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**THE PRACTICE AND CHALLENGES OF MOTIVATING
TEACHERS BY THE PRINCIPALS OF SECONDARY SCHOOLS
OF KIRKOS SUB CITY**

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**The Practice and Challenges of Motivating Teachers by the
Principals of Secondary Schools of Kirkos Sub City**

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Fulfillment of the Requirements for the Degree of Master of Arts in
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This is to certify that the thesis prepared by, Masresha Mulugeta WeldeRufael entitled: The Practice and challenges of Motivating Teachers' by the principals of Secondary Schools of Kirkos Sub City and submitted in partial fulfillment of the requirements for a Degree of Master of Arts (School leadership) complies with the regulations of the university and meets to accepted standards with respect to originality and quality.

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ABBREVIATIONS AND ACRONYMS

COLT	Culture of Learning and Teaching
MARRA	Monitoring, Assessment, Reporting, Recording and Accountability.
MGT	Management Team.
PTSA	Parent Teacher Student Association.

ABSTRACT

The main objective of this study was to explore the practice and challenges of motivating teachers by principals in secondary schools of in Kirkos sub city. To accomplish this purpose, the study employed a descriptive survey design. The study was carried out in four secondary schools of Kirkos sub city. A total of 156 individuals have participated in the study. Among them 100 teachers were included as a sample selected through simple random sampling technique, especially lottery method. Additionally, 56 general secondary school management team members were included through available sampling technique. Questionnaire and interviews were the main instruments of data collection. The study employed a five-point likert type questionnaire. Principal's practices of motivating teachers were identified as the independent variables and the level of motivation and satisfaction of teachers treated as the dependent variable. The questionnaires on communication, decision-making and motivation challenge, participation in the process and principals motivation were used to measure the motivation practiced by principals. The analysis of the quantitative data was carried out by using frequency, percentages, mean, standard deviation and independent T test. The finding indicate that there is no statically significance difference between the mean responses of both teachers and principals for practice related to motivation ($t=0.102$) (Sign at 0.05 level). Principals were affected by personal social and other related challenges not to perform the motivation process. In addition to this the strategies designed for motivating teachers were not designed in collaborative manner with teachers and principals who in turn create discomfort on the process. In general, one would conclude, that principals were not motivating teachers in the secondary schools of Kirkos sub city. Thus teachers have not been performing to the expectation, because of the poor motivation process conducted in the school. Based on the findings, it is recommended that the principals of general secondary schools should develop a strategy to create awareness on teachers' motivation process and the motivation process is not only material oriented. The discouraging process in the school has to be modified like participation in decision making. The principals have to take measure on misbehaving students effectively and other recommendations were made.

CHAPTER ONE: THE STUDY AND ITS APPROACH

1.1. Introduction

This chapter discusses some issues related to the background of the problem. It presents an overview of the role of school leadership on teacher motivation. It also highlights statement of the problem objectives of the study, research questions, and significance of the study. Lastly, it presents definitions of important key terms used in the study.

1.2. Background to the Problem

Education is the basis of countries social, economic, cultural and political development in Kirkos sub city large number of nurseries, pre- primary and primary levels of education facilities are available in all weredas. Each wereda has education's office to manage all level of schools both run by the government and the private sector. Kirkos is one of the 10 sub cities in Addis Ababa City Administration. It covers an area of 1464.72 hectares. It situated in the Central Part of Addis Ababa, bound from South_ by Nifas Silk Lafto and Bole, from West by Lideta, from East by Bole and from North by Arada and Yeka. At present, the sub city is divided in to 11 weredas 41 sub weredas, 146 sefers, and 474 blocks and also four general secondary schools. Physical an socio- Economic situation of Kirkos sub city has several features which make the sub city different from the other sub cities. It is the sub city where the National Palace and international organization like African Union, which made Ethiopia the seat of Africa Economic commission of Africa and 23 Embassies, are located and others.

Teacher motivation is a subject that has received significant attention in mainstream educational debate in recent decades. It has become an important aspect of teacher efficacy and professionalism given the teachers' responsibility of imparting knowledge and skills to learners. On one level teacher motivation is related to a long list of variables including whether or not an enabling environment exists and whether or not teachers are equipped to conduct their responsibilities effectively. However at the basic level teacher motivation is linked to how teachers feel they are being treated and to the way they perceive their own working and living conditions (Davidson, 2004).

The word motivation has been derived from the Latin word 'movere' which means to move. Motive is anything that initiates or sustains activity. It is an inner state that energizes, activates or moves and that directs or channels behavior towards certain goals (Gupta, 2009). Motivation is a general inspirational process which gets the members of the team to pull their weight effectively, to give their loyalty to the group, to carry out properly the tasks that, they have accepted and generally to play an effective part in the job that the group has undertaken (Bretch, 1965).

Further, Gupta (2009) argued that motivation is the process by which the efforts of an individual or group are energized and sustained toward attaining a goal. It involves a chain reaction starting with felt needs, resulting in motives, which raise tension (unfulfilled desires) which causes action towards goals. A motivation is force that deals with the reasons underlying behavior (Guay et al., 2010). Definition of motivation may vary but all agree that almost everyone is motivated in one way or another. Because everyone has a different background and personality, different interests and attitudes, expectations, desire and needs, sources of motivation differ according to the individual.

Highly motivated teachers are the key factors of a successful educational system. Any successful educational system depends on qualified and motivated teachers because motivated teachers have positive impacts on learners' learning, are able to create an appropriate classroom atmosphere, have reasonable control of their work activities, are willing to accept responsibility and are personally accountable for outcomes. Motivation involves energy and drive to learn, work effectively and achieve potential (Pamela 2005). Anderson and Kaprianou (1994) point out three ways in which motivated teachers may make schools more effective. These are: teachers will always find better ways to do their job, they are seriously concerned about quality and they do their best to ensure that the teaching and learning process takes place effectively in the school.

It is believed that effective running of a school is dependent on the principals as leader. Schools become what the heads of schools make them. Principals are responsible for everything that takes place in their schools. In the school situation the inspiration and drive of the principals must motivate the teachers to join forces and become a vibrant body. In the same vein there must exist a relationship of trust understanding and authority.

According to Christie (1990) the manager or leader is the live-wire or moving spirit that initiates or guides almost all processes that take place in the organization. The school like any organization has a principals to guide and determine the programmes that take place from day to day for the achievement of its goals.

The school leader should always make his teacher feel comfortable in order to encourage them. Teachers feel motivated by the trust that the school head shows in them. Educational goals are easily accomplished when all the participants feel involved. Blasé and Blasé (1994) argue that when principals effectively use governance strategies and participating management, teachers feel energized and motivated, and their sense of ownership and empowerment increases. Well implemented school improvement plans can increase collegiality and give teachers the satisfaction to commit themselves to school improvement goals (Johnson, 1986). Teachers are motivated when there is a teacher – centered approach to educational leadership (Evans, 1998). This approach is only possible when the school head as an educational leader, over and above his/her management role, endeavors to meet as many individual needs as possible and leads the teachers with considerable care, and has positive attitude and interest in their welfare. A principal being guided by this approach develops a work contact that is underpinned by a professional culture of tolerance, cooperation, compromise and consideration of the teachers. The purpose of this study was to investigate the practice and challenges of motivating teachers by principals of secondary schools of Kirkos sub city.

1.3. Statement of the Problem

In the literature scholars have theorized much about the importance of teacher motivation in school and the role of heads of schools in motivating teachers Furthermore, some scholars (Blasé and Blasé, 1994; Johnson, 1986) have gone further into showing how heads of schools can motivate teachers, which include shared governance and the use of teacher – centered approach to educational leadership (Evans, 1998). However, there is not much that has been written on what teachers consider to be the most effective strategy that the heads of schools can use to motivate teachers.

A study done by Ngobeni (2004) in the Zeerust District of South Africa on the role of leadership in motivating teachers found that leadership at a school center is the foundation of good and effective management. According to Ngobeni, schools that lack effective leadership do not perform well. In Indonesia a study done by Pongoh (2008) on the effect of principal's leadership and achievement on teaching competence of public school teachers found that the principal as a leader in the school must have a concern in the ability of teachers and continue to encourage them to improve their teaching competence, this is because the teacher is a valuable asset for the school in helping students to improve learning outcomes and to achieve the best learning achievement.

In Ghana a study done by Alugchaab (2011) reveals that the principal's affinity seeking strategies and cooperation with teachers improve the interpersonal relationships between principals and their teachers, and that teacher job satisfaction is strongly associated with teachers' perception of their principals leadership styles and decision-making strategies.

Job motivation level of teachers in secondary schools shows a significant difference in terms of age, tenure of office and education level. Mustafa and Othman (2010) found that there is a positive relation between motivation and works performance of the teachers. That is the greater the level of motivation the higher will be teachers' job performance; that is if they are provide with a high level of motivation to teachers then their job performance will increase.

Chirwa (2012) revealed that school management should develop a conclusive environment for learning served with good infrastructure. People give respect to teachers without considering the condition of their work station. It is therefore very important to have good infrastructure at school. Bennell and Ntagaramba (2008) did a study on teacher motivation and incentives in Rwanda pointed out that committed teachers are working hard for very little.

The principals will be generally quite positive about the motivation and commitment levels of their teachers. A study done by Massawe (2006) found that teachers' motivation depends on effective management particularly at school level. If the system and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their

sense of professional responsibility and commitment. Similar studies show that principal's role in motivating teachers is essential to bring about change in the education system.

In teaching learning process motivation plays a vital role. Principals need to play a key role in motivating teachers. There are some researches (e.g., Demeke, 2014 and Musa, 2014) that are done on teachers' motivation. For instance, Demeke, (2014) conducted a study on factors affecting teachers work motivation and found out that ineffective organizational leadership, unclear organizational rules and policies, ineffective supervision style, lack of strong interpersonal relationship among teachers and other educational experts, lack of recognition and, limited opportunity were the major factors that influence teachers' work motivation. Musa (2014) also researched on the role of school leadership in motivating teachers and found out that teachers were less motivated due to lack of conducive work conditions, lack of recognition, lack of interpersonal relationships and lack of participation in decision making.

The researcher, as a teacher and vice director in one of the secondary schools in Kirkos sub city, has observed and heard a report about students low academic achievement even though there are qualified teachers of all subjects and principals in the sample secondary schools. That is, all teachers have BED degree and all principals are MA holders. The students' poor achievement could be because of unmotivated teachers and it is the responsibility of principals to motivate their teachers. This motivates the researcher to think about the problems encountered by principals to initiate or motivate their teachers. Therefore, the main aim of this study was to find out the practices and challenges of principals in motivating teachers in four secondary schools of Kirkos sub-city.

1.4. Objective of the Study

1.4.1. General Objective

The general objective of this study was to explore the practice and challenges of motivating teachers by the principals of Kirkos sub city secondary schools

1.4.2. Specific Objectives

- (i) investigate the mechanisms of motivating teachers which principals use in the secondary schools of Kirkos sub city
- (ii) Examine the major factors challenging principals in their practice of motivating teachers in secondary schools of Kirkos sub city.
- (iii) Asses teachers' personal factors challenging principals motivation in the secondary schools of Kirkos sub city.
- (iv) Find out school (organizational) related factors affecting principals' motivation practice in secondary schools of Kirkos sub city.
- (v) Identify appropriate strategies

1.5. Research Questions

- I. How do the principals of the secondary schools in Kirkos sub city motivating teachers?
 - ❖ What are the major factors challenging principals practices of motivating teachers in secondary schools of Kirkos sub city?
 - A. Are teachers' personal and social factors challenging principal's motivation practices in secondary schools of Kirkos sub city?
 - B. Are school organization related factors challenging principals motivation practices in secondary schools of Kirkos sub city?
- II. What are the appropriate strategies to be applied by the principals for effectively motivating teachers in secondary schools of Kirkos sub city?

1.6. Significance of the Study

This study is expected to contribute to the existing stock of knowledge on educational leadership in general and principal's motivation practice specifically in promoting teacher motivation in government secondary schools of Kirkos sub city. Thus, the study may be significant to the following categories of people.

- First by the findings of the study will be of importance to officials of the Addis Ababa Education Beuro and Sub city as they will get to education office teachers'

development section to see the role of school leadership on teacher motivation. This could help them in deciding to adjust to the prevailing situation to improve teachers' performance.

- Secondly, the present study might be of importance to the management of the schools as it highlights strategies to be employed by principals in the motivation and factors that enhance teachers' self-commitment and motivation. By this information, the management of the schools can come up with better ways of improving teacher motivation.

1.7. Delimitation of the Study

The study is delimited to sample of four selected general secondary schools of Kirkos sub city Addis Ababa with regard to practice and challenges of motivating teachers by the principals of secondary schools. The study was also delimited to the variable related to principals' practice of motivation and challenges they were facing other variables are not included. The study was also delimited and conducted at government secondary schools (grade 9-10) to make the research manageable and feasible.

