis Ababa city Administration are used due to their proximity and experience. Therefore, the researcher will conduct the study only in four Primary schools and selected sample from their respective teachers', supervisors and school leaders. The findings of the study will be limited to assessment of school climate and its impact on teachers' motivation and be generalized only to the private Primary schools of NLSC, Addis Ababa City Administration.

1.7. Limitations of the study

While there are so many factors affecting teachers' motivation due to the shortage of time, finance and resources; this research was not able to investigate all the factors and find out their impact on teachers motivation. The investigation focus on leadership, Teachers student relationship and physical environment. In addition because of the limitation mentioned above the research was conducted on four private primary schools in NLSC in Addis Ababa city Administration

1.8. Operational Definition of Key Terms

- School Climate: Refers to the general school environment, atmosphere and situation in which teachers work.
- The drive (desire) teachers have to teach or to perform a task.
- Motivation is the force that causes an individual to act in a certain way.

1.9. Organization of the Study

The thesis has five chapters. Chapter One consisted of background of the study, statement of the problem, objectives, significance of the study, delimitation and limitation, as well as organization of the study.

Chapter Two presents the review of related literature while Chapter Three treats the research design and methodology, Chapter Four is about data analysis, interpretation and presentation and Chapter Five is the that present summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter contains related reviews of literature written on school climate, motivation of teachers and leadership behaviors.

2.1 School climate.

School climate refers to the quality and character of school life. School climate is a very important part of the school and it is different in every school. A school climate that direct students, teachers, staffs, and an administrator to love the school and to be eager to be there every day is consider to be a positive school climate.

A positive school climate help staff to feel physically, emotionally and socially safe and contribute for students' academic and social development.

The school climate construct is complex and multi-dimensional. It has been described as the unwritten personality and atmosphere of a school, including its norms, values, and expectations (Brookover et al., 1978; Haynes et al., 1997; Petrie, 2014). Also, it has been described as the “quality and character of school life” (Cohen et al., 2009, p. 182).

School climate is the psycho social school atmosphere, and the inter-group interactions which influence student learning and school functioning (Johnson and Stevens, 2006; Lubienski et al., 2008; Reyes et al., 2012). School climate is a leading predictor of students’ emotional and behavioral outcomes. It influences students’ adaptive psychosocial adjustment (Brand et al., 2008), mental health outcomes (Roeser et al., 2000; Brand et al., 2003) and self- esteem (Way et al., 2007). School climate also influences students’ behavior, such as rates of bullying and aggression (Espelage et al., 2014; Turner et al., 2014), student delinquency(Gottfredson et al., 2005), and alcohol and drug use (Brand et al., 2003). School climate can also affect students’ academic achievement (Brookover et al., 1978; Brand et al., 2008).This chapter contains related literature reviews which are written on school climate, motivation of teachers and leadership behaviors. The climate of school is essential characteristic of every school. It is different in every school. Because of its importance different researches on school climate are conducted throughout the world.

2.1.1 Defining School Climate

School climate is different from school to school. Some schools are friendly, conducive, and supportive, others are disruptive, unsafe and unwelcoming. Although it is difficult to give one accurate definition for it, most researchers such as Kret, Peterson and Skiba agree that it is a multidimensional characteristic which includes physical, social, and academic dimensions. The physical dimension includes: appearance of the school and its classroom; school size and ratio of students to teachers in the classroom; order and organization of classrooms in the school; availability of resource; safety and comfort. The social dimension includes: quality of interpersonal relationships between and among students, teachers and staff; equitable and fair treatment of students by teachers and staff; degree of competition and social comparison between students; and degree of which students, teachers, and staff contribute to decision-making at the school. And the academic dimension includes: quality of instruction; teacher expectations for student achievement; and monitoring student progress and promptly reporting results to students and parents (Alexandra, 2007) as cited by Nebyu Asrat (2015)

Kreft (2009), explained that school climate refers to groups of distinctiveness happening in a school that are confirmed by its members. In addition, such uniqueness is to; clarify the state of that school, distinguish one school from the other, be long lasting distinctiveness, and have influence on the performance of persons in that school. According to Millar and Fredericks (2010), the school climate is the consciousness of members in a school about the work arrangement, uniqueness of each person in the school supports, ingenuousness, equality, remuneration, eradication of danger, disagreement, and harmony of people in the school.

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

As it is mentioned at McEvoy (2000), school climate consists of attitudes, beliefs, values and norms that underlie the instructional practices, the level of academic achievement and the operation of a school. Hernandez and Seem (2004) defined school climate in terms of its safety. They stated that school climate refers to teachers' feelings of how safe their working environment (school) is, and identified three components which comprise a safe school. Context refers to the school atmosphere, individual members of the school community and their

relationships within the school, as well as the societal influences. Psychosocial variables refer to all variables that may have an impact on the school climate, while the components of safe school affect the school member's behaviors and how they perceive the school

The sum of the values, cultures, safety practices, organizational structures within a school, teaching practices, diversity, leader-teacher relationships, teacher-teacher relationships, parent-teacher relationships, and student-teacher relationships, is the concept of school climate. With respect to the above definitions, it can be understood that the school climate is the understanding of members in school to working surroundings, both directly and ultimately. The school climate persuaded performance of members in that school by determining the anticipation of members towards fundamentals of that school. The school climate is unambiguous or exceptional in each school .Nebiyu Asrat (P 9) Every school has its own climate in which the members build their relationship.

2.2. Theories Related to School Climate

School climate has been studied by many scholars and researchers. The majors theories of school climate are the following:

2.2.1. Rudolf Moos's theory.

Moos (1973), stated in his research study of the conceptualization of human environment, developed three broad categories of proportions, which describe different socio psychological settings. These three domains are the following:

Dimensions of relationship: this domain includes attachment, association and teacher support, which acknowledge the temperament and concentration of personal relation and appraise the degree of which people interrelate and prolong one another.

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

Dimensions of personal development: This kind includes task direction and antagonism, which assesses the essential information along which delicate enlargement and self-augmentation is

predisposed to happen, which embrace variable concerning precise functions of environments and to the close intensification and enlargement of students. Nebuy Asrat (20150

2.2.2. Pielstick's theory.

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

Physical domain: this domain has to do with substantial environment together with such things as sound conditions, lightings, temperature, ventilation, arrangement, and amount/quantity of apparatus. Social domain: this domain has to do with those fundamentals connected to interpersonal actions and circumstances including such possessions as classroom climate or atmosphere, mode, social interaction, discipline, order, teacher-pupil empathy and collaboration. Instructional domain: this domain encompasses materials apparatus, strategy and teacher behaviors associated with instruction. There are a congregation of rudiments interconnected to the third domain, such as magnitude, level and eminence of instructional utensils, core curriculum plans and instructional organization. It focuses on time spent on instruction. It includes academic prominence and inclinational resource personnel and instructionally associated to educator behavior. Psychological domain: this domain focuses on determinants of acquired behavior or learning such as the extent and intensity of the stimuli concerned.

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

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

of an interactive system, in that changes in one produce changes in the other (Reichers and Schneider, 1990).

2.3. Approaches of School Climate

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

2.3.1. Cognitive Schema Approach

The propagators of this approach are of the view that a protected, caring, participatory and approachable school climate tends to encourage great affection to school as well as providing the non-compulsory foundation for social, emotional and academic learning (Bulm, et al 2002). One of the essentially significant magnitudes of school climate is relational and how ‘associated’ people experience to one another in school. For example, actions like society service and debates augment the learning environment by providing pupils opportunities to actively contribute in the learning procedure and assemble their own knowledge of communal and government systems (Torney, 2002). Considering a constructive climate for citizenship education more internationally and comprehensively also raises questions regarding how schools can most optimally endorse these significant learning behaviors even further than the classroom environment. Inspiring, active and collaborative learning on reliable projects is most effectual in an environment with a civic assignment and that inspires unquestioning relationships throughout all members of the school community. (Nebiyu Asrat , 2015

2.3.2. Shared Perception Approach

This approach highlight that school climate promotes or complicates students’ ability to learn. To the degree that students sense safe, cared for, properly supported and affectionately pressed to

learn. Constructive school climate promotes supportive learning, group consistency, admiration and shared trust or a climate for learning (Finnan and others 2003).