1.8. Definition of Key Terms

1. Leadership - is a process whereby an individual influences the group of individuals to achieve a common goal.
2. Motivation - is a physiological and psychological deficiency or need that activates behavior or a drive that is arrived at a goal or incentives (Okumbe, 1998).
3. Principals - described as an individual who supervises the school activities and occupies the position of the school leader and he/she is perceived as the significant in initiating and realizing the innovation that takes place in the school. Unit University of Leicester (1994)
4. Teacher - is a person or substitute who must educate and teach and must manage all associated teaching activities.
5. School Leadership - is the process of enlisting the talents and energies of teachers, pupils and parents toward achieving common educational aims.

CHAPTER TWO: REVIEW OF RELATED LITERATUR

In this chapter, related literatures about the motivational process, principals' role in motivating teachers and other related issues are discussed.

2.1. The Concept of Motivation

One of the difficulties in the study of motivation is that there is no overarching or single theoretical model which clearly explains motivation. This is because of the different viewpoints to motivation pertaining to the various behavioral, humanistic, cognitive, and socio-cultural approaches. The etymological root of the term motivation is the Latin word mover, which means 'to move'. But, in the vast field of educational management, this simple definition is inadequate. This etymological root is only a point of departure for the many nuances associated with motivation. Different definitions focus, in varying degrees, on a number of facets which constitute motivation. According to Crawford (1997) these aspects are goal-setting and need-fulfillment

2.2. Definition Motivation

As Maslow (1943) stated that "motivation is the driving force behind human behavior" and it may be both internal as well as external. Motivation is the force that initiates, guides and maintains goal-oriented actions or behaviors. According to Greenberg (1999, p. 75) "motivation is the process of arousing, directing and maintaining behavior towards particular goals." Arif, (2003, p. 165) holds the view that; motivation is an extremely complex concept, and motivating teachers and students in an educational organization is critical to the attainment of teaching-learning objectives.

2.3. Types of Motivation

There are two main categories of motivation, namely intrinsic and extrinsic motivation. Both types of motivation are contextual as they characterize people in relation to activities.

2.3.1. Intrinsic Motivation

Intrinsic motivation is concerned with the quality of working life and therefore has a deeper and long term effect because it is inherent in individuals and not imposed from the outside. Dentil, (1964) defines intrinsic motivation as self – respect of accomplishment and personal growth. That is, the emotional and personal benefits of the job itself are known as intrinsic rewards. Intrinsic motivation is what motivates people to do something when they do not have to do anything (Woolfolk 2001:368).

2.3.2. Extrinsic Motivation

Extrinsic motivation refers to the offering of incentives for successful task performance. In fact, extrinsically motivated teachers are teachers who are not really interested in the activity for its own sake, but they care only about the rewards that teaching will bring them (Woolfolk 2001:368). An extrinsically motivated teacher may follow the teaching profession in order to obtain some reward, such as, an increased salary, promotion or praise. In Drafke and Kossen's (1998:209) view, the external factors are levels of concern, success, feedback, interest and feelings. Other externally initiated factors are educational policies and reforms and conditions of service like job security, the physical conditions of the school, the amount of work, the facilities available for doing the work and fringe benefits. Although extrinsic motivators can have an immediate and powerful effect, they do not necessarily last long. Teachers need to be intrinsically motivated to be professionally committed and motivated. Suslu (2006:6) maintains that the use of extrinsic motivation may only add an incremental improvement to task functioning.

2.4. Models for Motivation

Models help to understand the concept of motivation better. For the purpose of this study, the General Motivational Model (Drafke & Kossen 1998:275) is described. This model is selected because it takes the notion into consideration that teachers have needs and expectations and when these aspects are satisfied, they do exert an influence on their efforts to perform within the school setting. This is consistent with the objective of this investigation into the motivation of secondary school teachers and the role to be played by the principal.

The General Model of Motivation

The essence of the General Motivational Model is that the motivation process may be regarded as an incentive which causes action (Drafke & Kossen 1998:275). When a person experiences a shortage tension is created. Tensions motivate a person to make an effort to reduce or eliminate these tensions. The individual's past and present environmental experiences influence the direction these efforts may take. In this model, the person's expectations also influence his/her efforts (Drafke & Kossen 1998:274). A person may not bother to make an effort if he/she believes that the desired outcomes are unlikely or impossible to realize.

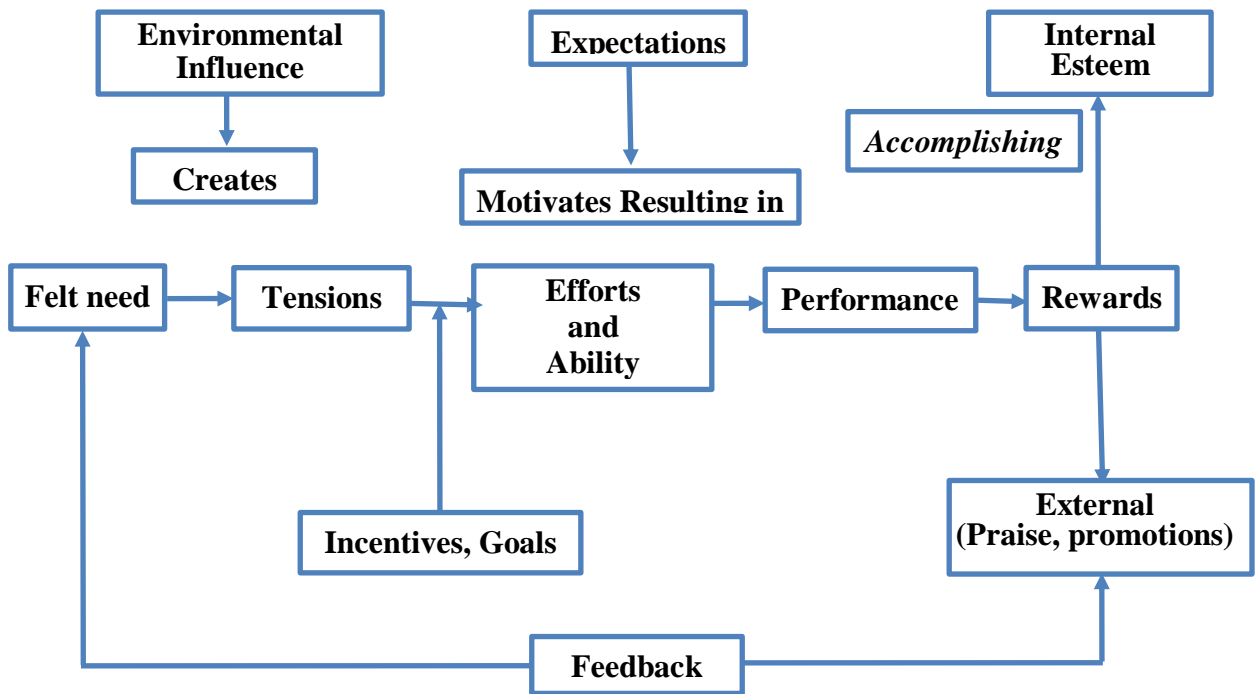


Figure * The General Motivational Model

From this model, it is suggested that school principals may influence teacher expectations in a variety of ways, such as, by offering rewards and establishing joint goals. The ability of a person then blends with the person's effort on a certain level of performance. But, in Steyn's (2002a:98-99) view, performance alone does not allow individuals to satisfy their needs, especially if they lack the appropriate skills or when their prior training is inadequate. Rewards or outcomes result from motivated activity (Drafke & Kossen 1998:275). Outcomes may come from the external environment in the form of praise,

promotions or financial rewards. They may also come from the internal environment, such as, self-esteem or sense of achievement which results from the ability to accomplish a goal. However, if this is negative, it is likely to result in teacher discontent. For the purpose of this study the focus will be on the extent to which secondary school teachers' needs and expectations are satisfied and the extent to which this satisfaction relates to their motivation to perform and achieve the school goals.

2.5. Motivated Versus Dissatisfied Teachers

2.5.1. Motivated Teachers

As Steyn (2002:86) stated that excellent performance and the consistent achievement of results, a positive attitude regarding problem solving and a willingness to accept responsibility and accommodate change. This will contribute to the effective realization of the school's organizational vision, mission and goals. Consequently, in effective schools with motivated and well-committed teachers, there is also an effective culture of teaching and learning. Teachers are motivated in their work when principals avoid their 'professional problems. This implies that teachers are motivated when there is a "teacher-centered approach to educational leadership" this approach is only possible when the principal as an educational leader, over and above his/her management role (Evans 1998:160-171). Effective schools principals could motivate teachers and encourage them in their work and invite everyone for incentive competition equally. Principals also need to motivate teachers through oral appreciation and annual award.

2.5.2. Demotivated Teachers

As Ofoegbu (2004:1) points out that lack of motivation may lead to stress which eventually translates to ineffective management and lack of school improvement. There is lack of job autonomy and discretion for teachers who in turn feel powerless in decision-making processes at school. They also found that remuneration impacts on teacher motivation. Teachers who are demotivated often display apathy and indifference to their work, poor time keeping and high absenteeism, a lack of cooperation in handling problems and an exaggeration. If the school management and principals do not contribute to teacher's motivation and provide feeling of recognition, the quality of education could

hindered. On the other hand, unmotivated teachers can have influence on teaching-learning process and students' achievement.

2.6. The School Principal as a Teacher Motivator

The principal has to play a significant role in motivating his or her teachers in order to facilitate the effective functioning of the school as an organization. Steyn (2002:256) argues that effective principals are able to create an ethos that generates motivated and successful teachers and stimulated and inspired learners in an effective school setting. There is thus a relationship between teacher motivation and the execution of the principal's instructional leadership responsibilities. The principal can influence teacher motivation by concentrating his or her leadership on two aspects, namely, the bureaucratic and structural aspects and the informal aspects respectively (Kruger 2003:207). By means of the instructional leadership task, he or she can influence the organizational culture of the school by emphasizing academic aspects such as staff development programmes, involving teachers in decision-making, providing resources, supervision and the provision of instructional time.

Leaders may also inspire motivation in teachers through their own behavior at schools. The principal as a visionary leader should build commitment among teachers, individually and collectively, and motivate them to work effectively towards the realization of the school's core mission. Teacher motivation for the sake of quality education is a matter of great concern. The researcher, therefore, considers it important to determine the factors that influence principals to motivate teachers' in the secondary schools of Kirkos sub city to determine the appropriate leadership role to be fulfilled by the principal to promote

2.7. Factors Challenging Principals Practices of Motivating Teachers

Both environmental /organizational and personal factors can influence motivation in one way or the other.

2.7.1. Teachers' Personal and Social Factors Challenging Principal's Motivation Practices

Seniwoliba (2009) found that salary, work conditions, incentives, recognition, advancement growth, students' indiscipline, school policy and status were the ten most important factors of motivation to teachers that could enhance, retain or cause them to leave. Seniwoliba (2009) recommended that participant management decision-making processes should be adopted to help resolve the issue emanating from the research particularly relating to the intrinsic de-motivating factors which could be addressed by the top management of the most senior high school. It is also recommended that since teachers' have low self-esteem and feel they are not respected by communities and society in general, teachers' social status could be enhanced through a two – prong approach (a) By providing teachers with effective training, decent work condition and enhanced remuneration; and (b) By sensitizing all educational stakeholders aimed at improving, restoring the dignity and status of the teaching profession.

Alughaab (2011) studied factors that influence the motivation of basic school teachers in GA East Municipal .He found that teachers were passionate about their job but were not satisfied with salary, fringe benefits, working conditions, lack of administrative Support and teaching and learning materials. It is recommended that work conditions in schools should be improved; teachers' salary should be looked at holistically taken into consideration. Teachers' performance should be recognized by both government and the communities where teachers work.

As Acha (2010), with regards to personal factors leading to motivation, it is concluded that salary, work conditions, incentives, recognition, achievement growth, school police and status were found to be important factors of motivation. It was also found that positive relationship, provision of accommodation, respect by the community are correlated with personal factors that influence motivation among teachers. Thus, work conditions in schools should be improved and teachers' performance should be recognized by both government and communities where teachers work. Therefore, principals should use their maximum effort to motivate and provide feeling of recognition for teachers.

2.7.1.1. Recognition and feedback

Recognition had the strongest positive impact on the teachers' motivation. Regarding to this, Gardner (2010:119) found out that the teachers' perceptions of the extent of support and recognition from their principals exhibited the most prominent positive effect on retention. In educational institutions, teachers are the most important resources. As Karsli and Iskender (2009) stated that teachers need the appreciation, approval and recognition by school administrators. They should also be valued and recognized for their work accomplishments (Menlo & Poppleton, 1999:142). A VSO (2008:29) report in Ethiopia confirmed that teachers are often de-motivated by a lack of professional status and recognition. Thus, it can be inferred that the lack of respect and recognition for teachers by principal causes the lack of motivation.

Recognition in the form of praise and constructive feedback from colleagues and the principal has a positive impact on teacher motivation, self-esteem, confidence and sense of security. From this they can develop a habit of reflection which can inform their behavior. From this we can infer that not providing teachers with feeling of recognition could hinder the creation of new practices and change that facilitate the quality of education. Therefore, the school principals and school management should have an interest to give recognition, appreciation and rewards in motivating teachers based on their best performance.

2.7.2. School Organization Related Factors that Challenge Principals Motivation Practice

The school carefully plan, facilitate and promote educational opportunities and carry out the curriculum. It requires transformational leadership that plays an important role in motivating school community and improving students' achievement. As Ejimofor (2010) stated that secondary school principals demonstrate fundamental respect for teachers' ingenuity, ideas, decisions, knowledge and growth and develop skills for building and maintaining friendship and collegiality. At school level motivation is important aspect which can improve school performance. Participation in decision-making depicts recognition of intellectual power and when teachers' intellectual power is acknowledged, they become more participative, creative and satisfied. Therefore head teachers should

demonstrate respect for teachers ingenuity, ideas, decision making, knowledge and growth, maintain friendship and collegiality.

The school organization and a related factor may challenge principal's motivation practice. If the school principals do not motivate employees by providing incentives, the working condition in the schools may not be conducive. Therefore, Principals can be highly challenged by the school organization factors and other related factors for motivating teachers.

2.7.2.1. Incentives

Principals can motivate teachers by giving incentives. However, as Bennell and Akyeampong (2007) stated, "The broad consensus among occupational psychologists in developed country contexts is that pay on its own does not increase motivation. However, pecuniary motives are likely to be dominant among teachers in those LIDCs where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for higher-order needs, which are the basis of true job satisfaction, to be realized." The school leadership supports and encourages the teachers in their working area, because low incentives and other packages may affect teachers' work initiation. The school principal should take a measure of developing strong plan/strategies for motivating teachers through discussion with teachers and other stakeholders, supporting teachers by giving an appropriate input, carry out continuous follow-up through feedback, Create interest on teachers that teachers can do better and providing certain incentive packages for best performing teachers with evaluating criteria.

2.7.2.2. Working Conditions

Working conditions refers to administrative support, school management and leadership, as well as workload. Understanding the effect of working conditions on the teachers' day-to-day professional activities will have the power to provide precise, clear, and measurable goals to work toward (Chang, et al., 2010:1). In addition, as countries (such as Ethiopia) experience educational reforms which may influence the teachers' motivation, it is imperative to explore the views of the teachers on their working conditions, and the impact

of these conditions on their motivation. The teachers' motivation has implications for the quality education they provide. This information could assist education leaders, programme implementers and significant others to make evidence-based decisions about how best to design the school working environment and maximize positive outcomes for children, teachers and relevant others. Working conditions, such as salary, fringe benefits, school management and leadership, administrative support, and workload could impact on the motivation of teachers either positively or negatively. These factors influence teachers' performance. Inadequate working conditions will seriously undermine the efforts expended to have quality education at all levels of the education system, by policy makers, teachers, and significant others. If teacher performance, quality of education, and student achievement in schools are to be improved, it is essential to give considerable attention to the kind of school-work environment that enhances the teachers' sense of professionalism, and increase their motivation. The working conditions, namely, administrative support and school Leadership are discussed beneath.

Administrative support

Accordingly, Choi and Tang (2009) found that teachers' decreased commitment was related to their perception of the lack of administrative support at their schools. The teachers' decisions to remain in the teaching profession were very closely related to their perceptions of administrative support (Baker, 2007:83). If teachers perceive their administrators as supportive and cooperative, their motivation, the quality of the instruction they provide, and their Intent to stay on in the profession comes into play. According to Herzberg, et al. (1959), administrative support is viewed as an extrinsic factor that could influence employees' motivation.

Administrative support is considered to be one of the working conditions which could have a profound effect on the motivation of teachers. As Chang, et al. (2010:5-6) demonstrated that administrative support was found to be the most significant and a strong predictor of the teachers' motivation. They also found that administrative support had much power, directly and indirectly to predict the teachers' intent to stay in the profession. Similarly, Ma and McMillan (1999:46) found that administrative control was the most important workplace condition positively affecting the teachers' satisfaction. The teachers' positive

perceptions of their relationships with the school administration were able to narrow substantially the satisfaction gap among teachers with different years of teaching experience.

School management and leadership style

Leithwood and McAdie (2007:11) succinctly described the influence and importance of school leadership on the other working conditions as that "... principal leadership acts as a catalyst for many other school conditions," because it facilitates collaborative and supportive cultures and structures in a school setting. Ladd (2009:28) also found that the quality of school leadership was the most consistent and pertinent measure of working conditions to influence motivation. Good teaching is only able to thrive within a favorable school environment (CfBT, 2008; VSO, 2008:15).

Effective schools will also motivate other teachers to join their staff, with the aim to learn from their colleagues and their environments. For Evans (2001:291) the greatest influences on teacher morale and motivation, are school leadership and management. Akyeampong and Bennell (2007:43) reinforce this statement by pointing out that teacher motivation and satisfaction at the school level depend on effective management.

The quality of school leadership significantly determines the teachers' satisfaction and commitment, or their intention to leave the profession. The quality of school leadership also emerged as indicative of student achievement (Ladd, 2009:37). Principals with admirable leadership qualities tend to increase the teachers' motivation and their commitment (Choi & Tang, 2009:774). Moreover, satisfied teachers tend to be more committed to their careers; and committed teachers influence student achievement. Principals who are democratic, generate an open, friendly and cooperative atmosphere that enables teachers to be satisfied and happy (Jyoti & Sharma, 2006:351)

2.7.2.3. Teacher-Principal Relationships

The principal holds the formal authority to supervise the teachers' work, and serves as the link between the school and the community as well as with the district offices (Johnson, 2006:15). The principals are viewed as the instructional leaders of their schools (Edgeron & Kritsonis, 2006:3). They are seen as role-models by the teachers, the students, and the

school community. Therefore, it is plausible to expect that teachers who look up to their principals will strive to adopt their conduct (Bogler, 2002:80). Having all the above-mentioned responsibilities, including others, the principal should create and maintain good relationships with the teachers, so that a healthy school environment, in the form of effective teaching and learning, will prevail. This healthy relationship and support are especially important for those teachers who are at the start of their teaching careers. The principals' provision of professional support practices during the early years of a teacher's career strongly influences the rate of teacher attrition (Baker, 2007:83).

Tekleselassie (2005:623) also argues that the teachers' willingness to participate in all areas of decision-making is important if they perceive their relationships with their principals as being open, collaborative, facilitative, and supportive. In addition, supportive principals will also determine the teachers' rate of attrition. It can therefore be concluded that teachers will be successful, motivated, and inspired to do their best if there exists a healthy relationship between them and the school principals (Edgeron & Kritsonis, 2006:4).

The relationship between the principals and the teachers will indirectly affect the students' achievement. Hurren (2006:377) pointed out that teachers who are dissatisfied with their work and with their relationships with their principals not only suffer themselves, but their students also suffer. In addition, McEwan (in Edgeron & Kritsonis, 2006:2) determined that teachers who see and perceive their principals as facilitators, supporters, and reinforcers of jointly-determined school missions, are more likely to feel personally accountable for student achievement than those who see and perceive their principals as guiders, directors, and leaders of their own personal agendas. Edgeron and Kritsonis (2006:2) agree, and argue that "...as teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom." On the other hand, when the school climate is cold, and the teachers perceive their principals as suspicious and negative (Edgeron & Kritsonis, 2006:3), the classroom instruction process will be affected, and this ultimately will have an impact on student achievement and on the quality of education.

The principals also play a very important role in determining the teachers' job satisfaction (Hurren, 2006:383). Garrett and Hean (2001:367) found that the teachers' positive relationships with their principals were important for their satisfaction with teaching. This conclusion is reinforced by Ting's (1997:315) statement, namely that employees are more likely to have higher levels of job satisfaction if cooperative and supportive relationships prevail between them and their superiors. Ma and McMillan (1999:46) found that the teachers' positive perceptions of their relations with their school principals enabled them to experience satisfaction with their work. They also found that the difference in levels of job satisfaction exhibited by the teachers due to varying teaching experiences, was reduced, because of the teachers' perceived positive relationships between them and the school administrators. This implied the significance of the teachers' perceived level of support for them by the principal.

The principals have the potential to relieve teacher stress, and thus improve teacher job satisfaction. In a study Hurren (2006:383) found that the teachers engaged in the daily planning of lessons, as well as in managing and motivating students in the classroom. The teachers also dealt with overcrowded classrooms, the learning and behavior problems of students, legal issues, and massive quantities of paperwork. He concluded that in accomplishing these activities, there were times when the job stressors encountered by teachers were too many to manage alone. However, with the support and humorous good relationships with the principal, the teachers were able to find relief from job-related stress, and thus increase their job satisfaction. Generally, inappropriate conducive environment can affect the success of the school and quality of education. The finding of the study indicated that principals did not create attractive working environment in the school. The suggestion of the school principal should make the school environment to be attractive and more interesting and also the school management has to decrease unwanted autocracy and the collegial approach has to be friendly about motivation. The internal incomes used for maintenance purpose so it becomes big problem and conflicting issue with teachers.

2.7.2.4. Disciplinary problems

Teachers' experience of the disciplinary problems of learners is one of the major causes of de-motivation. This is because learners are the essence of their existence in the classroom.

If there is no conducive environment in the classroom because of discipline problems and others, teachers may not fulfill their responsibility, and since they work in isolation, they do not feel that they are supported adequately by the principal. This is especially occurs in a toxic environment, with ongoing conflicts and hostilities among learners and between learners and teachers, that reflects the breakdown of the school culture. However, toxic environments are also very much part of the school climate prevailing in developing countries (Evans 1998:29; Wright & Custer 1998:69).

2.7.2.5. Professional autonomy

Because of their professional training, teachers consider they should have the autonomy to experiment and develop classroom practices. However, there is a threat to de-professionalize teaching as a result of school-based teacher training as well as increasing interference and directives from administrators. This follows on from the process of decentralization and the devolution of power from the central government to school authorities in the first world. This reduces their freedom not only in the classroom but in the school context as a whole. Moreover, teachers are de-motivated because decisions are made about their own learners in forums outside their control (Evans 2000:183; Evans 1997:831).

2.7.2.6. Teacher Management, Administration and policy Organization policy

Although many educational researchers and school leaders have been facing challenges of motivating teachers to high level of performance, teacher motivation and retention depends critically on effective management, particularly at the institution level. According to Bennell and Akyeampong (2007), teacher management tends to be authoritarian, based on rigid hierarchical structures, which results in limited participation, delegation, and communication by teachers with respect to major institution management functions. So teachers subjected to these types of management regimes have little sense of self-determination which by itself seriously undermines work motivation and retention of teachers. Thus, teacher management is most crucial at the institutional level, as the importance of teachers work and their competence in performing their duties are crucially influenced by the quality of both internal and external supervision.

The democratization of the organization and administration of education is provided in educational policy of article 3.8.4 Cited in MOE (2002): “Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training program, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students” MOE (2002). Thus, the provision of democratization of organizational policy and administration enhances not only teachers` motivation to teach, but also the motivation to retain in the institution.

2.7.2.7. Economic Factors

According to some authors, policies that address teachers` economic needs and concerns positively the quality and quantity of teaching force (Dawit , 2008). This means that teacher salary scales have an intimate connection with teacher retention patterns. When salary levels drop in relation to the levels which pertain for similarly qualified personnel, it gives rise to teacher dissatisfaction, and if unresolved, it can cause long duration difficulties and morale. One of the challenges of the school principals to motivate teachers is the acceptance of the expense by the school management and absence of financial system. This leads the school not to achieve the desired goal. The school principal should enhance financial system by developing proposal to find fund from non-governmental organization to make the school attractive and conducive for teachers work initiation.

2.8. Appropriate Strategies to be applied by the Principals for Effectively Motivating Teachers

Motivational strategies are methods that encourage the individual`s goal-related behavior (Dornyei, 2001, p. 28). This is because human behavior is very difficult to understand and there are many different ways in promoting. School principals should create special financial incentive measures out of salaries, to motivate teachers for accomplishments of institutional plan activities. Such measures will increase their work morale for effective performance in the teaching-learning process. Johnson (1986, p. 60) argued that while the power of money and material rewards as motivating instruments could not be ignored, emphasis should however be shifted from economic man to social man, which is concerned with the effects of group membership and interaction on production, attitudes

and job satisfaction. It is the above views that give rise to the human relation movement which maintained that man does not only work for money, but for other personal and interpersonal considerations, such as personal worth, recognition, friendship, social pressures from group members and level of job satisfaction. This is supported by Robbins (2003, p. 161) that, beyond economic needs, man has some social-psychological needs that should be satisfied in order to stimulate behavior toward work thereby increasing productivity.