The National Commission on Teaching and America's Future's Initiation into Learning Communities, states the association between school climate and issues touching teachers education. This monograph reflects school climate in stipulations of a learning community, and properly argues that initiation, to be effectual, must be orientation into a vigorous school climate. The association stuck between this commencement of orientation and preservation is made. The teacher education programs are occasionally criticized for the reason that of the high abrasion of underpinning teachers. The implications of preparing school privileged who appreciate the critical function of a school climate that promotes teamwork and learning communities and the teachers who understand the significance of such a climate has implications for teacher schooling (Chauncey, 2005; Fulton & Lee, 2005). School climate by portrayal reflects school personnel, students, and parents communal, poignant and ethical as well as academic experiences of school life. Nebiyu Asrat(2015)

The above two approaches see school climate from different point of view. As the cognitive schema approach regards the concept of climate as an individual perception and cognitive representation of the school climate. From this perspective climate assessments should be conducted at an individual level. Whereas, shared perception approach emphasizes the importance of shared perception as underpinning the notion of climate. According this approach climate assessment should be conducted at a group or social level. Schools are social institutions. Although, there are individual differences in school, assessing school climate in view of shared perception approach is important. Because, if the school fit into the social context, then it easy to serve individual. Nebiyu Assrat (2015)

2.4. Teachers' Motivation

Motivation is a substance that accelerates employees' eagerness to work without pressure. Motivation is to furnish employees with a motive to do a better job. It is to stimulate or call somebody to act. Motivation has been used by effective managers to move common people to achieve uncommon results in all fields of effort. The need of motivation has been advanced by the realization that schools develop and progress only to the extent to which they succeed in

motivating and developing their workers. Motivation is the glue that holds an organization together; it is the stuff of progress.

The word motivation involves liveliness and desire to learn, focus on work efficiently, and attain prospective. It is what moves us to do something including pursuing a teaching career.

Downs and McInerney (2003), suggested that relevant motivation determine that what behavior people carry out or not carry out engage in attraction, to what extent stretch there employ in these actions of retention and the profundity to which they fit into place in these activities of attentiveness. Consequently, motivation possibly will conclude what attracts persons to teaching. How extended they stay behind in their preliminary teacher education courses, the degree to which they fit into place with attentiveness their courses and the teaching profession. Motivation to follow a teaching profession is predominantly imperative in the progress circumstances of teacher shortages (Preston, 2002). Teachers' motivation takes roots from inner interest of the teachers. Additionally, retaining and attracting properly motivated teaching candidates, have the prospective to not only counterbalance teacher shortages but augment the improvement of effectual educators in the elongated run.

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

Motivation is a management function that individuals to accomplish institutional targets. It is designated, purposive and goal-oriented behavior that involves certain forces acting on or within the individual in order to sustain, initiate and direct behavior. Extrinsic motivation refers to motivation that comes from outside the individual; a reward system (Graham, 2006). In intrinsic

motivation in human beings are naturally motivated to develop their intellectual and other innate skills and to take pleasure in their accomplishments (Stipek, 2006)

As to Cole (2000), motivation is a term mostly used to describe those processes, both rational and initiative by which people seek to satisfy the basic ambitions, personal goals, and perceived needs which basically activate human behavior. Teacher motivation referred to as those basic factors that work within the system of school if it not available to the teacher could cause prevention in performance, cause stress, frustration and discontentment all of which would subsequently affect and reduce classroom effectiveness and students quality output. This implies and focuses that teacher's motivation includes factors that causes, sustain, channel and influence teacher's behavior towards high profile management and academic achievement standards in school.

2.4.1. Intrinsic and Extrinsic Motivation to Teach

Many researchers have identified different motivation factors which represent intrinsic and extrinsic

2.4.1.1. Intrinsic motivation.

Intrinsic motivation in humanbeings are naturally motivated to develop their intellectual and other innate skills and to take pleasure in their accomplishments. (Stipek, 2006)

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

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

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

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

2006). Working with children: it refers working with children or expression of love for children, to serve as a positive role model for children or an enjoyment in working with children in other context (Sinclair, 2006). Personal and professional development: it is entering teaching profession for the opportunities it provides for professional development or one's own character, or the professional development necessary for career advancement or to lead to other careers (Sinclair, 2006).

Intrinsic motivation comes from self-desire to learn new thing and new challenges, to analyze one's potential, to gain knowledge. Intrinsic motivation is a result of interest of the individuals. The person who is intrinsically motivated do things without thinking for the rewards . Teachers who are intrinsically motivated are mostly accept a school tasks willingly.

2.4.1.2. Extrinsic motivation

Extrinsic motivation refers to motivation that comes from out side the individual a reward system (Graham, 2006)

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

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

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

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

Nature of work: it refers the type of work teaching involves, including being a busy, creative profession and varied work which would not lead to boredom, a suitable profession for a woman;

and, the social nature of teaching, such as an opportunity to interact with interesting colleagues or to meet a lot of people (Sinclair, 2006).

Based on the above descriptions, extrinsic motivation is the opposite of intrinsic motivation. Extrinsically motivated teachers perform a job in order to get a desired outcome. The motivation comes from influence outside of the person. Extrinsically motivated teachers mostly perform to win.

Intrinsic and extrinsic motivations are very important in school. If a person lacks one of the two it will be difficult to accomplish his/ her work effectively. School teachers need to be motivated in the school climate and the desire they have to be in the school.

2.5. Motivation Theories

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

2.5.1. Content Theories

2.5.1.1. Maslow's theory on hierarchy of needs

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

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

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

Security and protection needs: If the requirements on the preceding level are contented, a new needs level without human intervention emerges on behalf of a higher stride in the needs hierarchy. This stage represents constancy and autonomy from physical intimidation and dangers. People want to be guaranteed that their endurance is not in difficulty. Their work is supposed to give them this sort of security. Numerous teachers have entered the education system for the reason that the service can make available a protected and stable job.

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

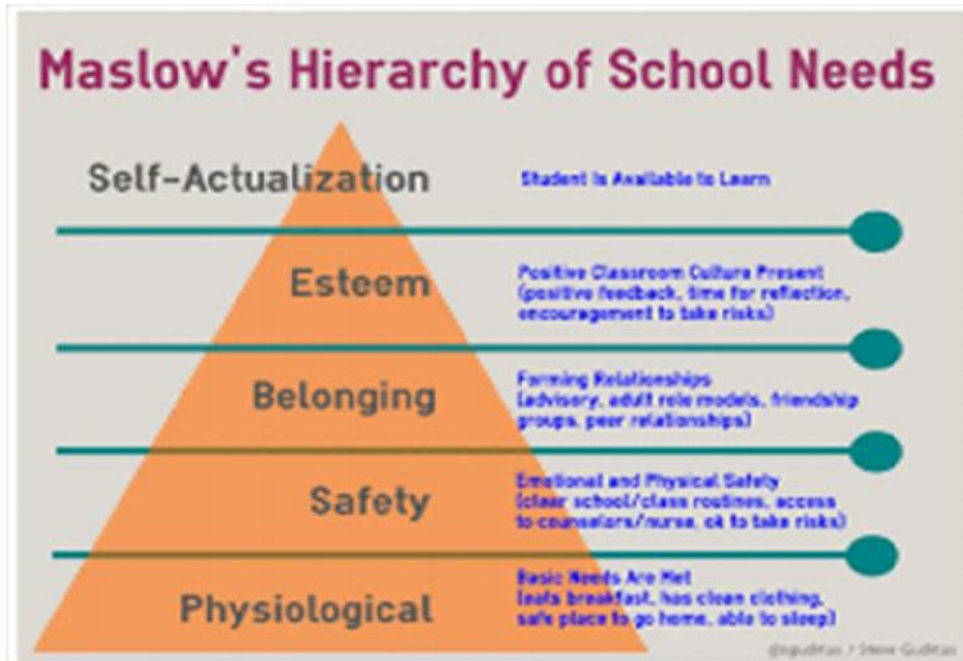
Self-esteem and status needs: These needs submit to the need to experience appreciated and valued by the self and considerable others. Teachers who do not feel that their position and self-esteem requirements are being met from beginning to end the profession can become unenthusiastic. They want to be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

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

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

From the description above it can be deduced that growth and development of individual is in satisfying needs in hierarchical fashion. This may account for differences in behavior of teachers. Maslow regarded the single, holistic principle that binds together the multiplicity of human

motives in the tendency for a new and higher need to emerge as the lower need fulfills by being sufficiently gratified. From a teaching point of view, this means that as one becomes more self-actualized, the ensuing development of wisdom will enable appropriate behavior in a wide variety of situations. The satisfaction of social needs was important for social integration into the school system and hence successful teaching and accomplishment of tasks. represent intrinsic and extrinsic motivation.