Moreover, Lanzeby (2008, p. 24) stated that, managers always uses feedback to shape employee performance. Because feedback motivates employees and improves their actions. But, if it is poorly carry out, it can demotivate employees. Re'em (2011, p. 42) stressed that, training plays an important role when it comes to employees motivation in the organization because it prevents them from failing, due to a lack of skills. Therefore, managers should offer employees with so much training in order to increase their chances of doing a successful and competent job. Interpersonal relationships are something which matters a lot in the society.

The school principals can be applied to motivating teachers effectively by developing self-confidence for what they do, giving appropriate answer for the questions raised by teachers, developing strong plan for motivating teachers through discussion with teachers and other stakeholders, creating interest on teachers so that teachers can do better, developing the criteria for incentives through discussion with teachers by having short and précised meetings monthly.

Principals as figure-heads of schools and as instructional leaders should be motivators of their teachers to achieve school effectiveness. They should not limit their role to being a manager who spends most of the school time on administrative tasks and the classical management functions. They should be effective school leaders who motivate teachers by acting as a supporter, reinforce, professional staff developer, a resource provider, a team member, an identifier of talent and an architect of change, a transformer, a facilitator, a behavior- modeler, a coordinator, a good communicator and a visionary leader. The principals can adopt various strategies accordingly to motivate teachers to teach effectively and inspiringly. The instructional leadership tasks in this regard were thoroughly

considered following a survey of the instructional leadership roles of the principals recently researcher.

2.8.1. Leadership Style

School leadership and management style is also main factors, which can either motivate or lower teacher morale and commitment. Ingersoll (2001) identified that teachers feel highly motivated when they are consulted about decisions regarding their work. Thus, school principals should be democratic leaders to create good working conditions.

2.8.2. Participation in Decision-Making

Participation in decision making gives teachers the feeling that their inputs are respected and this satisfies the teacher needs for belonging and self-esteem (Dessler, 2007). Regarding to this, when the schools principals permitting teachers to participate in educational decision making, it can creates a source of intrinsic motivation. .

2.9. Teachers' Motivation in Ethiopia

Many teachers acknowledged positive reasons for entering education; they felt their role as important and enjoyed teaching and seeing children develop. There is also an extremely strong attitude about the positive aspects of teaching: passing on knowledge and simply for the enjoyment of teaching students and for the opportunities it gives individuals for self-development. According to VSO (2008) report, many teachers enjoyed being a 'role model' both for children and society.

However, many of the researches done highlight the fact that, for the majority of teachers, the teaching profession was not their first choice of career. This has huge consequences for the quality of educational provision in the classroom in Ethiopia. This is compounded by the fact that, currently students are directed into specific areas of study by the education system; there is no choice except for the top scorers about what one will study or where. This current situation triggers to rise a question of 'what is it like to be a teacher in Ethiopia?' According to the (VSO (2008) report, teaching profession is undervalued in terms of status and finance. Many teachers assumed that there is little respect for their role in society. As a result large numbers of teachers did not feel motivated and would move to another profession if this option were available to them. This shows that the motivation level of Ethiopian teachers is under question.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter describes the research approach and design, were of study, target population, sample size and sampling procedures, data collection instruments, data collection procedures and data analysis, and ethical considerations are explained.

3.1. Research Approach

Based on the overall research objectives, this study was conducted within the framework of mixed research methodology. This study employed concurrent triangulation method in which both quantitative and qualitative data were collected.

3.2. Research Design

Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). The main advantage of this type of design is that it enables the researcher to assess and describe the situation of the study. The researcher therefore used the descriptive survey design to assess and describe the teachers' views on the most effective strategy to motivate teachers; personal factors leading to teacher motivation; and school level factors leading to teacher motivation in Kirkos sub city. According to Cooper (1996), descriptive study is concerned with finding out who, what, where and how about a phenomenon.

3.3. Area of the Study

The study was conducted in four general secondary schools of Kirkos sub city. The total number of governmental secondary schools in the sub city were four. Since all secondary schools in the sub city were selected as a sample for the study using available sampling techniques..

3.4. Target Population

Population or universe for a study is any group of individuals or institutions which have one or more characteristics or institutions which have one or more characteristics in common that are of interest to the researcher (Cooper, 1996). The population for the study consisted principals, management team and ordinary teachers in the secondary schools.

The target populations were from the selected secondary school teachers and principals in Kirkos sub city. The selected secondary schools were Shemeles Habte secondary school, Temenja Yaze secondary school, Yetebaberut secondary school and Misrak Goh secondary schools. The target populations are teachers, management team and principals in the above mentioned secondary schools.

3.5. Sample Size and Sampling Procedures

The process of selecting the participants is called sampling and the people selected are called sample or subjects (Enon, 1998). Secondary schools in the sub city were sampled and studied. Available sampling technique was used to sample management team while simple random sampling technique was used to sample teachers. The main advantage of simple random sampling technique is that it gives equal chances for the participants to be included in the study.

On the other hand, purposive sampling technique was deemed appropriate for the study as it allowed only those who were perceived to have specific information required for the study to be included from the school community. A total of 156 respondents were targeted by the study. A piece of paper with ME and NOT ME was written and participants pick the piece of paper and if they got me they participated if not they were not included. A total of 156 respondents were targeted by this study. This was constituted 100 teachers and 56 management team members. A total of 25 teachers were randomly sampled from each of the 4 schools used in the study. Sampling was done as shown in Table 2. Purposive sampling was used to sample principals.

Table 1 Sample Size

Target Population	Number per sub city	Number per school	Total Sample
Management team	56	14	56
Teachers	281	25	100
Total			156

Key: (Management team includes principals, vice principals and department heads)

3.6. Data Collection Instruments

In the selection of the instruments to be used for the study, the researcher ensured that the instruments chosen were suitable and appropriate by considering the literacy level of the targeted respondents and their availability. Questionnaires and interview schedules were therefore used as instruments for data collection.

A. Questionnaire

According to Kothari (2004) a questionnaire consists of a number of questions printed or typed in a defined order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own. To White (2002), a questionnaire is regarded as a series of questions, each one providing a number of alternative answers from which the respondents can choose.

The researcher used questionnaires which made up close ended and open ended and distributed them physically to 100 teachers and 56 management team excluding principals in the 4 secondary schools in the sub city. The instruments were chosen because the targeted populations were considered literate which minimized the interpretation of the questions for their understanding to capture reliable information.

The questionnaires were divided into different sections including data on the background information of the respondents, items on strategy to motivate teachers, items on factors that lead to motivation. Likert scale was used in questions which are testing on the degree of respondents' agreement with particular variable of the study.

B. Interview Schedules

According to Enon (1998) the interview technique requires the researcher to ask questions orally or vocally. The technique involves face-to-face interaction between individuals leading to self-rapport. It is advantageous because it is quite flexible, adaptable. According Kothari (2004) the interview method for collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses.

The researcher used interview schedules to collect data from principals. Kerlinger (1973) observed that more people are willing to communicate orally than in writing, this provided data more readily in an interview. The interview schedule structured based on the research questions of the study.

3.7. Piloting of Research Instruments

The instruments of the study were tested in the schools which did not participate in the actual study. The piloting ensured clarity of the final instruments for the actual data collection. The purpose of pre-testing assisted to find out any weakness that might be contained in the instruments of the study.

A. Validity

Validity refers to the quality that a procedure or an instrument (tool) used in the research is accurate, correct, true, meaningful and right (Enon, 1998). According to Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represents the phenomena under study. A validity instrument should accurately measure what it is supposed to measure. After administering the instrument to the selected respondents, the data is a true reflection of the variables under study.

B. Reliability

Reliability is stability or dependability of an instrument or procedure in order to obtain information. Reliability therefore means that whatever is done should be done consistently (Enon, 1998). The research was also reliable as relevant people such as principals and teachers participated during the pilot study. Questions being asked and the method were used included in the research. To test on the reliability of the instruments the split-half method was used. This technique requires the researcher to split the instruments into two halves and correct the subjects' scores on the two halves. The testing was conducted with 20 teachers, 6 principal. The teachers were selected by simple random sampling from each department, where the other respondents were selected purposively due to the same reason explained for the final study.

Based on the pilot test, the reliability of the instruments was calculated by using cronbach alpha as it was appropriate to test the reliability of the instruments & the results were 0.87 and 0.82 for teachers and principals respectively. Based on the results of the pilot test, few items were modified and some terminologies were simplified.

3.8. Data Analysis Procedure

Primary data from the field was coded, translated and arranged into specific categories. Coding was intended to organize and reduce research data. Basing on triangulation approach, quantitative data was analyzed using descriptive statistics using Statistic Package for Social Science (SPSS) version 21 while qualitative data analysis method was employed as a supplementary data analysis technique for triangulation and justification purpose. The statistical tools used were mean, standard deviation and T test were used to analyze the data.

3.9. Ethical Consideration

Ethics is a set of moral principles suggested by an individual or group and which is widely accepted, it entails official rules and behavioral expectations about the correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and learners (De Vos *et al.*, 1998). Ethical considerations were very important when the research was conducted. Cohen *et al* (2002) identify three main areas of ethical issues when interviews are used, namely informed consent, confidentiality and consequences of the interview. To these, Blaxter *et al.* (2003) add the aspect of being truthful and the desirability of the research. It is the responsibility of the researcher to do everything possible to respond to these issues. In this study the following ethical measures were adhered to in the process of data collection, analysis and dissemination.

- i. Participants were contracted for participation in the study either face to face or by telephone whereby they were informed about the purpose of the study. They were also assured about confidentiality before, during and after the research.
- ii. The participants chose the time and date of their convenience.
- iii. Written permission to conduct the research at sites was sought and obtained from AAU

- iv. To guarantee confidentiality, anonymity, non-identifiable and non-traceability of the participants, the researcher used codes instead of names.
- v. The participants were told about the research findings.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1. Introduction

This chapter presents the analysis and interpretation of data collected from Kirkos sub city Secondary schools. The results of the research were presented and discussed following the research methodologies. This chapter is divided in to two parts. The first part discusses the characteristics of the respondents while the second part deals with the analysis of the data in order to propose the main findings in line with answering the research questions.

4.2. General Characteristics of the Respondents

Table 2: Demographic Structure of Respondents

Variable	Category	Teachers		School management team	
		No	%	No	%
Sex	Male	63	63%	45	80.3%
	Female	37	37%	11	19.7%
	Total	100	100%	56	100%
Qualification	BSc/BA/Bed	100	100%	48	85.7%
	Masters	-	-	8	14.3%
	Total	100	100%	56	100%
Experience	Less than 2years	2	2%	-	-
	2-5 years	10	10%	9	16%
	6-10 years	36	36%	20	35.71%
	11-15 years	32	32%	16	28.57%
	Over 15 years	20	20%	11	19.7%
	Total	100	100%	56	100%
Age	20-25 years	20	20%	0	0
	26-35 years	36	36%	34	60.73%
	36-45 years	34	34%	12	21.42%
	Above 46 years	10	10%	10	17.85%
	Total	100	100%	56	100%

Key: (school management team includes: V. principals and department heads)

Regarding the respondents of the research from a total of 156 questionnaire distributed 156(100%) were returned. Of these respondents, 100 respondents were teachers and 56 were school management team from four different secondary schools in the sub city. The

major characteristics of the respondents presented as indicated in Table 2, among secondary school teachers, 63(63%) and 37(37%) were males and females respectively. In case of the management team, among the 56 respondents 45(80.3%) were male and the rest 11 (19.7%) were found to be female respondents. This shows that the number of female respondents was less than their male counter parts.

As depicted in Table 2 the qualification distribution of respondents reveals that all of school teachers 100 (100%) were first degree holders. This indicates that there was no significant variation in qualifications among teaching staff members in the schools and the teachers fulfill the standard of secondary school teachers to effectively accomplish the teaching and learning activities in the schools. Similarly the qualification of school management team, 48 (85.7%) were degree holder the rest 8 (14.3%) were second degree (Master's degree) holders.

Concerning years of service in teaching 2 (2%) teachers had experiences of below 2 years, 10 (10%) and 36(36%) were with working experience of 2-5 years and 6-10 years respectively the experience category of 11-15 years included 32(32%) teachers the rest of the teachers fall on an experience category of over 15 years 20 (20%). With respect of school management team no principal was found with experience of less than two yearly highest number was recorded 20 (35.17%) and 9 (16%) in experience category of 6-10 years, 2-5 years respectively. In the service category between 11-15 and over 16 years 16 (28.57%) and 11 (19.7%) school management team were found respectively.

Concerning age distribution of respondents, the school management teams were: 34 (60.71%) in the age group of 26-35 years, 12(21.42%) in the age group of 36-45 years and 10(17.85%) were in the age group of 46 years and above whereas, the age distribution of teacher's respondents. This revealed that the age distribution for the majority of management team respondents were from 26-35, and for teacher respondents the age distribution were 20 (20%) from 20-25 years, 36 (36%) from 26-35, 34 (34%) from age category of 36-45 and 10 (10%) were above 46 years. Thus, it is possible to claim that the majority of both respondents were in the required age group to give response on the issue of motivation of teachers by school management team.

Part Two: Analysis of Main Body

4.3. Findings of the Practice and Challenges of Motivating Teachers by the Principals

As mentioned in chapter one, the main objective of this study was to explore the practice and challenges of motivating teachers by the principals. Thus, the results obtained from the participants of the study are presented beneath to respond to the research questions addressed in this study.

4.3.1. The Practice of Motivation by Principals and Management Team

One of the objectives of this study was to analyze how the practice of motivation by principals and management team do. Therefore, descriptive statistics (Means) of teachers, and management team's responses and the Weighted Means of the two groups for each item is used to determine the practice of motivation by principals and management team. The means of the two respondent groups, the weighted mean, standard deviation and P value of each item are shown in Table 3

Table 3: The Practice of Motivation by Management Team

Item	Mean T(n=100)	Mean Mgt.team. (n= 56)	Weight mean	St.dev	P value (Sig.)
I am satisfied with my job	2.8000	2.5667	2.7125	.94761	.07491
I am motivated with my job	2.3400	2.2333	2.3000	.95693	.07565
My principal motivates me to work	2.5400	2.5500	2.5438	.89616	.07085
My job provide me with the feeling of recognition	2.6300	2.8000	2.6938	1.14374	.09042
I feel comfortable with my colleagues	2.8400	2.6667	2.7750	.99020	.07828
School leadership support the teachers	2.7900	2.8500	2.8125	.97250	.07688
The school provides me with teaching learning materials	3.3600	3.2667	3.3250	1.12462	.08891
The principal allow me to decision making	3.2700	3.6333	3.4063	1.07163	.08472
Working condition of the school is conducive	2.2600	2.500	2.2642	1.1877	.09420
The principal of the school leads by example	2.4900	2.3813	2.3813	.98333	.07774
The principal regularly supervise class	2.6900	2.7000	2.7000	.95693	.07565

Key: School management team= Vice principals and department heads

$W.M \leq 1.99 =$ Strongly Disagree, $2 \leq W.M \leq 2.49 =$ Disagree, $2.5 \leq W.M \leq 2.99 =$ Moderately, $3 \leq W.M \leq 3.49 =$ Agree and $3.5 \geq W.M =$ Strongly Agree

As indicated in table 4 the teachers in the selected secondary school responded to the second part first section of the questionnaire as follows. The first question which asks if they are satisfied with their job or not that they moderately agreed that they are satisfied with their job. The Weighted mean value of 2.8 indicates that most of the teachers are satisfied with their job because the mean value is greater than the actual mean 2.5. In case of principals response through interview they responded similar to the two groups of respondents. The standard deviation of 0.94 indicates that there is small variation among the respondents' response. The P value or sig. of the respondents indicates that the factor is not statistically significant in the practices for the respondents.

The second question says", are you motivated with your job?" According to the weighted mean value 2.34, the respondents are not motivated with what they are doing in the same manner school management team were the most unmotivated respondents from the two groups of respondents as the data indicated. This is also exhibited in the principals' interview response that they are not motivated with what they are doing. They were asked if the school management team motivates them. They responded that they are moderately motivated by school management team as the weighted mean value 2.54 shows that the value is equal with the actual mean that the respondents by half were moderately agreed that the school management team motivates them. Standard deviation indicates that there is small variation among the respondents. The sig. value indicates that the variables are not statistically significant.

Forth question says, if their job provides them with the feeling of recognition for this question the respondents' weight mean value of 2.69 shows as that their job will provide them with the feeling of recognition moderately. The next question asks the respondents if they are comfortable with their colleges with mean value of 2.77 respondents responded that they are comfortable with their colleges in their work place. The next question asks whether the school leadership supports the teachers respondents with mean value of 2.81 responded that they are supported by the school leadership. The standard deviation of the respondents indicates 1.1, 0.99 and 0.97 respectively for the questions. In case of their P

value the sig. value indicates that the p value is greater than 0.05 that it is not statistically significant.

The second highest mean value 3.32 was recorded for this question which asks about the school leadership provide with the necessary teaching learning materials as the mean indicates the teachers agree that the school management provide them with the necessary teaching learning materials. Based on the response of teachers from the next question which says the principal allows me in the decision making process. The mean 3.4 indicates that they agreed that the principal allowed in the decision making process. In the principals interview the principals responded that they involve teachers in decision making.

For the next question which asks about the conduciveness of the working condition of the school the respondents agree that the working condition is low as the weight mean value 2.26. The interviewee of the school principals also confirmed the same condition. For the question which says the school principal lead by example with weight mean value of 2.38 shows that the respondents disagree that the school principal lead by example. For the last question which says the principal supervise the class regularly with mean value of 2.7 respondents agreed that the school principal supervise the class regularly. The Std.dev of the respondents 1.01, 0.98 and 0.95 indicate that the respondents response vary specially for question 11 but the other two question values indicate that the variation among the respondents response is minimal. The three questions showed not statistically significant differences. In general, in this part of the questionnaire the highest value of mean score was 3.4 and the lowest was 2.26. From their response, it will be clear by understood that the school management team role in motivating teachers is not on the expected stage.

In general, when looking in to the mean values with respect to the questions asked the least value was exhibited for the questions 2, 10 and 11, which discuss about motivation by job, working condition of the school and leading the school by example which the respondents disagree with the conditions. The other groups of questions were found on moderate level which is not the right position to be. The higher mean value was recorded for question that

asks whether they are participant in the respondents agree that they are participants in the decision making process in the school

Table 4 Principals with Independent T-Test Result of Teachers with Respect to Motivation Process.

Status	N	Mean	Std. Deviation	T	Df	Sig
Teachers	100	30.39	3.31783	0.103	155	
Management team	56	30.333	3.46247	0.102	120.178	0.731

$P > 0.05$

As indicated in the above table, there is no statistically significance difference between teacher status and management team in motivation. ($t = .102$, $P > 0.05$). This shows that the teachers and management teams have similar status to motivation process.

The ninth open ended question that asked the respondents to answer at list four motivating factors in his/her work place. The responses are categorized into four parts the first group is material relate facility of teaching materials, effective distribution and production of text books and laboratory materials with adequate rooms and structure. The second group was management related the factors include good governance, participatory management, transparency, good in handling misbehaving and problematic students/teachers and collegial interaction. The tired factor was peer interaction which includes working as a team, sensitive to teaching and learning and discussion on how to teach and related issues on teaching learning. Student related factors include misbehaving students, low achieving students are increasing from time to time, the students interest to learn decreased in an alarming rate are included.

Collected data clearly revealed that teachers' morale is very low when learners are not committed and not responsible enough in their studies .In the contrary, however, it also became evident that teachers feel satisfied when their learners show interest in their own learning.

Learners' attitudes to teachers in terms of their respect for their teachers were found to be very important for teacher motivation. It seemed, however, that learners are very disrespectful towards their teachers in the study area. So to generalize the point, the

two major points are directly or indirectly mentioned which are basic for teachers' motivation: student learning capacity and interest towards the subject matter and the discipline of the student.

Sixteenth question states that what things should be added in the working environment to motivate you and do your work. The respondents' response can be classified in to two major parts. The first part which they need to be added is increase salary of teachers and provides them with house to live and other economic support tools which might create income generating means. The second is making the school attractive for the learner and the teacher. The teaching learning physical set up is necessary. According to the respondents the condition will make the employee motivated to work in that environment.

The next question was about why teachers turnover become higher than other professions. The respondents mention the following basic points as a driver for the problem. The salary is very small so due to economic problem teachers learn other subjects and change their profession. Some of the teachers join the subject without their interest so leave the job after teach the subject they wish to learn. In other professions there are other incentive packages so the teacher leaves the job for further improvement of his income through those incentive packages. The social acceptance of teaching as a profession is low in the society perceived the profession as a temporary (bridge occupation) or mostly as a profession where those students with least mark in 10th grade and 12th grade exam are learning it. Teachers are now taken as poor people model so no one wants to be taken as an example for poverty

The next question required solution from the respondents for the above mentioned issues for the turnover of teachers. The respondents responded the following key points and improve the salary package of teachers. The profession has to get the former name and grace that the professional can stay for long period of time in the profession. The selection criteria in the higher institutes have to be rechecked and revised so that the current perception can be changed. The measure taken on misbehaved students has to be consistent and has to teach the other students not to commit the same mistake again and supporting teachers through different packages to motivate them.

The next question discussed about teachers view on the most effective strategies of principals of schools should use to motivate teachers. For this question, teachers raise different issues that can be categorized in to two parts: management related and finance related. Management related include principals should be as a friend not a boss so that teachers can talk to them easily and friendly. Principals have to see all teachers equally in equal manner. The management bodies have to facilitate the teaching learning process no other duties and meetings have to be short and precise. Adding additional duties to the teachers daily work and make conducive environment for teaching and learning process. Finance related issues include allowing funds for purchase of teaching materials specially lab materials. Encourage teachers within the school and making the school attractive and conducive by making different things in the school

The next question allowed the respondents to state personal factors for motivation. The respondents listed out the following point's self-confidence, interest on the work, respond to raised questions and interest on school works. These are the major issues raised by respondents. In relating to the above question, the respondents were asked what the school level factors motivate that lists by the respondents are summarized in to the following colleague's related factors which are related to working in group spirit and cooperatively. The other issue is officials (principals) outlook towards teachers or how they treat teachers and finally the overall physical and societal set up of the school are taken as school related factors.

Finally, the respondents were asked to list out the role of principals in motivating teachers. According to the respondents some of the factors were encouraging teachers' work, giving correct criticism for the wrong did by teachers or other school society and invite everyone for incentive competition equally and other similar ideas were listed.

In case of principals, they were asked what things they do to motivate teachers? According to their response, they motivate teachers through oral appreciation and annual award.

4.4. Personal and Factors that Challenges Principals' Motivation or Introduction

Table 5 Personal and Social Factors that Challenge Principals Motivation Practice

Item	Mean T(n=100)	Mean Mgt. Team (n= 56)	Weight mean	St.dev	Sig. (P value)
Are you motivated with the principals' activity in the school	2.4700	2.3333	2.4188	1.09586	.08664
The principal motivates me to work	2.5100	2.4333	2.4813	1.11576	.08821
My principal and management provide me with feeling and recognition	2.4800	2.3000	2.4125	1.05442	.08336
Teachers feel comfortable with the cooperative work	2.6800	2.6167	2.6563	.97804	.07732
Principal provide constructive feedback and supervision	3.0400	2.9000	2.9875	.96471	.07627
Reward is taken as a key activity	2.6700	2.4833	2.6000	1.06517	.08421
Motivating teachers is believed to be useful in teaching learning process	3.7600	3.7833	3.7688	.84095	.06648
The principals are well aware of the useful aspect of motivating teachers	3.0700	3.0500	3.0625	1.00744	.07965

Key: (Management team includes principals, vice principals and department heads)

W.M \leq 1.99 = Strongly Disagree, $2 \leq$ W.M \leq 2.49 = Disagree, $2.5 \leq$ W.M \leq 2.99 = Moderately, $3 \leq$ W.M \leq 3.49 = Agree and $3.5 \geq$ W.M = Strongly Agree

The second section of the questionnaire contains eight questions given to the two groups of respondents. The response collected from the questionnaire is presented as follows. The first question was about whether the respondents are motivated by their job. From the response, teachers showed that they are not motivated by their job. This was exhibited from the mean value 2.4 which shows the disagreement. As the standard deviation shows

that the variation among the respondents is 1.09 which is minimum gap among the respondents. There is no statistically significant value between the response of teachers and management team. This team implies that the principals fail to motivate teachers.

The respondents were requested to respond about whether the principal motivate them or not, the respondents' response shows that the principals don't motivate them because the mean value 2.4 shows that the respondents disagree with the ideas. The next question is about "the school principal with the school management provides teachers with the feeling of recognition". The response of the group and the weight mean shows that the management and principals are not providing feeling of recognition for teachers. The mean value 2.4 indicates that the respondents didn't agree with the idea. The other question is whether teachers feel comfortable with cooperative efforts from principals. The respondents' weighted mean 2.6 shows that the respondents moderately agree with the idea. The mean value indicates that the respondents partially agree with the concept. The standard deviations of the above questions are 1.1, 1.05 and 0.97 which indicate that the variations among the respondents for the first questions are higher than the last question which is 0.97.

The fifth question says principals' constructive feedback after supervision for motivating teachers. The respondents agree with the idea that the principals provide continuous supervision and follow up for teachers. The sixth question describes reward taken as a key activity in school for motivating teachers. The respondents moderately agree and some disagree with the question this is clearly exhibited in the weighed mean value 2.6. The next question seeks response for the question that says motivating teachers is believed to be useful in teaching learning process .For this, the respondents response mean value 3.7 shows that respondents agree that motivating teachers has vital role in teaching learning process. The last question which says the principals are well aware of the useful aspect of motivating teachers. The response collected and analyzed mean value 3.0 shows that the respondents agree on the useful aspect of motivating teachers. When looking in to a detail mean value of each group of respondents all respondents do have similar attitude towards the motivating teachers.