2.5.1.2. Herzberg's two- factor model

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

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

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

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

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

facilities of the school. Hygiene factors affect teachers' willingness to work while motivating factors affect their ability and efficiently to work.

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

2.5.2. Process Theories

2.5.2.1. Operant learning theory

This theory comprise the operant learning theory with the intention of proposes that an individual engages in an explicit behavior for the reason that the behavior has been imposed by a specific conclusion (Drafke&Kossen, 1998). Constructive reinforcement such as being paid a financial additional benefit for performance is one method to augment the preferred behavior of people. In extermination, the subsequent form of reinforcement a response is undermined because it is no longer harmonizing with some optimistic reinforces. Unconstructive or negative reinforcement and punishment is two other forms of reinforcement. With respect to negative reinforcement, the probability that a person will fit into place in a meticulous behavior is greater than before because the behavior is followed by the elimination of something the person dislikes. For instance, the teacher will teach additional mathematics lessons to stay away from involvement in sports instruction. With respect to punishment the probability of a given behavior is decreased for the reason that it is followed by something that the individual dislikes (Wagner & Hollenbeck, 1998).

2.5.2.2. Equity theory

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

This equity theory examines the propensity for staff members to judge against the fairness of what the work requires them to do with what they take delivery of in swap over with their efforts. It also suggests that staff members judge against their have possession of job situation

with that of another person (Schermerhorn and others 1997). If they do not experience evenhandedness, people will obtain actions intended to bring them a state of equity flanked by what they place into their work and what they receive in return. According to this equity theory, the perception and not facts influence motivation (George, 1996).

2.5.2.3 Expectancy theory

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

Based on this presumption, motivation is strong-minded by individuals' beliefs in their own hard work, the consequential job performance, and in conclusion the outcomes or rewards and incentives offered for the job performance (George, 1996). The performance outcome procedure occurs yet again and again where real events make available additional information to hold up a person's belief, and viewpoint influence future motivation. There are three most important determinants of motivation with respect to this theory. The anticipation that attempt will result in performance. The staff will be motivated to work only to the degree that they anticipate high levels of attempt to be reflected in high levels of performance.

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

The three factors of motivation in expectancy theory (effort, performance and expectation) collectively establish the overall level of motivation. If one of these factors is zero, there will be no motivation (George, 1996). The notion of expectancy suggests a number of guiding principles to managers. Managers can optimistically influence the motivation of personnel members in the

subsequent ways (Callahan & Fleenor, 1988). Thus, Motivation is a function of the relationship between: effort expended and perceived level of performance, and the expectation that rewards will be related to performance.

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

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

Expectancy theory highlights the fact that in order to motivate the employees the managers should basically tie the rewards to performance. In other means, the employees need to be rewarded according to how they perform meaning to say that the better they perform the better the rewards should be. According to equity theory employees are motivated provide that the rewards given to them are very much equal to their inputs as far as possible. Whereas, operant conditioning emphasizes employees motivation to work is either as a result of positive reinforcement or as fear of punishment. Are motivated thus focusing on the process by which motivation occurs. In other words, it could also be said that these Generally, process theories are basically concerned with how the people think and behave to get what they want. To say, these theories do go to explain how the employees/people theories explain why the employees behave the way they do.

2.6. Relationship between School Climate and Teacher Motivation

Collie, Shapka, and Perry (2012) examined the relationship between teachers' motivation and the climate within their schools. They measured three variables to determine the type and level of relationship that exists between the three: teachers' sense of inspiration, teaching efficacy, and job satisfaction. Sampling 664 elementary and secondary school teachers, each participant completed an online questionnaire to measure teacher perceptions of their school climate and motivation. Of the factors reviewed, school climate had the most significant impact on teachers' perceptions of motivation and behavior. It was also named as a variable that meaningfully predicted one's teaching efficacy. Two other specific factors, workload stress and student behavior stress, were also highly noted as factors that determined one's sense of teaching efficacy (Collie, Shapka & Perry, 2012).

Imants and Zoelen (1995) studied teacher absenteeism and its effect on school climate and teacher self-efficacy. More specifically, they compared the school climates of schools with low absentee rates to schools with high absentee rates. The researchers collected samples from 66 teachers in 16 schools, eight of which had low teacher absenteeism and eight with high teacher absenteeism. The results of the test showed that three factors – collegial relations, leadership style, and directivity of the principal – were the most influencing reasons for teacher absences. Furthermore, schools with high absentee rates proved to have collegial relations and leadership style with a much more friendly and informal atmosphere compared to their counterparts. In comparison, schools with a low absenteeism rate typically had teachers who perceived their principal to have a more directive leadership style. Moreover, the researchers discovered that there was no significant difference in teacher self-efficacy in the categories of student-related tasks and school-related tasks (Imants & Zoelen, 1995). Thus, the frequency of teacher absenteeism can negatively impact school climate.

Bear, Yang, Pell, and Gaskins (2014) studied a sample of administrators, teachers, and support staff in 132 schools across all grade levels (elementary, middle and high schools) to study teachers' perceptions of school climate. Using the Delaware School Climate Survey-Teacher/Staff, the researchers used a multi-group confirmatory factor analysis studying seven

specific factors of school climate: teacher-student relations, student-student relations, teacher-home communication, respect for diversity, school safety, fairness of rules, and clarity of expectations. Researchers found evidence across all grade levels that showed a positive correlation with student academic achievement and a negative correlation to school suspensions and expulsions. Of the seven, the teacher-student relations factor correlated the highest to academic achievement and suspensions and expulsions. Therefore, schools where teachers and students have amicable relationships centered on respect have higher academic achievement and fewer behavioral issues compared to their counterparts. We can say that if there is a good relationship between teachers and students, the student academic performance will be improved.

2.7. Role of School Principals in Teachers Motivation

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

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

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

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

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

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents research design, sources of data, samples and sampling techniques, instruments and procedures of data collection, methods and procedures of data presentation, analysis, interpretation and ethical considerations.

3.1 Research Design

The main purpose of the study was to assess school climate and describe its impact on teachers' motivation in private primary schools of NLSC, Addis Ababa City Administration. . The design chosen for the study was descriptive survey design because of its appropriateness to collect current information. This design is concerned with condition or relationships that exist, opinions that are held, processes that are going on and effects that are evident (Kahn, 2004).

Sources of Data

The sources of primary data were teachers, vice principals and supervisors. Sources of secondary data were school documents and reports which include supervisor reports, schools annual and quarterly reports and Addis Ababa City Administration Education Bureau Annual Abstracts.

3.2. Samples and Sampling Techniques

The population of the study consisted of 155 teachers, 4 school principals, 12 vice principals and 4 supervisors of four private primary schools of NLSC, Addis Ababa City Administration . To determine the sample size of the study area, the researcher used Yamane's formula (1977) (cited in Israel, 1992), with 95 confidence levels. This formula is valid for survey researches which combine large population and enables to get manageable sample size.

= 100

Where n =sample size

N =total population

e =acceptable error in social science

Out of 155 primary school teachers in the four schools, 100 (64.52%) teacher respondents were selected proportionally from the four schools by employing stratified random sampling technique that involved stratifying groups of teachers based on their gender and departments.

Four primary school supervisors of the Sub-city were taken by availability sampling and all of the 16 school leaders (principals and vice principals) were included in the sample purposely. This is because they are so close to the issue of the study in that they are the official authorities as one of the main data sources. The sample and sampling technique of each group of respondent from the sample schools were displayed in Table 1 below.

Table -1 Sampling and Sampling Techniques of Respondents/Interviewees

Sample schools	Teachers			School leaders (Principals and vice principals)			Supervisor		
	Total population	Sample	%	Total population	Sample	%	Total population	Sample	%
South West	39	25	25.00	4	4	100	1	1	100
Neway Challenge	43	28	28.00	4	4	100	1	1	100
School of tomorrow	36	23	23.00	4	4	100	1	1	100
Omega	37	24	24.00	4	4	100	1	1	100
Total	155	100	100.00	16	16	100	4	4	100
Sampling techniques	Stratified random sampling			Availability sampling			Availability sampling		

3.3 Instruments and Procedures of Data Collection

The data from the teachers and vice principals were collected using questionnaire that consisted both close ended and open ended questions. In addition, interview was held with principals and supervisors and document analysis was employed for the study.

3.3.1 Questionnaire

Questionnaire was developed by the researcher to collect data from teachers, principals vice principals and supervisors about school climate and its impact on teacher motivation in private primary schools of NLSC, Addis Ababa City Administration. Kaul (1996) suggested that

questionnaire is widely used in educational research to obtain information about certain conditions and practices and to inquire into options and attitudes of individuals or groups.