According to the standard deviation value 0.96, 1.0, 0.84 and 1.0 highest variation among respondents exhibited in the question 6 and 8 and the lowest variation among the respondents response exhibited in seventh question with value of 0.84.

Table 6 School Organization Related Factors that Challenge Principals Motivation Practice

	Mean T (n= 100)	Mean Mgt. team(n= 56)	Weight mean	Sta.dev	P value Sign.
The management motivates me for job	2.3	2.2143	2.2688	1.05641	0.08352
School leadership support the staff in encouraging platform	2.58	2.0714	2.4625	1.09824	0.08682
The school management provide incentives and other package of incentives	2.22	2.5714	2.2313	1.07704	0.08515
The principal and the management bodies work together	3.3	3.5	3.3375	1.03333	0.08169
The working condition in the school is conducive that it increase the motivation	2.26	2.5	2.2642	1.18777	0.0942

W.M \leq 1.99 = Strongly Disagree, $2 \leq$ W.M \leq 2.49 = Disagree, $2.5 \leq$ W.M \leq 2.99 = Moderately, $3 \leq$ W.M \leq 3.49 = Agree and $3.5 \geq$ W.M = Strongly Agree

The response collected from the respondents on section B presented as follows the questions focus on school organization and a related factor that challenge principal's motivation practice. The first question is the management motivates me for the job. The respondents' response shows that the management didn't motivate the employees for job according to the mean value 2.2. The mean value implies that the respondent's response is inclined to disagreement. The next question is school leadership support the staff in encouraging to perform well in the school activity. For this question the mean 2.4 shows us that the respondents disagree on the idea of the support of the school leadership in

encouraging staff for a better performance in the school. The standard deviation value indicates that the variation among the respondents is relatively high as compared to the former parts which are 1.05 and 1.09 respectively. The t-test value indicates that there is no statistically significance between variables.

The next question was about the school principals with the school management provide incentives and other packages for motivating teachers. The response from the respondents show that the school management doesn't provide incentives and other packages for motivating teachers as the mean value indicates. The mean value 2.2 shows that the respondents disagree with the idea. The fourth question is about the principal and the management bodies work together in decision making. The response collected show that the respondents agree as the mean 3.3 value indicates. The weighted mean shows that teachers and responsible bodies participate in the decision making process in the school. The last question is the working condition in the school in the school is conducive that it increases motivation. The weighted mean 2.2 indicates that the respondents don't agree with the idea. The working condition in the school is not conducive.

The standard deviations of the respondent's show that range of response exhibited are low. The respondents' standard deviation for questions were 1.07, 1.03 and 1.18 from question number three up to five respectively. The value indicates us that question number five shows higher variation among the respondents response. The Sig. value of the respondents shows that there is no statistically significant difference.

Table 7 Independent Samples Test on Challenges of Motivation

	Position	N	Mean	Std. Deviation	T	Df	Sig.
challenge	Teachers	100	22.6800	3.51585	.358	155	.002
	Management team	56	21.9000	3.03483			.002

P<0.05

As indicated in the above table there is statistically significant difference between teachers and management team. (t=0.358, P<0.05). This shows that the challenge for motivation in both categories of respondents were understood and taken as problem. Therefore, the

school related factors are also problems for motivating teachers. Principals are highly challenged by the school organization factors and other related factors for motivating teachers.

The open ended questions' responses are presented as follows: the first question is about major activities that the principal has to do for motivating teachers. The responses of teachers are categorized as two parts. The first part is working area related issues like the working area has to be more of interesting. The collegial approach has to be friendly, the school environment has to be attractive and the school management has to decrease unwanted autocracy.

The second groups of issues are management related issues with teaching learning were: the school has to support the teacher by giving the appropriate input, the school management has to give awareness about motivation to PTSA, the management has to plan motivation strategies for teachers and the management has to develop certain incentive packages for best performing teachers with evaluating criteria's

The next question is about the power and autonomy of principals to create motivating environment for teaching learning process. The respondents agreed that the principals have the autonomy to do this the means are the following. The principal can call the management council and present the issue to this council so that the council provides the school with the required amount of finance and manpower. The principal has the right to use the internal income or income generated within the school so that money can be used to do these activities. The principal is the leader of the school with its vices so the school failure or progress is the outcome of his/her works so if the principal plan the appropriate activity on the right time the school will be with regard to principals the following points are raised during structured interview. The power is not active because finance is not integrated with the teaching learning activities related purchase. Teachers assume motivation only in terms of reward so everything pin points towards money. The management council wants to perform activities free of financial issues. They want things to be done for free. The management and the teachers don't have a common understanding about motivation. The internal incomes used for maintenance purpose so it becomes big problem and conflicting issue with teachers.

4.5. Management Teams View on the Effective Strategies of Motivation

Table 8 Response of Teachers for the Questionnaire Part two Section four

	Mean Te.	Mean Mgt.	Weight mean	Std. Deviation	P value
The current practice of motivating teachers is well structured	2.1600	2.0714	2.1438	1.02083	.00070
The motivation process is material oriented	2.6500	2.7143	2.5250	1.05180	.00315
better performing motivated teachers have been rewarded with incentives	3.2000	3.0714	3.1813	1.20205	.00503
The principals are well awarded of the teachers need	2.9500	3.3571	3.0063	1.08446	.00573
The financial process has space for expense related to motivating teachers	3.6100	3.5714	3.5563	.96314	.00614
The management accept the expense positively	1.9200	1.5714	1.9188	.95148	.00522
The motivational process is in growing from time to time	1.9800	2.0000	1.9938	.99998	.00906
The past experience created negative impact on motivational process	3.6600	3.5000	3.6188	1.05134	.00312
The former appraisal system procedure still exists	3.6500	3.8571	3.6375	.95488	.00549
System change is mandatory for motivational process	3.6200	3.5714	3.6188	.98333	.00774
The current procedure of motivation need further improvement	3.5200	3.8571	3.5938	.93363	.00381
The process accommodates all teachers without biased	2.6700	1.8571	2.5438	1.20192	.00502
The principal roll is basic for improvement of the motivational process	3.7800	3.8571	3.8125	.93961	.00428

W.M \leq 1.99 = Strongly Disagree, $2 \leq$ W.M \leq 2.49 = Disagree, $2.5 \leq$ W.M \leq 2.99 = Moderately, $3 \leq$ W.M \leq 3.49 = Agree and $3.5 \geq$ W.M = Strongly Agree

In this section of the questionnaire the respondents were requested to fill in their response for 13 questions .The responses are presented as follows. The first question is about the current practice of motivating teachers and its structure. The mean value of 2.1 is recorded

this shows that the current practice of motivating teachers is not well organized according to the response of the responding teachers and principals. The second question states that the motivation process is material oriented for this the response shows that the respondents moderately agree and disagree because mean value shows that the respondents are agreeing and some are disagreeing 2.5. So the current motivational process is material oriented. The standard deviation value 1.02, 1.05 and 1.2 of the above three questions indicates that the third question has highest variation among the respondents. The p value of the questions indicates that there is statistically significant difference at $P < 0.05$ which indicates that the practice, motivational (incentive system) and awareness of the principals. The value shows us that the variables are statistically significant.

The third question says that best performing teachers have been rewarded with incentives. The respondent's response shows that best performers were rewarded with incentives. The weighted mean 3.1 shows that the action has been practiced in the secondary schools. When we look in to the detail it mean, teachers it clearly shows they agree with the issue including department heads and principals. The fourth question indicates that the awareness of principals about motivational process. The responses weighted mean 3.0 show that the respondents can't really determine the awareness of principals on the issue. Looking in to the detail mean of the respondents the principals confirmed that they do have the awareness. The fifth question on this section request the respondents to respond for the financial process (having budget source for reward and motivation) process. The respondents agreed that the budget titles support the motivational process and reward process of the teachers. As the weighted mean 3.5 indicates the respondents agreed on the issue. The standard deviation result 1.08, 0.96 and 0.95 indicates that the third question has highest variation as compared to the grouped three questions among the respondents.

The next question was about the management accepting the expense for the motivation process. The respondent's weighted mean 1.9 shows that the management doesn't accept the expenses used for motivation of teachers. Specially looking in to the mean of management team it is 3.5 this shows that there is no financial system that tolerates the motivational process. The next question is about the growth of motivational process time to time. The respondents show disagreement that their weighted mean shows that. The

mean value 1.9 shows that the motivational process is not growing from time to time. Looking in to the details of their mean respondent teachers shows disagree to that the process is not growing from time to time include the rest of the two responding groups the disagreement is exhibited. The standard deviation value of the questions shows that there is low variation among the respondents response.

The next question is the past experience' created negative impact on the motivational process of teachers. The respondent's weighted mean 3.6 shows that the respondents agreed that the past experience has created negative image on the motivational process. The next question states that the former appraisal system is still working. The responding groups all agreed that there is no procedure and criteria change. The former motivation process with its weakness is still being used. The tenth question states that system change is mandatory for the motivational process of teachers. The standard deviation value of the questions indicates 1.05 and 0.95 which implies the variation between each respondent minimum or there is no huge gap between the respondents response gap.

The next question states the current motivational process need further improvement. The respondents agreed that the system needs improvement. As the weighted mean 3.5 indicates the system is in need of further improvement. The next question is the process accommodates all teachers without bias on other issues not related to teaching. For this question the respondents weighted mean became 2.5 which is equal with actual mean. The respondents moderately agree and disagree that when we look in to their group the principals mean became 1.8 which shows disagreement on the issue. The last question the principal's role is basic for improvement of the motivational process. The mean value for this question is 3.8 which means that the respondents agreed that the principal has a vital role in motivational process.

In relation to the value of standard deviation of respondent's response, the highest value recorded was 1.20 and the least value was 0.93. The values collected indicate that the respondents' response gap is not high so the gap between each respondent is minimized.

Table 9: Independent Samples Test on Challenges of Motivation

	Status	N	Mean	Std. Deviation	T	Df	Sig.
Factors	Teachers	100	48.3700	3.94829	.86	155	.037
	Management team	56	35.7833	3.28371			

P<0.05

As indicated in the above table, there is statistically significant difference in teachers and management team with regard to factors affecting the motivational process of by principal (t=0.86, P<0.05). This figure shows that factors which were listed earlier like finance, awareness, student discipline and other related factors are affecting the motivational process by principals for teachers.

The open ended questions are presented as follows. The responses are categorized on the basis of similarity. The first question asks what current problems of principals they observe on motivation process for teachers. The respondents responded as lack of self-confidence, looking for solution from higher officials for very thing in the school. Failed to say NO for the direct interference from higher officials, not having clear mandate and power, unable to work with the vices and being bossy when teachers discuss issues

The other question was ‘what challenges do you see related to principals’ role of motivating teachers. For this question some points were raised and summarized as follows. The final question requested was to point out some suggestions that principals should do to improve the motivational practice. The responses are summarized as follows they need to develop self-confidence for what they do, answer appropriate answer for the questions raised by teachers. Develop strong plan for motivating teachers through discussion with teachers and other stallholders, create interest on teachers that teachers can do better, the criteria for incentives has to be developed through discussion with teacher and short and précised meetings monthly

4.6. Discussion

It is important that teachers' work contexts support, reinforce and shape their perceptions of themselves, both personally and professionally (Evans 2001). Teachers have to be nurtured in various ways by the principal so that they become motivated and committed to their teaching job. The participant teachers agreed that praise and recognition from their principals has impact positively on their motivation. Constant recognition from the principal encourages teachers to excel in their profession as is evident from the following comment of a teacher from school. The principal recognizes the effort in contributing to the better school results at exams. He would say "you have got good results. Thank you. Keep it up!" This praise encourages teachers to improve their teaching so that next year the results can be better. Teachers feel more committed to their job for the school achievement and success. Participant from different school emphasized the positive effect of principals and the school management for the motivational process of the teachers in the teaching learning activity. Conversely, the lack of praise and blame and criticism for petty mistakes or nonsensical matters are detrimental.

In the latter case teachers become frustrated and they engage in curricular and extra-curricular activities just for the sake of doing them, without much enthusiasm and devotion. In this regard a teacher from sample secondary school contemplated that the financial system has space for covering the expense of the rewards prepared for teachers also the management knew that motivation is key for enhancing the teaching learning process in the school. When teachers are recognized, rewarded and praised, principals reap a rich harvest of renewed professional enthusiasm amongst their teachers. By creating a school climate that promotes the quality and the frequency of interactions between teachers and principals, school managers create an environment in which teachers are willing to contribute positively and enthusiastically to the success of the teaching and learning activities (Kruger 2003:14).

It became clear from the response for the questionnaire from teachers that the personal qualities of the principal influence teachers' attitudes towards their profession and the school. The participant teachers listed the following qualities of the principal that inspire them and boost their motivation and morale. The principal's readiness to listen, to be frank,

to discuss things and find solutions to problems encountered by teachers, the principal's openness ("she/he adopts an open-door policy") and the principal is a good communicator and a visionary leader.

Such qualities of the principal help the teachers to develop a sense of security at work and commitment to the school vision. When principals respect human dignity and ensure rational trust, it encourages teachers to pursue increased excellence creatively. Teachers from schools explained that they feel proud to have a principal who understands and supports them. It boosts up their enthusiasm to work in their classes and to innovating those teaching activities. They feel free in their instructional practice, free to use methods that they feel best suit for their learners. This is encouraging. Constant motivation from the principal results in the development of mutualism, cohesion and a feeling of belonging as is evident from a teacher from sample schools. On the other hand, when principals are insensitive to teachers or offend them in front of learners or teaching staff teachers are "...hurt in self-esteem... feeling no more status as a teacher." It was clear from the questionnaire with teachers that when principals adopt democratic leadership styles characterized by the human touch, teachers experience greater stimulation at work and high levels of work motivation. When principals are autocratic, teachers lose their self-confidence and become less enthusiastic about working towards school goals. This is consistent with Evans's findings (2001:299) that the nature of teachers' working lives within the social and administrative structures of the school is leader-dependent.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The purpose of this study was to examine the practice and challenges of motivating teachers by principals in selected secondary school of Kirkos sub-city. In order to achieve this purpose, the following basic questions were raised.

1. How do the principals of the secondary schools in Kirkos sub city motivate teachers?
2. What are the major factors challenging principals practices of motivating teachers in Secondary schools of Kirkos sub city?
 - a) Are teachers' personal and social factors challenging principal's motivation practices in Secondary schools of Kirkos sub city?
 - b) Are school organization related factors challenging principals motivation practices in secondary schools of Kirkos sub city?
3. What are appropriate strategies to be applied by the principals for effectively motivating the teacher in secondary schools of Kirkos sub city?

In dealing with the problems, both quantitative and qualitative approaches were used to assess the practice and challenges of motivating teachers by principals in selected secondary school of Kirkos sub-city. Descriptive survey was employed in this study because this design enabled the researcher to gather relevant and adequate information on the issues considered. The study was conducted in four sample secondary schools. On the basis of the research questions, the researcher used different data collection instruments such as questionnaires and interview. The total participants of this study were 156 (100 teachers and 56 management team members) and the questionnaire was administered to all participants of this study. Furthermore, semi-structured interview was conducted with principals to get more reliable and valid information. Sample secondary schools were selected by purposive sampling. Teacher respondents from each department were selected by using simple random sampling, and management team respondents were selected by using available sampling. The data gathered by questionnaires were organized and

analyzed using mean, weighted mean and t-test. The data collected through interview were analyzed qualitatively.

Based on analysis and interpretation of the data, the following major findings were found out:

- Regarding teachers' motivation with their job was low because the weighted mean value of the item was 2.34. It showed that the practice of motivation by principals did not contribute to teachers' motivation. On the other hand, the school principals with the school management provided teachers with the feeling of recognition with weighted mean value was 2.4. This indicated that the management and principals were not providing feeling of recognition for teachers.
- In most schools, the school leadership supports the staff in encouraging the performance of the school activities and the school principals with the school management provided low incentives and other packages for motivating teachers because the weighted mean values of the two items were 2.4 and 2.2 respectively. This showed that the school principals did not support, encourage, and provide incentives and other packages for motivating teachers. In addition to this, the conducive working environments in the schools to motivate teachers were low because the weighted mean values of the item were 2.2. These manifested that principals did not participate teachers in creating attractive working environment in the school.
- Regarding to the current practice of motivating teachers and its structure with the weighted mean value of the item was 2.1. This indicated that the current practice of motivating teachers is not well organized according to the response of the participants.
- Furthermore, the management acceptance of the expenses for the motivation process with weighted mean value of the item was 1.9. This revealed that the management didn't accept the expenses used for motivation of teachers and there was no financial system that tolerated the motivational process.
- The growth of motivational process from time to time with weighted mean value of the item was 1.9. This showed that the motivational process is not growing from time to time

5.2. Conclusions

Based on analysis and interpretation of the data, the following conclusions were made.

- Principals as figure-heads of schools and as instructional leaders should be motivators of their teachers to achieve school effectiveness. However the practice of motivation by principals to motivate teachers did not contribute on teacher's motivation. This implied that unmotivated teachers can have influence on teaching-learning process and students' achievement. On the other hand, as matter of fact, the school principals and school management have to provide teachers with the feeling of recognition. According to the finding of the study, however, the school management and principals were not providing feeling of recognition for teachers. From this we can infer that not providing teachers with feeling of recognition could hinder the creation of new practices and change that facilitate the quality of education.
- It is obvious that the school principals and the school management provided low incentives and other packages for motivating teachers and provides inappropriate conducive environment can affect the success of the school and quality of education. Furthermore, as we can see from the finding, one of the challenges of the school principals to motivate teachers is the acceptance of the expense by the school management and absence of financial system which leads the school not to achieve the desired goal.

Generally, from the finding we can conclude that if the teachers are not motivated, supported and encouraged by the school principals, in one or another way it can affect students' achievement.

5.3. Recommendations

Based on the conclusions made recommendations are suggested.

- The school principals should motivate teachers by providing adequate materials for teaching learning process and developing teachers' moral by encouraging them in each school activities.
- The school principals and school management should have an interest to give recognition, appreciation and rewards for motivating teachers based on their best performance.
- The school principal should take a measure of developing strong plan/strategies for motivating teachers through discussion with teachers and other stallholders, supporting teachers by giving an appropriate input ,carryout continuous follow-up through feedback , Create interest on teachers that teachers can do better and providing certain incentive packages for best performing teachers with evaluating criteria's . Therefore, finally giving appropriate answer for the questions raised by teachers.
- The suggestion of the school principal should make the school environment to be attractive and more interesting and also the school management has to decrease unwanted autocracy and the collegial approach has to be friendly. Furthermore, as we can see from the finding, one of the challenges of the school principals to motivate teachers is the acceptance of the expense by the school management and absence of financial system. The school principal should enhance financial system by developing proposal to find fund from non-governmental organization to make the school attractive and conducive for teachers work initiation.

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APPENDICES

APPENDIX A

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLAGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING & MANAGEMENT**

Teacher Questionnaire

Dear Teacher

The purpose of this questionnaire is to collect data on The Practices and challenges of Principals in Motivating Teachers' in Secondary Schools of Kirkos Sub City. Your co-operation in providing relevant & accurate data will be of a great help of the study. I assured you that your response will be used only for the purpose of the study and be kept confidential. Therefore, please read each of the items and give response that corresponds to the situation in your school & your activities.

It is not necessary to write your name.

Thank you for your cooperation! Part one: Personal data

Direction: Write the required information or make a (✓) in for your response.

1. Name of your school _____
2. Gender: Male Female
3. Age: 18 – 25years 26 – 35 years 36 – 45 years
46 – 5 years above 55 years
4. What is your highest education qualification level?
Diploma Bachelor Master
5. How long have you been in the teaching profession?
Less than two years 2- 5 years 6 – 10 years
11 – 15 years Over 15 years
6. How many learners are you teaching per class?
25 – 30 31 – 35 41 – 45 Above 51

Part Two: The Practices of Motivation by Principals and Department Heads

Direction: The following items are related to teachers' motivation. Please give short answers or put a tick (✓) mark on the box placed each item.

1. Many times people talk of motivation, what is motivation in your opinion?

2. What do you consider to be the most effective way to motivate teachers?

The following are the perceived factors influencing motivation of teachers. Please select the appropriate response by ticking the one of which you feel most correctly describe how best you satisfied about your job.

		Strongly Disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly Agree (5)
3	I am satisfied with my job					
4	I am motivated with my job					
5	My principal motivates me to work					
6	My job provide me with the feeling of recognition					
7	I feel comfortable with the cooperation effort from my colleagues					
8	School leadership support to staff is encouraging					
9	The school management provides me with the needed teaching and learning materials					
10	The principals allow me to contribute to decision making in the school.					
11	Working condition in this school is conducive					
12	The principals of this school leads by good examples					
13	The principals regularly supervise classes					

14. Have you ever attended any in-service training organized for teachers?

Yes

No

List some of them _____

15. List at least four factors that motivate you at work place.

- (a) _____
- (b) _____
- (c) _____
- (d) _____

16. What things do you think if added to your working environment that would motivate you to do your work?

- (a) _____
- (b) _____
- (c) _____
- (d) _____

17. Why do teachers leave the profession for other job?

- (a) _____
- (b) _____
- (c) _____
- (d) _____

18. What would you recommend to be done in improving teacher motivation?

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

19. What are the teachers' views on the most effective strategy principals of schools should use to motivate teachers?

20. What are the teacher personal factors for motivation?

21. What are school level factors for teacher motivation?

22. What are the roles of principals for motivating teachers?

23. What are the strategies used for motivating teachers?

Part Three (A): Personal and Social Related Factors That Challenge Principals Motivational Practices

Direction: The following items are related to major factors that challenge principal practices in motivating teachers. Kindly indicate your response by using a “√” mark on the box placed each item.

The following are believed to be the factors affecting Principal’s in motivating teachers. Please select the appropriate response by ticking the one of which you feel most correctly describe how best you feel about your work.

		Strongly Disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly Agree (5)
3a-1	Are you motivated with the principals’ activity in the school?					
3a-2	My principal motivates me to work					
3a-3	My principal and management provide me with the feeling of recognition					
3a-4	Teachers feel comfortable with the cooperation effort from my principals					
3a-5	Principals provide constructive feedback after supervision for motivating teachers					
3a-6	Reward is taken as a key activity in the school in motivating teachers.					
3a-7	Motivating teachers is believed to be useful in teaching learning process					
3a-8	The principals are well aware of the useful aspect of motivating the teachers					

Part three (B) School organization related Factors that challenge principals’ motivation practices

Direction The following items are related to major factors that challenge principal practices in motivating teachers. Kindly indicate your response by using a “√” mark on the box placed each item.

The following are believed to be the factors affecting Principal’s in motivating teachers. Please select the appropriate response by ticking the one of which you feel most correctly describe how best you feel about your work.

		Strongly Disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly Agree (5)
3b-1	The management motivates me for the job					
3b-2	School leadership supports the staff in encouraging to perform well in the school activities					
3b-3	The school principal with the school management provide incentives and other packages for motivating teachers					
3b-4	The principal and the management bodies work together in the decision making					
	The working condition in this school is conducive that it increases the motivation of teachers and other stakeholders					
3b-5	There are clear procedures and criteria in the school for motivating teachers					

3b-6. what major activities do you suggest for motivating teachers that the principals must do?

3b-7. Do you think that the principals have the autonomy to create motivating environment for teaching learning process?

Yes

No

If Yes how? _____

If No Why? _____

Part Four: Principals and Department Heads View on the Effective Strategies of Motivation

Direction The following items are related to principals and department heads view on the effective strategies of motivation. Kindly indicate your response by using a “√” mark on the box placed each item.

The following items are related to Principals and department heads view on the effective strategies of motivation strategies of motivation. Please select the appropriate response by ticking the one of which you feel most correctly describe how best you feel about your job.

No		Strongly Disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly Agree (5)
1	The current practice of motivating teachers is well structured					
2	The motivation process is material oriented					
3	Better performing motivated teachers have been rewarded with incentives					
4	The principals are well aware of the teachers need and demand of what it motivates it.					
5	The financial process has space for the expense related to motivating teachers.					
6	The management accepts the expenses positively					
7	The motivational process is in growing from time to time					
8	The past experiences created negative impact on motivational process of teachers					
9	The former appraisal system procedures still working					
10	System change is mandatory for motivational process					
11	The current procedure of motivation need further improvement					
12	The process accommodates all teachers without biased on other issues not related to teaching.					
13	The principals roll is basic for improvement of the motivational process					

14. What current problems of principals do you observe on motivation process for teachers?

15. What challenges do you see related to principals role of motivating teacher?

What pointes do you suggest that principals have to do to improve motivation practice?

Thank you for your time and cooperation!

APPENDICS B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLAGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING & MANAGEMENT

Questionnaire for School Management Team

Dear respondents

The purpose of this questionnaire is to collect data on The Practices and challenges of Principals in Motivating Teachers' in Secondary Schools of Kirkos Sub City. Your co-operation in providing relevant & accurate data will be of a great help of the study. I assured you that your response will be used only for the purpose of the study and will be kept confidential. Therefore, please read each of the items and give response that corresponds to the situation in your school & your activities.

It is not necessary to write your name.

Thank you for your cooperation!

Part One: Personal data

Direction: Write the required information or make a (✓) in for your response.