Since all respondents were primary school teachers, school leaders and supervisors, the questionnaires which had generally two parts were prepared in English. The first part was used to get background information about respondents; the second part was the research related issues that has seven different parts to check if there is a guideline to improve school climate, schools leadership practices and teachers motivation, working conditions, teachers involvement and interest, teacher-student relation, school resource and challenge faced in enhancing teachers motivation.

In this study, survey items, and the items about the background information were reviewed for content and clarity by experts in the field. All accepted comments and feedbacks from the researcher's advisor included in the final version of the instruments

To ensure the reliability of the instrument the researcher take pilot test in DandiiBoru School which is not included in the sample of the study the researcher took this school because of 14 years' experience on the school. All of the survey questions designed for this study tested on teachers, principals and vice principals. The reliability of the questionnaire tested in DandiiBoru School by taking 25 (9 female and 16 male) teachers and 4 school principal and vice principal as a sample. Researcher prepares 55 items for pilot test and 4 items which had problem of clarity removed. After the pilot test, some corrections were made. The refine 51 items are proceeded to use as instrument for the final data collection. The reliability is computes by using SPSS (version 19). Internal reliability of an instrument is tested and checked by Cronbach's alpha statistical test. A Cronbach alpha higher than 0.7, the instrument was considered as reliable (Cronbach, 1990). The overall reliability level of the questioner instrument was 0.782.

3.3.2 Interview

Semi-structured interview was used to gather in-depth qualitative data from 4 principals and 4 supervisor of the schools. 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 could be adjusted to meet many diverse situations (MoE, 1999). The data through interview was collected by researcher.

3.3.3. Document Analysis

In order to examine the effect of school climate on teachers' motivation, the researcher reviewed documented information to seek data about the impacts, purposes, methods & challenges regarding school climate and its impact on teachers' motivation. Addis Ababa education bureau Annual Abstract 2008 and 2010 E.C, Schools' annual report and strategic plan of the schools were analyzed. The following points were found out.

- 1st - The schools strategic plan had plans to improve the physical school environment but the accomplishment was not satisfactory.
- 2nd the schools were planned to train all teachers and supportive staff but only 64.5% of the teachers were trained.

3.4 Methods and Procedures of Data Presentation, Analysis and Interpretation

After collecting all the necessary information, the researcher analyzed and interpreted the collected data. In doing so, each item of the quantitative data were coded and recorded in Tables in a way to respond the basic questions of the study. The analysis was made using the Statistical Package for Social Sciences (SPSS) Version 19 using descriptive statistics and cross tabulation. Descriptive statistics used were frequency counts, percentage and measures of central tendency (mean and median). They served to reduce, summarize, measure and provide descriptive information to describe the characteristics of quantitative data obtained from empirical findings.

Likert -type rating scales with the five indicators (strongly agree=5, agree = 4, undecided =3, disagree =2 strongly disagree =1) and the responses of the respondents were rated based on this scale. The interpretation of scales was done by quantifying values of variables numerically using mean interval scale. The interval scale is a scale of measurement of data according to which the differences between values can be quantified. In this research, mean values between 1.00-2.49 are interpreted as 'disagreement', mean values between 2.50--3.49 as 'undecided' and mean values between 3.50--5.00 as 'agreement'.

Moreover, the qualitative data gathered from school leaders, teachers, and supervisors through open ended questionnaire, interview and document analysis were presented qualitatively by reviewing the written notes during interview. The data collected was analyzed and interpreted by

triangulating with the information obtained through questionnaire and finally the results were summarized, discussed to come up with the conclusion and recommendations.

3.5 Ethical Considerations

A request was made from the fore primary schools to get permission to conduct the study. The researcher contacted every principal physically to explain the purpose of the study, the data collecting instruments and set time to deliver the instruments.

In this study, the researcher respected the rights of respondents and organizations as well as the ethical principles that have to be followed in conducting research to decide whether to participate in the study or not and then gave instructions to the selected teachers for completing the questionnaire.

In dealing with the respondents, the participants of the study were fully informed about the purpose of the study and permission was requested from the respondents prior to gathering information. The dignity, privacy and confidentiality were assured since these are the basic ethical aspect in any field research activities in order to get relevant and appropriate data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data collected from 4 School principals, 12 vice principals, 100 teachers and 4 Sub City education office supervisors. As mentioned earlier, the necessary data for this study were obtained through close and open ended questionnaire, interview and document review. Out of the distributed copies of the questionnaire, 5 teachers and 2 vice principals didn't fill the questionnaire correctly and as a result the improperly filled 7 copies of the questionnaire were discarded. The data collected from respondents through questionnaire were organized in tabular form and interpreted using mean value and percentage by using SPSS 19. Finally, the analysis was done based on the responses of the sample respondents to the questions and interview results as well as document review.

4.1 Characteristics of Participant of the Study

Demographic variables of the respondents were extracted by asking questions on gender, age, education level and work experience in years. The respondents' demographic information was summarized and presented in Table 2 below.

Table-2: Background Information of Participants of the Study

Demographic variable		Teachers		Principals		Vice principals		Supervisors		Total sum	
		F	%	F	%	F	%	F	%	F	%
Sex	M	50	52.63	4	100	8	80	3	75	65	75.22
	F	45	47.37	-	-	2	20	1	25	48	24.78
Age	<25	13	13.68	-	-	1	10	-	-	14	12.39
	26-35	57	60	2	50	6	60	1	25	66	58.41
	36-45	20	21.05	1	25	2	20	2	50	25	22.12
	≥ 46	5	5.26	1	25	1	10	1	25	8	7.08
Education level	Diploma	6	6.32	-	-	-	-	-	-	6	5.31
	Degree	84	88.42	2	50	8	80	3	75	97	85.84
	Masters	5	5.26	2	50	2	20	1	25	10	8.85
Work experience	1-5	38	40	-	-	2	20	-	-	40	35.40
	6-10	41	43.16	1	25	3	30	1	25	46	40.71
	11-15	12	12.63	2	50	3	30	1	25	18	15.93
	16-20	4	4.21	1	25	1	10	1	25	7	6.19
	≥ 21	-	-	-	-	1	10	1	25	2	1.77

From the data in Table 2 above, the total number of respondents including teachers, school principals, vice principals and supervisors were 113 of which 52.63% of them were males and 47.37% were females. In relation to the ages, most of the respondents 66 (58.41%) were of age between 26-35 years and very small number four of the respondents were aged below 25 years; 25(22.12%) of them were between 36-45 years and 8(7.08%) of them were above 45 years old. In terms of the educational level, most of the respondents 97 (85.84%) were bachelor's degree, 6

(5.31%) of the respondent diploma holders and the rest 10 (8.85%) were at Masters Level. Regarding the work experience, 40(35.40%) of the total respondents had 1-5 year service, 48 (24.6%) of them had 6- 10 years' experience, 18 (15.93%) had 11- 15 years' experience,7 (6.19%) had 16-20 years' experience and 2 (1.77%) of the respondent had above20 years' experience.

4.2 Policy and Guidelines to improve School Climate

The respondents in the sample schools were asked some questions about policies and guidelines to improve the climate of the school and to motivate teachers.

Table-3 policy and guidelines to create supportive school climate

No	Item	M easure	Rating scale					Mean	Media n	Level of agreement
			SDA	DA	UD	A	SA			
1	The policy and guidelines of the school helps to improve the school climate	V	6	6	21	56	16	3.67	4	Agree
		%	5.71	5.71	20.00	53.33	15.24			
2	Existing policy and guidelines help to involve all stakeholders to improve school climate	V	6	11	34	37	17	3.46	4	Agree
		%	5.71	10.48	32.38	35.24	16.19			
3	The existing policy help to involves teachers in setting guidelines to improving school climate	V	5	8	52	29	11	3.31	3	Undecided
		F	4.76	7.62	49.52	27.61	10.48			
4	The strategy followed to set policy and guidelines positively impacted teacher motivation	V	6	21	51	16	11	3.05	3	undecided
		F	5.71	20.00	48.57	15.24	10.48			
5	Teachers have the necessary awareness about the school policy and guidelines to improve school climate	V	9	31	26	24	15	3.05	3	undecided
		F	8.57	29.52	24.76	22.86	14.29			

4.3. Policy and Guidelines to improve School Climate

From Table 3 above, respondents were asked about the policy and guidelines to improve school climate. 12(11.41%) of the respondent did not agree, 21 (20%) of respondent are not sure whether the policy and guidelines helps to improve school climate or not. But 72(68.57%) of the respondent were agreed that the policy and guidelines helps to improve school climate. moreover the mean value for this data was 3.46 and the median is 4 so that the level of agreement is agree.

Regarding stockholders involvement on setting policy and guidelines to improve school climate, 6 (5.71%) of the respondent strongly disagree, 11(10.48%) of the respondent disagree, 34 (32.38%) of the respondent did not sure whether all the stakeholders involve or not to improve school climate, 37(35.24%) agree and 17(16.19%) of the respondent strongly agree that about the stakeholders involvement. A particular question was asked respondents on teacher involvement on setting policy and guidelines to improve school climate. On this regard 52 (49.52%) of the respondents were not sure whether teacher were involved or not. Participant of this study were also asked whether teaches have the necessary awareness on the school policy and guidelines or not 40(38.09%) of the respondent did not agree, 39 respondents were agreed but 26(25.71) respondent undecided. the mean value for this data is 3.05 implies that most of the respondent undecided about teachers involvement.

During the interview session one of the supervisor said that *“policy and guidelines that help to improve school climate were usually developed by government experts and higher officials of the education bureau. However, the main problem in schools is the implementation aspect. Most of the leaders don’t use the existing policies and guidelines to create supportive school climate that also motivate teachers.”*(May 25/2020). This clearly shows that what matters is not only the presence of policy and guidelines to make school environment conducive but also careful implementation that affects teacher day-to-day activities.

4.4 School leadership practices on teacher motivation

The following table summarizes data gathered from teacher on actual school leadership practices related to teachers motivation.

Table -4 School leadership practices on teacher motivation

No	Item	Measure	Rating scale					Mean	Median	Level of agreement
			SDA	DA	UD	A	SA			
1	Depending on situation, our school leaders apply different leadership style to meet teachers' need	V	5	11	19	54	16	3.62	4	Agree
		%	4.76	10.48	18.10	51.43	15.24			
2	The school leadership is fair in the treatment of all the staff members	V	7	10	21	41	26	3.66	4	Agree
		%	6.67	9.52	20.00	39.05	24.76			
3	The leadership styles in the school are open, trusted and committed to their work	V	6	11	31	46	11	2.86	3	Undecided
		%	5.71	10.48	29.52	45.71	10.48			
4	School leaders encourage team work and participation in various activities	V	5	7	46	36	11	3.39	3	Undecided
		%	4.76	6.67	45.71	34.29	10.48			
5	The opportunity school leaders made for teachers to get incentives, rewards and trainings	V	7	11	15	41	31	3.74	4	Agree
		%	6.67	10.48	14.29	39.05	29.52			
6	The extent vice principals follow teaching learning process, evaluation and giving feedback to teachers	V	9	13	26	36	21	3.42	4	Agree
		%	8.57	12.38	24.76	34.29	20.00			
7	The leadership supports teachers professional development	V	6	9	21	51	18	3.63	4	Agree
		F	5.71	8.57	20.00	48.57	17.14			
8	The leadership gives freedom for discussion on problems and issue that concern teachers	V	11	15	20	42	17	3.37	3	Undecided
		F	10.48	14.29	19.05	40.00	16.19			
9	The school leadership makes immediate decision on issue that concern teachers	V	9	13	26	36	21	3.45	4	Agree
		F	8.57	12.38	24.76	34.29	20.00			

From the above table 4, respondents were asked about whether school leaders apply different style of leadership depending on the situation to meets teachers need .therefore 16 (15.24%) of

respondents did not agree, 19(18.1%) of respondent are not sure or undecided whether leaders use different style of leadership. But most of the respondent 70(66.67%) of the respondent confirmed that the leaders use different style of leadership in order to meet teacher need. Moreover the mean value of this data is 3.62 implies that the level of respondents agreement was agreed.

On the above table 4 respondents were also asked about fairness to all the staff members 67(63.81%) respondents were confirmed that leaders in the schools are fair to all the staff members 17 (16.19%) of the respondent did not agree about the fairness of leaders but 21 (20%) of the respondent were not sure about the fairness of leaders to all staff members. Moreover the mean value for this data is 3.66 its median is 4 implies that the level of agreement is agree.

On the above table 4 respondents were also asked about whether leaders encourage team work and participation on various activity 46 (43.81%) respondents agreed and 47(44.76%) respondent undecided about leaders encourage team work and 12(11.43%)of respondents confirmed that leaders didn't encourage team work. Moreover the mean value for this data is 3.39 implies that the level of agreement was undecided.

The above table also showed the response of the respondent about checking the extent to which school leaders facilitate incentive, reward or training on this regard 18(17.16 %) of the respondent were disagree, 15 (14.29 %) of the respondent undecided and 72 (68.57 %) of the respondent were confirmed that leaders of the school facilitates incentive , rewards or trainings for the teacher. More over the mean value of the data is 3.74 that shows the level of agreement was agree.

The above table 4, also showed the response of the respondent about the vice principals whether they follow the teaching learning process in the school and giving feedback to the teachers. On this regard 22 (20.95 %) of the respondent were disagreed, 26 (24.76 %) of the respondent were not sure whether the vice principal strictly follow teaching and learning process or not and 57 (54.29 %) of the respondent were agreed about the principals work that follow the teaching and learning process and giving feedback for the teachers. Moreover the mean value of the data is 3.42 and the median is 4 implies that the level of agreement for this question is agree.

The above table 4 also showed the respondent response on whether the leadership in the school supports teacher professional development or not. On this regard 15 (14.28%) of the respondent did not agree, 21 (20%) of the respondent were undecided for the question but 69 (65.71%) of the respondent were agreed that the leadership in the school provide teacher professional development. Moreover, the mean of the data is 3.63 and the median is 4 implies that its level of agreement for this question is agree.

Whether the leadership in the school gives freedom for the discussion whenever problems happened related to teachers thus, 11(10.48%) of the respondent strongly disagree, 15(14.29%) of the respondent disagree, 20(19.05%) of the respondent undecided, 42(40%) of the respondent agreed and 17(16.19%) of the respondent were strongly agreed. Moreover, the mean value of the data is 3.37 and its median is 3 implies that the level of agreement for this question was found in a moderate level or undecided.

Finally respondents were asked about the leadership making an immediate decision when problems happened related to teachers. On this regard, 22(20.95%) of the respondent were disagree, 26(24.76%) of the respondent undecided and 57 (54.59%) of the respondent confirmed that the leadership in the school making an immediate decision whenever problems happen related to teachers. Moreover, the mean of the data is 3.45 and its median is 4 implies that the level of agreement was found in agree.

4.5 The working conditions

As reviewed in chapter two of this study, working conditions play a very important role in either motivating or demotivating teachers. The following table shows what the actual working conditions look like in the schools under study.

Table-5 Teacher response on the working condition of their schools as related to their motivation

No	Item	Measure	Rating scale					Mean	Median	Level of agreement
			SDA	DA	UD	A	SA			
1	The school climate enhances team work and sharing of knowledge	V	11	8	38	35	12	3.25	3	Undecided
		%	10.48	7.62	36.19	33.33	11.43			
2	There is well defined structure for smooth functioning of the schools	V	7	11	46	23	17	3.28	3	Undecided
		%	6.67	10.48	43.81	21.91	16.19			
3	The school follows well defined school curriculum	V	6	26	31	26	16	3.19	3	Undecided
		%	5.71	24.76	29.52	24.76	15.24			
4	There is good communication channel between teachers, parents and school community	V	11	11	31	36	16	3.33	3	Undecided
		%	10.48	10.48	29.52	34.29	15.24			
5	Diversity between teachers, administrators and staff get the necessary respect in the school society.	V	6	11	30	45	12	3.41	4	Agree
		%	5.71	10.48	28.57	42.86	11.43			
6	There is good work relationship b/n the school and supervisors and education office of the sub city	V	7	13	22	44	19	3.52	4	Agree
		%	6.67	12.38	20.95	41.91	18.10			
7	There is good work relationship among teaching & admin staff	V	9	18	26	31	21	3.35	3	Undecided
		%	8.57	17.54	24.76	29.52	20.00			
8	School supervision is in place to help teachers professional development which concern teachers	V	6	21	31	26	21	33.33	3	Undecided
		%	5.71	20.00	29.52	24.76	20.00			
9	Students' behavior encourages teacher day-today activities to work more.	V	-	21	31	36	16	3.42	4	Agree
		%	0	20.00	29.52	34.29	15.24			

The above table-5 showed the response of the respondent about the working conditions in the school that enhance sharing of knowledge and initiate team spirit among teachers. On this regard 19(18.10%) of the respondent were disagree 38 (36.19%) of the respondent undecided and

47(44.78%) of the respondent were agreed that the working condition of the school enhance sharing knowledge and initiates team sprint among teachers. The mean value of the data is 3.25 and its median is 3 implies that the level of agreement for this data was undecided.