1. Name of your school _____
2. Gender: Male female
3. Age: 18 – 25years 26 – 35 years 36 – 45 years
46 – 5 years above 55 years
4. What is your highest education qualification level?
Diploma Bachelor Master
5. How long have you been in the teaching profession?
Less than two years 2- 5 years 6 – 10 years
11 – 15 years Over 15 years
6. How many learners are you teaching per class?
25 – 30 31 – 35 41 – 45 Above 51

Part two: The practices of motivation by principals and department heads

Direction The following items are related to teachers' motivation. Please give short answers or put a tick (✓) mark on the box placed each item.

1. Many times people talk of motivation, what is motivation in your opinion?

2. What do you consider to be the most effective way to motivate teachers?

The following are the perceived factors influencing motivation of teachers. Please select the appropriate response by ticking the one of which you feel most correctly describe how best you satisfied about your job.

		Strongly disagree (1)	Disagree (2)	Not sure (3)	Agree (4)	Strongly agree (5)
3	Teachers are satisfied with job					
4	Teachers are motivated with job					
5	You motivate teachers at work					
6	You provide teachers recognition for their work					
7	You initiate teachers to work cooperatively.					
8	School leadership support to staff is encouraging					
9	The school management provides me with the needed teaching and learning materials					
10	You allow teachers to contribute to decision making in the school.					
11	You create conducive working condition in the school.					
12	As a leader you lead by good examples.					
13	You supervise classes regularly					

14. Have you ever provided any training for teachers?

Yes

No

List some of them _____

15. List at least four factors that you provided to motivate teachers

- (a) _____
- (b) _____
- (c) _____
- (d) _____

16. What things do you think if added to working environment that would motivate teachers to do their work?

- (a) _____
- (b) _____
- (c) _____
- (d) _____

17. Why do teachers leave the profession for other job?

- (a) _____
- (b) _____
- (c) _____
- (d) _____

18. What would you recommend to be done in improving teacher motivation?

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

19. What are your views on the most effective strategy principals of schools should use to motivate teachers?

20. What are the teacher personal factors for motivation?

21. What are school level factors for teacher motivation?

22. What are the roles of principals for motivating teachers?

23. What are the strategies used for motivating teachers?

Part three (A): Personal and social related factors that challenge principals’ motivation practices

Direction The following items are related to major factors that challenge principal practices in motivating teachers. Kindly indicate your response by using a “√” mark on the box placed each item.

The following are believed to be the factors affecting Principal’s in motivating teachers. Please select the appropriate response by ticking the one of which you feel most correctly describe how best you feel about your work.

		Strongly disagree (1)	Disagree (2)	Not sure (3)	Agree (4)	Strongly agree (5)
3a-1	your activity motivates teacher in the school					
3a-2	principal motivates teachers to work					
3a-3	School management provide teachers recognition					
3a-4	Teachers feel comfortable with the cooperation effort from principals					
3a-5	Principals provide constructive feedback after supervision for motivating teachers					
3a-6	Reward is taken as a key activity in the school in motivating teachers.					
3a-7	Motivating teachers is believed to be useful in teaching learning process					
3a-8	The principals are well aware of the useful aspect of motivating teachers					

Part three (B): School organization related factors that challenge principals’ motivation practices

Direction The following items are related to major factors that challenge principal practices in motivating teachers. Kindly indicate your response by using a “√” mark on the box placed each item.

The following are believed to be the factors affecting Principal’s in motivating teachers. Please select the appropriate response by ticking the one of which you feel most correctly describe how best you feel about your work.

		Strongly disagree (1)	Disagree (2)	Not sure (3)	Agree (4)	Strongly agree (5)
3b-1	The management motivates teachers at the job					
3b-2	School leadership supports the staff in encouraging to perform well in the school activities					
3b-3	The school principal with the school management provide incentives and other packages for motivating teachers					
3b-4	The principal and the management bodies work together in the decision making					
3b-5	The working condition in this school is conducive that it increases the motivation of teachers and other stakeholders					
3b-6	There are clear procedures and criteria in the school for motivating teachers					

3b-7. What major activities do you suggest for motivating teachers that you s must do?

3b-8. Do you think that the principals have the autonomy to create motivating environment for teaching learning process?

Yes

No

If Yes how? _____

If No Why? _____

Part four: Principals and department heads views on the effective strategies of motivation

Direction The following items are related to Principals and department heads view on the effective strategies of motivation. Kindly indicate your response by using a “√” mark on the box placed each item.

The following are related Principals and department heads view on the effective strategies of motivation. Please select the appropriate response by ticking the one of which you feel most correctly describe how best you feel about your job.

No		Strongly disagree (1)	Disagree (2)	Not sure (3)	Agree (4)	Strongly agree (5)
1	The current practice of motivating teachers is well structured					
2	The motivation process is material oriented					
3	Better performing teachers have been rewarded with incentives					
4	The principals are well aware of the teachers need and demand of what motivate them.					
5	The financial process has space for the expense related to motivating teachers.					
6	The management accepts the expenses positively					
7	The motivational process is in growing from time to time					
8	The past experiences created negative impact on motivational process of teachers					
9	The former appraisal system procedures still working					
10	System change is mandatory for motivational process					
11	The current procedure of motivation need further improvement					
12	The process accommodates all teachers without biased on other issues not related to teaching.					
13	The principals role is basic for improvement of the motivational process					

14. What current problems of principals do you observe on motivation process for teachers?

15. What challenges do you see related to principals role of motivating teacher?

What pointes do you suggest that principals have to do to improve motivation practice?

Thank you for your time and cooperation!

APPENDIX C

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLAGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING & MANAGEMENT**

Interview question for principals

Principals Interview questions

1. For how long have you served as a school principal?
2. Did you satisfy your teachers as a school principal?

Yes () No ()

Briefly explain your answer

3. Tell me what do you do to motivate teachers to teach effectively?
4. Please explain how you involve teachers in decision making?
5. How does work environment affect teacher motivation?
6. What else do you do to motivate the teachers?
7. In what other way are you making your teachers feel proud and motivated?
8. What personal approach do you use to improve teacher self-commitment and motivation?

APPENDIX D: SUMMARY TABLES

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
the management motivates me for job	156	2.2688	1.05641	.08352
school leadership support the staff in encouraging platform	156	2.4625	1.09824	.08682
the school management provide incentives and other package of incentives	156	2.2313	1.07704	.08515
the principal and the management bodies work together	156	3.3375	1.03333	.08169
the working condition in the school is conducive that it increase the motivation	156	2.2642	1.18777	.09420

One-Sample Test						
	Test Value = 0.05					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
the management motivates me for job	26.567	155	.000	2.21875	2.0538	2.3837
school leadership support the staff in encouraging platform	27.786	155	.000	2.41250	2.2410	2.5840
the school management provide incentives and other package of incentives	25.617	155	.000	2.18125	2.0131	2.3494
the principal and the management bodies work together	40.243	155	.000	3.28750	3.1262	3.4488
the working condition in the school is conducive that it increase the motivation	23.506	155	.000	2.21415	2.0281	2.4002

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
I am satisfied with my job	156	2.7125	.94761	.07491
I am motivated with my job	156	2.3000	.95693	.07565
My principal motivates me to work	156	2.5438	.89616	.07085
my job provide me with the feeling of recognition	156	2.6938	1.14374	.09042
I feel comfortable with my colluges	156	2.7750	.99020	.07828
school leadership support he teachers	156	2.8125	.97250	.07688
the school provides me with teaching learning materials	156	3.3250	1.12462	.08891
the principal allow me to decision making	156	3.4063	1.07163	.08472
working condition of the schools conducive	156	2.7188	1.01046	.07988
the principal of the school leads by example	156	2.3813	.98333	.07774
The principal regularly supervise class	156	2.7000	.95693	.07565

One-Sample Test						
	Test Value = 0.05					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
I am satisfied with my job	35.540	155	.000	2.66250	2.5145	2.8105
I am motivated with my job	29.741	155	.000	2.25000	2.1006	2.3994
My principal motivates me to work	35.199	155	.000	2.49375	2.3538	2.6337
my job provide me with the feeling of recognition	29.238	155	.000	2.64375	2.4652	2.8223
I feel comfortable with my colleges	34.810	155	.000	2.72500	2.5704	2.8796
school leadership support he teachers	35.931	155	.000	2.76250	2.6107	2.9143
the school provides me with teaching learning materials	36.835	155	.000	3.27500	3.0994	3.4506
the principal allow me to decision making	39.616	155	.000	3.35625	3.1889	3.5236
working condition of the schools conducive	33.408	155	.000	2.66875	2.5110	2.8265
the principal of the school leads by example	29.988	155	.000	2.33125	2.1777	2.4848
The principal regularly supervise class	35.029	155	.000	2.65000	2.5006	2.7994

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Are you motivated with the principal activity in the school	156	2.4188	1.09586	.08664
the principal motivates me to work	156	2.4813	1.11576	.08821
my principal and management provide me with feeling and recognition	156	2.4125	1.05442	.08336
teachers feel comfortable with the cooperative work	156	2.6563	.97804	.07732
principal provide constructive feedback and supervision	156	2.9875	.96471	.07627
reward is taken as a key activity	156	2.6000	1.06517	.08421
motivating teachers is believed to be useful in teaching learning process	156	3.7688	.84095	.06648
the principals are well aware of the useful aspect of motivating teachers	156	3.0625	1.00744	.07965

One-Sample Test						
	Test Value = 0.05					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Are you motivated with the principal activity in the school	27.342	155	.000	2.36875	2.1976	2.5399
the principal motivates me to work	27.562	155	.000	2.43125	2.2570	2.6055
my principal and management provide me with feeling and recognition	28.341	155	.000	2.36250	2.1979	2.5271
teachers feel comfortable with the cooperative work	33.707	155	.000	2.60625	2.4535	2.7590
principal provide constructive feedback and supervision	38.516	155	.000	2.93750	2.7869	3.0881
reward is taken as a key activity	30.282	155	.000	2.55000	2.3837	2.7163
motivating teachers is believed to be useful in teaching learning process	55.936	155	.000	3.71875	3.5874	3.8501
the principals are well award of the useful aspect of motivating teachers	37.824	155	.000	3.01250	2.8552	3.1698

One sample test				
	N	Mean	Std. Deviation	Std. Error Mean
the current practice of motivating teachers is well structured	156	2.1438	1.02083	.00070
the motivation process is material oriented	156	2.5250	1.05180	.00315
better performing motivated teachers have been rewarded with incentives	156	3.1813	1.20205	.00503
the principals are well aware of the teachers need	156	3.0063	1.08446	.00573
the financial process has space for expense related to motivating teachers	156	3.5563	.96314	.00614
the management accept the expense positively	156	1.9188	.95148	.00522
the motivational process is in growing from time to time	156	1.9938	.99998	.00906
the past experience created negative impact on motivational process	156	3.6188	1.05134	.00312
the former appraisal system procedure still exists	156	3.6375	.95488	.00549
system change is mandatory for motivational process	156	3.6188	.98333	.00774
the current procedure of motivation need further improvement	156	3.5938	.93363	.00381
the process accommodates all teachers without baise	156	2.5438	1.20192	.00502
the principal role is basic for improvement of the motivational process	156	3.8125	.93961	.00428

One-Sample Test						
	Test Value = 0.05					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
the current practice of motivating teachers is well structured	25.944	155	.000	2.09375	1.9344	2.2531
the motivation process is material oriented	29.765	155	.000	2.47500	2.3108	2.6392
better performing motivated teachers have been rewarded with incentives	32.950	155	.000	3.13125	2.9436	3.3189
the principals are well aware of the teachers need	34.482	155	.000	2.95625	2.7869	3.1256
the financial process has space for expense related to motivating teachers	46.048	155	.000	3.50625	3.3559	3.6566
the management accept the expense positively	24.844	155	.000	1.86875	1.7202	2.0173
the motivational process is in growing from time to time	24.587	155	.000	1.94375	1.7876	2.0999
the past experience created negative impact on motivational process	42.937	155	.000	3.56875	3.4046	3.7329
the former appraisal system procedure still exists	47.523	155	.000	3.58750	3.4384	3.7366
system change is mandatory for motivational process	45.907	155	.000	3.56875	3.4152	3.7223
the current procedure of motivation need further improvement	48.012	155	.000	3.54375	3.3980	3.6895
the process accommodates all teachers without baise	26.244	155	.000	2.49375	2.3061	2.6814
the principal role is basic for improvement of the motivational process	50.651	155	.000	3.76250	3.6158	3.9092

APPENDEX 1 reliability test

VAR00029 = teacher

Case Processing Summary^a

		N	%
Cases	Valid	20	100.0
	Excluded ^b	0	.0
	Total	20	100.0

a. VAR00029 = teacher

Reliability Statistics^a

Cronbach's Alpha ^b	N of Items
0.87	37

a. VAR00029 = teacher

VAR00029 = principals

Case Processing Summary^a

		N	%
Cases	Valid	6	100.0
	Excluded ^b	0	.0
	Total	6	100.0

a. VAR00029 = principals

Reliability Statistics^a

Cronbach's Alpha	N of Items
0.82	37

a. VAR00029 = principals