The above table -5 also showed the response of the respondent on the existence of well-defined structure to lead teaching learning and administrative issue. On this regard 18(17.35%) of the respondent did not agree about well-defined structure of the school, 46(43.80%) of the respondent undecided about the issue and 40(38.10%) of the respondent confirmed that the school has well-defined structure that leads both teaching learning and administrative issue. Moreover, the mean of the data is 3.28 implies that the level of agreement is found undecided.

The above table -5 also showed the response of respondent to check the existence of good communication channel among parent, teachers and the school principals. Thus, 22(20.90%) of the respondent did not agree about the existence of good communication channel, 31(29.52%) of the respondent undecided and 52(49.53%) of the respondent confirmed that the existence of good communication channel. Moreover the mean value of the data is 3.33 implies that the level of agreement is found in a moderate level or undecided.

Respondents by the same table also identify the existence of good work relationship between the school and sub-city education bureau. On this regard 20(19.05%) of the respondent did not agree, 22(20.95%) of the respondent undecided and 63(60.10%) of the respondents were agreed on the existence of good relationship between the school and the sub city.

The above table-5 also showed the response of the respondents to check whether supervision made by the school helps the teacher professional development or not. Therefore 27(25.71%) of the respondent did not agree, 31(29.52%) of the respondent undecided and 47(44.76%) of the respondent confirmed that the supervision made by the school helps for teachers professional development.

At last the above table-5 showed the response of the respondent on whether the students' good behavior encourages teacher day to day activities to work more or not. On this regard 21(20%) of the respondent did not agree, 31 (29.52%) of the respondent undecided and 52(49.53%) of the respondent were agreed that students good behavior encourages teachers to work more. In

addition, the mean value of the data is 3.42 and its median is 4. Which implies that most of the respondent agreed that good behavior of the student encourages teachers to do more?

4.6 Teacher –student relationship

Table 6. Teacher- student relationship

No	Item	Measure	Rating scale					Mean	Median	Level of agreement
			SDA	DA	UD	A	SA			
1	Teachers have good teaching-learning relationship with their students	V	11	10	22	51	11	3.40	4	Agree
		%	10.48	9.52	20.95	48.57	10.48			
2	Teachers help and support students based on their needs.	V	6	6	50	32	11	3.34	3	Undecided
		%	5.71	5.71	47.62	30.48	10.48			
3	The extent to which teachers share knowledge and work collaboratively towards success and achievement of students	V	1	3	32	50	16	3.65	4	Agree
		F	0.95	2.86	30.48	47.62	15.24			
4	Teachers and students work collaboratively on solving conflicts and problems.	V	4	5	21	56	19	3.77	4	Agree
		F	3.51	4.76	20.00	53.33	18.10			
5	Teachers work hard to make their classes interesting for their students	V	7	11	25	41	21	3.55	4	Agree
		F	6.67	10.48	23.81	39.05	20.00			

On the above table -6 the response of respondents on the existence of good relationship between teacher and students showed that,21 (20%) of the respondent did not agree, 22 (20.95%) of the respondent undecided and 62(59.05%) of the respondent confirmed the existence of good relationship between teacher and student . in addition to this the mean value of the data is 3.40 and its median is 4.Implies that teacher- student relation in the school found in a very good condition.

The above table-6 also showed the respondents response on whether teachers provide support based on students' need or not. On this regard 12(11.42%) of the respondent did not agree , 50(47.62%) of the respondent are not sure whether teachers provide support based on students' need or not. And 43 (40.96%) of the respondent confirmed that teachers provide support based on students' need.

The above table-6 also showed the respondents response on the existence of collaborative work between teachers and students in order to resolve whenever conflict happened in the school. On this regard 9(8.27%) of the respondent did not agree, 21(20%) of the respondent undecided and 75 (71.43%) of the respondent agreed that there is a collaborative work between teachers and students in order to solve conflicts whenever happened in the school. The mean of the data 3.55 also confirms most of the respondents agreed.

Finally respondents were also asked about their hard work to make their class attractive and interesting.so, 18(17.15%) of the respondent did not agree, 25(23.81%) of the respondent undecided and 62(59.05%) of the respondent were agreed that teachers working hard in the school to make the class interesting and attractive.

4.7 Physical Environment as School Climate Factor

Table 7: Physical Environment as School Climate Factor

No	Item	Measure	Rating scale					Mean	Median	Level of agreement
			SDA	DA	UD	A	SA			
1	The school building, class rooms, the ground and the toilet are clean and suitable for teaching learning	V	13	17	33	25	17	3.15	3	Undecided
		%	12.38	16.19	31.43	22.86	16.19			
2	Your school is free from external disturbances	V	10	15	30	26	24	3.37	3	Undecided
		5	9.52	14.29	28.57	24.76	22.86			
3	Class size and students teacher ratio are conducive to learning	V	26	15	29	27	18	3.25	3	Undecided
		%	24.76	14.28	27.62	25.71	17.14			
4	Library, IT room and media centers are accessible to every one	V	12	22	32	18	21	3.13	3	Undecided
		%	11.43	20.95	30.48	17.14	20.00			
5	Class rooms and school compound are visible and inviting	V	14	30	26	22	13	2.91	3	Undecided
		%	13.33	28.57	24.76	20.95	12.38			

As can be seen in Table 7 above, the ratings of the total respondents about physical environment as a climatic factor that affect teacher motivation were tabulated. For item 1 of Table 8; whether the building, class rooms, the ground and the toilet are clean and well maintained, 30(28.59.2%) of the respondents rated this aspect as disagree whereas 33(31.43%) said the cleanliness and maintenance were undecided and the rest 42(39.05%) of the respondent were agreed. The mean value of the respondents for this item was 3.15 and the median was 3. From the values of

percentages, mean and median of the data, it is possible to conclude that the cleanliness and maintenance level of the building, class rooms, the ground and the toilet were medium.

From the values in item 2 of Table 7, it could be seen that only 25(23.81%) respondents said the extent to which school environment is free from external disturbances and noises is low; 50(47.62%) respondents rated high in regard to which school environment is free from external disturbances and noises and 30 (28.57.3%) argued it as undecided. the mean value of the respondents, it was 3.37 and the median of the values was 3. So we can say it is medium.

For item 3 of Table 7, 41(49.04%) of the respondents said that the class size and student teacher ratio were not as such conducive to learning but 45(43.5%) of the respondents rated agree and 29(27.62%) responded that it was undecided. The mean value of the responses to this item was 3.25 and the median of the values was 3. The total average to the class size and student teacher ratio being conducive to learning was found medium.

Item 4 of Table 7 was about the accessibility of the library, IT room and media center to everyone. For this item, 34(31.38%) of the respondents said these centers were not easily accessible by everyone. But 39(37.14%) rated agree and 32 (30.48%) of responses were at undecided level. The mean value of the respondents for this item was 3.13 and the median of the values was 3. From the values summarized as in the Table, the percentage, the mean and median or undecided values, the accessibility level of the library, IT room and media center by everyone was medium.

4.8 Challenges faced in enhancing teacher motivation

Table 8 challenges faced in enhancing teacher motivation

N 0	Item	Measure	Rating scale					Mean	Median	Level of agreement
			SDA	DA	UD	A	SA			
1	Lack of communication between school leadership and the school owners	V	13	6	16	61	9	3.45	4	Agree
		%	12.38	5.71	15.24	58.10	8.57			
2	Lack of communication between teachers and school owners	V	8	9	51	26	11	3.22	3	Undecided
		%	7.62	8.57	48.57	24.76	10.48			
3	Lack of team spirit between the teachers and the leadership	V	10	15	40	33	7	3.11	3	Undecided
		%	9.52	14.29	38.10	31.43	6.67			
4	Teachers' dissatisfaction with incentives the school provides	V	7	18	35	37	8	3.2	3	Undecided
		%	6.67	17.14	33.33	35.24	7.62			
5	Mismanagement of resources including time	V	6	11	26	51	11	3.48	4	Agree
		%	5.71	10.48	24.76	48.57	10.48			
6	Lack of on job training for updating and upgrading teachers	V	8	21	31	34	11	3.18	3	Undecided
		%	7.62	20.00	29.52	32.38	10.48			
7	Students misbehavior	V	10	10	25	40	20	3.10	3	Undecided
		%	9.52	9.52	23.81	38.10	19.05			
8	More value is given to students' view than teachers view in teaching learning processes.	V	8	10	15	52	15	3.39	3	Undecided
		%	7.62	9.52	14.29	49.52	14.29			
9	Giving more value to money collection at the expense of quality education by the owners/leadership	V	12	10	14	29	40	3.71	4	Agree
		%	11.43	9.52	13.33	27.62	38.10			

On the above table 8, respondents were asked about the level of communication between school leaders and school owners. On this regard, 19(18.1%) of the respondent did not agree, 16(15.23%) undecided and 70(66.67%) of the respondent confirmed that there is a lack of communication between school leaders and school owners. The mean value of the data for this question is 3.45 and its median is 4 implies that the level of agreement is agree.

On the other hand respondents were also asked the level of communication between teachers and school owners on this regard 17(16.49%) of the respondent did not agree, but 37(35.24%) of the respondent agreed that the existence of problems on communication between teachers and school owners

On the above table 8, respondents showed their response about teacher dissatisfaction with incentives in the school on this regard, 25(23.81%) of the respondent confirmed that they were satisfied by the incentive provided by the school but 45(42.84%) of the respondent confirmed that teachers were dissatisfied by the incentive provide by the school and 35 (33.33%) undecided.

The above table 8, also showed the response of the respondent about on job training for updating teachers. on this regard 29 (27.62%) of the respondent did not agree ,but 45(43.68%) of the respondent were agreed that there exists a problem on giving on job training for teachers the mean value of the data is 3.18 implies that the level of agreement is found in a moderate level.

On the other hand respondents were also asked about the value given for teachers and students by the school therefore 18(17.15%) of the respondent disagree about the question more value given to students than teacher but 67(65.61%) of the respondent confirmed that the school system gives more attention for students than teachers.

Finally respondents showed their response on whether the school owners focus on collecting money than providing quality education or not. On this regard majority of the respondent 69(65.72%) confirmed that school owners give more attention on collecting money than providing quality education

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings

The general objective of this study was to assess school climate and investigate its impact on teacher motivation in four selected NLSC private primary schools of Addis Ababa City Administration. To examine the issue, the researcher attempted to answer the following basic questions.

- What does the school climate look like?
- Are teachers motivated to teach in the schools under investigation?
- How is school climate related to motivation of teachers?

In order to deal with these basic questions, the information was extracted from the respondents through questionnaire and interview. The data was analyzed and came up with the following basic findings.

5.1.1. The policies and guidelines to improve school climate and to motivate teachers

The general education quality improvement package (GEQIP) of MOE and exist in addition to the school manual but awareness was not created for stake holders to work actively. The majority of respondents confirmed that stake holders were not involved in producing the manual, policy and guide lines.

5.1.2 School leadership practices on teacher motivation

- 70(66.67%) of the respondent confirmed that the leaders use different style of leadership in order to meet teacher need.
- 67(59.05%) of the respondents confirmed that leaders in the schools are fair to all the staff members which in turn encourage teachers.
- 72 (68.57 %) of the respondent confirmed that leaders of the school facilitates incentive, rewards or trainings for the teacher.

- 57 (54.29 %) of the respondent agreed that follow ups of the teaching and learning process and giving feedback for the teachers were encouraging.
- 69(65.71%) of the respondents agreed that the leadership in the school provided opportunities for teacher professional development.
- **Views of Teachers on School Leadership**

The quality of school leaders to create conducive social environment, to encouraging team work and participation in various activities and the extent of follow up, evaluation and feedback was not satisfactory. Data obtained from open ended question indicated that school leaders of the private schools were doing their job more of under the shade of the owners. The documentation in the Sub City education office and interviews with supervisors revealed that series of trainings were given to school leaders to increase the capability of their leadership performance.

5.1.4 The Major School Climate Factors Affecting Teacher Motivation

a. Teacher –student relationship

The cooperation and active communication among teachers, parents and school community as well as the approach of school leaders with them were limited and the extent that school society respect for diversity was moderate. During the interview, the school principals argued that traditional rituals and celebrations were held on holidays and special events like welcoming and farewell programs, the nations and nationalities day and the Flag Day celebrations used to be held regularly.

b. work environment

The schools didn't provide facilities (like furniture, internet, DSTV, sport fields, bath room and recreation areas) and materials as expected (like soap, tissue paper and bags). The fairness on the implementation of the school rules and regulations has some problems. And the teacher participation in decision of school plan was not satisfactory and trust they got from the school leaders and students were moderate. The schools values diversity and was welcoming to all cultures.

c. Physical Environment

The physical environment of the schools is free from external disturbances and noises. The class size and student teacher ratio, the cleanliness and maintenance level of the building, class rooms, toilet and the ground were all medium. During interview, the school principals explained that the schools allocated budget to make the compound and class rooms attractive and colorful that plays its own role in encouraging teachers for their work.

5.1.5 Challenges Faced in Establishing a Better School Climate

The school principals' interview responses revealed that giving complete freedom to teachers was difficult in that some teachers lack professional behavior and the supervisors noted that the challenge in this respect was that some teachers carelessly leave the class as they need and some principals were poor in follow up of such unprofessional behaviors. The most important source of internal motivation as agreed by teachers was students' achievement prior to the other internal factors. The respondents admitted that teachers had limited participation on school leadership due to unfair treatment by principals and lack of regular support from supervisors. But the school principals and supervisors during interview said that most of the teachers had limited involvement on leadership due to their lack of interest or cooperativeness. Some teachers need financial motivation to carry on additional responsibilities. Of the teachers related challenges, lack of punctuality and absence from the work place were commonly observed problems on teachers that highly affect the teaching learning process in the class. While interviewing, supervisor and principals explained that these two problems led to unprofessional behaviors like lack of preparation and affects the culture of the teaching learning environment.

5.2 Conclusions

The skills and values that education creates will enhance social and economic transformation of a society as well as a country. To achieve such a great mission of a society and the intended goals of school activities, highly motivated teacher takes the lion's share being the prime facilitator of education so that providing conducive working climate in schools is mandatory. This has to be a priority because teaching in the classroom needs devotion of human elements (psychological, mental, physical, emotional and attitudinal readiness). The study showed that improving school

climate has an impact on teacher motivation which could increase students' achievement and accomplishment of educational goals.

In relation to this, stakeholders were not involved in producing policy and guidelines of the school. Awareness was not created to teachers and they got problems on the applicability as well. Thus School leaders support new staff by giving orientation of their work and in participation of various activities. But the leaders did not work well in creating conducive working environment and in promoting effective teachers development through opportunities such as trainings, team activities, workshop, rewards and incentives.

Teachers were not satisfied with working conditions of the school that aroused from dimensions of school climate which hindered teacher motivation. The teachers were not supported with trainings to conduct action research though which they can demonstrate skills and knowledge to engage and motivate students to participate in learning. In addition to that, teachers lack self-initiation to take part in improving school climate and in planning school activities. They didn't involve in conflict resolution and didn't create opportunities for students to participate in leadership and decision making roles. The challenges faced to establish a better school climate were school leaders, teachers and community related. The treatment given by school leaders lack fairness. Supervisors didn't provide regular support. Insignificant family and school relations, low parent attention towards their students and poor attitude of the community toward teachers and teaching profession, were the factors that de motivation teachers and became challenges to establish a better school climate.

The school leaders should give attention in creating a conducive school climate that could motivate teachers. The same way, different actions should be taken to make teachers satisfied and be cooperative. Finally, School leaders should prepare trainings to let teachers conduct action research.

5.3 Recommendations

Based on the finding of the study and the conclusions derived from it, the following possible suggestions are forwarded in order to improve the different aspects of school climate that possibly affects the motivation of teachers in the primary schools of NLSC, Addis Ababa City Administration. The possible recommendations are:

- **For Policy Makers**

The study under the involvement of stakeholders in the process of developing policy, showed that, 23 (33.3%) were moderate level. The mean value of the respondents was 2.49 and the median of the values was 2 which is low. The percentage values also showed that stakeholders involvement were low. Therefore Policy makers should give attention and make it participatory for the involvement of stake holders in producing policy and guidelines that are used to improve school climate as well as to motivate teachers.

b. For the school Leaders and Supervisors

- School leaders and supervisors should have to work hard to reduce leadership related problems and develop high level of teachers motivation which could be achieved by improving work related factors such as teacher recognition, rewards and promotion policies, transparency, fairness, support, good relationship, freedom and participation on different school activities.
- School leaders and supervisors should work cooperatively with stakeholders and supportive organizations in order to keep the welfare of teachers that could enhance students' learning and conducive school environment.
- The school leaders should support teacher successive and planned supervisions and give continuous feedbacks. In addition, they need to create a better opportunity for team works and peer evaluation in a manner that build values to one another.
- The school leaders should give appreciations and letters of recognitions for better jobs in a way that it creates positive competition between teachers which can promote students learning. They have to promote an accepted reward system by teachers with a committee on which the teachers trust.
- Supervisors and school leaders are recommended to organize continuous short term capacity building trainings that can create professional developments and make teachers able to conduct action researches which solve school related problems.

- The school should prepare clear, applicable and acceptable rule, regulation and guidelines of the school with the involvement of selected teachers to treat every individual equally and create smooth relationship with teachers.
- School leaders should focus to work closely with prominent teachers to devise strategies to help passive and low achieving students rather than focusing on top ones. For one thing, the students learning would be improved and on the other hand it can establish the teacher leader interaction with greater trust.

Finally school leaders and supervisors are highly recommended by the researcher to be aware of handling leader related factors like lack of openness, cooperation, encouragement, commitment, delegation, team spirit, coordination in solving students discipline problem, on the teacher performance evaluation, teachers promotion, selection of teachers for training and collaborative decision making. The principals should be alert and have to be capable to properly solve problems raised by teachers.

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Appendices
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
PROGRAM: MA IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

QUESTIONNAIRES TO BE FILLED BY TEACHERS

Dear Respondents:

My name is Mulumebet Kebede I am a post graduate student at Addis Ababa University in the Department of Educational Planning and Management so I am doing my research. This research aims to provide information about “The impact of School climate on teachers Motivation on private primary Schools of NLSC.” Your school is in my sample and I am asking you to participate in the research as your opinion matters. The success of this study depends upon your honest and genuine response to each question. You are requested to be as honest as possible when answering this questionnaire. Your participation is strictly voluntary and you may refuse at anytime.

The questions are answered for research purpose only. Your responses will be highly respected and confidential.

Thank you for your time. The data collected might provide useful information about the impact of school climate on teachers motivation.

Do not include your name.

Thank you.

Name of the school

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

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

- Give only one answer for one question.

1. Gender Male Female

2. Age 21 – 29 30 – 39 40 – 49 > 50

3. General teaching experience.

1--5 6-10 11 – 15 16-20 21 & above

4. Your educational qualification: Dip BA/BS MA/ MS Other

5. Field of your specialization _____

6. Your teaching load per week _____

5- 1- 5 10 – 15 16 – 20 21– 25 26 – 30

7. Your current responsibilities at school _____

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

Where; 1=strongly disagree (SD); 2=disagree (D) 3=Undecided (UD); 4=agree (A); and 5=Strongly (SA)

• **Policy and Guidelines to motivate teachers and improve the school climates.**

No	Statement	Scale				
		1	2	3	4	5
•	The policy and guidelines of the school helps to improve the school climate					
•	Existing policy and guidelines help to involve all stakeholders to improve school climate					
•	The existing policy help to involves teachers in setting guidelines to improving school climate					
•	The strategy followed to set policy and guidelines positively impacted teacher motivation					
•	Teachers have the necessary awareness about the school policy and guidelines to improve school climate					

• **School Leadership practices to teachers motivation**

The following items deal with school leadership practices that have impacts on teachers' motivation. Please rate each using the following scales to show your agreement/disagreement with given statements about your school.

Where; 1=strongly disagree (SD); 2=disagree (D) 3=Undecided (UD); 4=agree (H); and 5=Strongly (SA)

No	Statement	Scales				
		1	2	3	4	5
•	Depending on situation, our school leaders apply different leadership style to meet teachers' need					
•	The school leadership is fair in the treatment of all the staff members					
•	The leadership styles in the school are open, trusted and committed to their work					
•	School leaders encourage team work and participation in various activities					
•	The opportunity school leaders made for teachers to get incentives, rewards and trainings					
•	The extent vice principals follow teaching learning process, evaluation and giving feedback to teachers					
•	The leadership supports teachers professional development					
•	The leadership gives freedom for discussion on problems and issue that concern teachers					
•	The school leadership makes immediate decision on issue that concern teachers					

III. Working Conditions

It is obvious that the working conditions affect teachers' motivation in different ways. These working conditions include several issues of which some are listed below. Please show your agreement/disagreement to each of the statements in the table using the scale given below. (1=strongly disagree; 2=disagree, 3=undecided; 4=agree; 5=strongly agree).

No	Statement	Scale				
		1	2	3	4	5
•	The school climate enhances team work and sharing of knowledge					
•	There is well defined structure for smooth functioning of the schools					
•	The school follows well defined school curriculum					
•	There is good communication channel between teachers, parents and school community					
•	Diversity between teachers, administrators and staff get the necessary respect in the school society.					
•	There is good work relationship b/n the school and supervisors and education office of the sub city					
•	There is good work relationship among teaching & admin staff					
•	School supervision is in place to help teachers professional development which concern teachers					
•	Students' behavior encourages teacher day-today activities to work more.					

IV. Teacher-student relationships

The following items deal with teacher-student relationships as important element in creating good school climate. Please show agreement or disagreement to each of the given statement using the scale indicated below. (1=strongly disagree; 2=disagree, 3=undecided; 4=agree; 5=strongly agree)

No	Statement	Scales				
		1	2	3	4	5
•	Teachers have good teaching-learning relationship with their students					
•	Teachers help and support students based on their needs.					
•	The extent to which teachers share knowledge and work collaboratively towards success and achievement of students					
•	Teachers and students work collaboratively on solving conflicts and problems.					
•	Teachers work hard to make their classes interesting for their students					

V. Physical Environment as School Climate Factor

No	Statement	Scales				
		1	2	3	4	5
1	The school building, class rooms, the ground and the toilet are clean and suitable for teaching learning					
2.	Your school is free from external disturbances					
3.	Class size and students teacher ratio are conducive to learning					
4.	Library, IT room and media centers are accessible to every one					
5.	Class rooms and school compound are visible and inviting					

VI. Challenges faced in enhancing teachers motivation

The following items deal with challenges that might be faced in creating good school climate. Please rate the extent of the challenge in your school using the scale indicated below. (1=not serious; 2=normal, 3=serious)

No	Statement	Scales				
		1	2	3	4	5
•	Lack of communication between school leadership and the school owners					
•	Lack of communication between teachers and school owners					
•	Lack of team spirit between the teachers and the leadership					
•	Teachers' dissatisfaction with incentives the school provides					
•	Mismanagement of resources including time					
•	Lack of on job training for updating and upgrading teachers					
•	Students misbehavior					
•	More value is given to students' view than teachers view in teaching learning processes.					
•	Giving more value to money collection at the expense of quality education by the owners/leadership					

- Please can you explain any other challenge/factors that actually discourage you most in your school? What do you suggest to mitigate challenges encountered in raising teachers' motivation in your school?

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
Interview guidelines for private primary school (Principals, directors , supervisors and leaders)

PART I: Personal information.

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

Part II. Interview Questions

- How can you explain the motivation level of teacher in your school?
- What do you think school leaders in your school should do to motivate teachers?
- What can you say about student’s interaction with teachers, their behavior and achievement in your school?
- Do you think the above factors can affect teachers’ motivation in your school?
- DO you think your school climate has an effect on teachers’ motivation?
- What should be done to motivate teachers in your school climate?
- What are the major problems you are facing to motivate teachers and improve your school climate?
- To what extent skill, knowledge, creativity and team work encouraged in your school?
- What are the best strategies to improve your school climate so as to motivate teachers?

Declaration

This is to certify that this research titled “School Climate and its Impact on Teachers’ Motivation in private primary schools in Nifas Silk –Lafto Sub – City, Addis Ababa city Administration” is an original research. Its content was not submitted as a whole or in parts for the requirement of any other degree. To the best of my knowledge, the thesis does not contain any material published or written previously by another author, except where due references were made to the source in the text of the thesis.

And all resources used for the purpose, have been duly acknowledged at the appropriate places

Name: Mulumebet Kebede

Signature -----

Date of Submission: October, 2020 (____/____/2020)

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

Name: _____

Signature: _____

Date: ____ / ____ / 2020