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**THE RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP STYLES AND
TEACHERS' MOTIVATION IN SECONDARY SCHOOLS OF SOUTH WEST
SHOA ZONE**

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A Thesis Submitted to the Department of Educational Planning and Management
in Partial Fulfillment for the Requirements of MA Degree in School Leadership

DECLARATION

I, the under signed, declared that the thesis entitled, “The Relationship between Principals’ Leadership Styles and Teachers’ Motivation In Secondary Schools of South West Shoa Zone, is my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

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Acronyms

ESDP- Education Sector Development Program

ETP- Education and Training Policy

ERG- Existence, Relatedness and Growth needs

GEQIP- General Education Quality Improvement Program

ICT- Information Communication Technology

MoE- Ministry of Education

TAP- Teacher Advancement Program

TDP- Teacher Development program

PTA- Parent Teachers Association

SD – Standard Deviation

SIP- School Improvement Program

SPSS-Statistics Package Social Science

UNESCO-United Nations Educational Scientific and Cultural Organization

Abstract

The purpose of this study was to assess the relationship between principals' leadership styles and teachers' motivation in secondary schools of the southwest Shoa zone. To accomplish this purpose, the study employed descriptive survey research method, which is supplemented by qualitative research. The study was carried out in 9 randomly selected secondary schools of the south west Shoa zone. A total of 294 individuals participated in the study. Among them, 201 teachers and 84 department heads were included as a sample through simple random sampling technique, especially lottery method, 9 secondary school principals were included by purposive sampling. Questionnaires were the main instrument of data collection. Interviews and document analysis were also utilized to substantiate the data collected through the questionnaire. The analysis of the quantitative data was carried out by using frequency, percent, mean, and standard deviation. While the data obtained through open ended questions, and the interview was qualitatively analyzed. The result of the study revealed that, the activities show that the schools principals moderate share school leadership role with the teaching staff and involvement of teachers in decision, no practice respect for teachers opinions regarding school improvement exist in the school, exercise more top-down administration system and slightly horizontal. Generally, there are moderately democratic, laissez-faire, and authoritative leadership style used in all schools. Further, the study show democratic leadership styles have a good relationship and promote teachers job motivation in secondary schools. Also the finding of the study revealed that there was a negative relationship between principals' laissez-faire leadership style and autocratic leadership style with teacher job motivation. The external factor that study show that: the low practice in police and regulation in school, not implement rewarded strategies, absence capacity to treat teachers equally insignificant supervision and teachers no have good relation in secondary, low level conduciveness of working conditions is specially, absence of teachers home secondary school found in rural, no adequate teaching equipment and facilities no practice respect for teachers opinions regarding school improvement exist in the school are factor that affect teachers job motivation in secondary. Finally, the study comes up with the following recommendations: principals need more to involve teachers in decision-making, recognition practice and equal treat teachers, school principals should use dominantly democratic and transformational over laissez-faire and autocratic , education offices work collaboratively with cluster supervision and upgrade already assigned, making open and regular discussion and rewarding teachers for their achievement and work for the improvement of these motivation factors.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent (Banerjee, 2011). The success of an organization depends on many factors of which no one is more important than the impact of its leaders. They make decisions that determine both organizational purpose and the means by which that purpose is filled. As Yukl 2002 cited in Bush, 2008, leadership is process of involve influence whereby intentional influence is exerted by one person/group over other people/group to structure the activities and relationship in a group organization.

Additionally, Ngambi et al. (2010) and Ngambi (2011), leadership is a process of influencing others' commitment towards realizing their full potential in achieving a value added, shared vision, with passion and integrity. The nature of this influence is such that the members of the team cooperate voluntarily with each other in order to achieve the objectives, which the leader has set for each member, as well as for the group. The relationships between the leader and employee, as well as the quality of employees' performance, are significantly influenced by the leadership style adopted by the leader (Jeremy et al., 2011)

Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in the organization (Obiwuru et al., 2011). Again Michael, (2011) also described that; leadership has a direct cause and effect relationship upon organizations and their success. He added that leaders determine values, culture, change tolerance and employee motivation.

The perceived behaviors and approaches a manager uses to influence others constitute the manager's leadership style (Davis and Newstrom, 1998). School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. Highly motivated workers would be regular for work, and have a sense of belonging for the organization. Quality of product will be improved, wastage will be minimum and there will be increase in productivity, and performance level will be high. In line with this, it has been noted that command-and- control leadership drains of ambition while

worker responsibility increases ambition (Piccolo et al., 2010).

There are different styles on the bases of their philosophies, decision making and areas of emphasis. For instance, leadership styles such as autocratic, democratic and laissez-faire based participation teachers in decision in the schools. In additional the areas of emphasis in the work environment, task oriented and/or people oriented styles are identified. Many researchers have also identified alternative leadership styles and traits to determine which one works best. If one best style had been recognized, it would have been possible to train people how exercise their leadership. But, there is no a single and universal leadership style that fits to all conditions and achieves the leadership success.

According to Mulengeki (2014) a leader who is charismatic, democratic, enabler and transformational will be more effective rather than a leader who is non-charismatic, autocratic, controller and transactional. Kibui (2013) describes that, a leader who is using transactions, non-charismatic, and autocratic and controller styles can be influenced but achieve little over the years in technology era.

An effective leader must be committed to building the relationships necessary to sustain the collaboration. This involves listening to the partners, encouraging open and ongoing communication, clarifying needs and interests, and developing a strategic action plan that will be evaluated and renewed in an ongoing way (Svendsen, A., & Laberge, M. 2007)

In line with this, Thomas (2010) studied teacher motivation, and found that a satisfied teacher is more productive than a teacher that is dissatisfied. An effective principal has a great impact on teachers' motivation in the school. In other words, the teachers' motivation has a great relationship with the school effectiveness in the teaching-learning activities.

Again the employee motivation is one of the strategies of managers to enhance effective job performance among workers in organizations. Motivating is the management process of influencing behavior based on the knowledge of what make people moment (Cohen, W.A (1990). Motivation is the process that arouses, energizes, directs, and sustains behavior and performance. Motivation is said to be a fundamental topic in psychology and organizational studies. This is because motivation describes the reasons that drive actions. Moreover, motivation is further said to be central in describe both individual and organizational behavior in

(Steers, Mowday & Shapiro, 2004). Motivation is defined as psychological processes that direct, energize and sustain action (Latham & Pinder, 2005). This means that motivation is an inner desire that triggers enthusiasm in a person to make him or her take part in an activity (Latham & Pinder, 2005).

Furthermore, Deci and Ryan, (1985) reveal that there are two most basic distinctions of the concept of motivation. These are intrinsic motivation and extrinsic motivation. According to Ryan & Deci, (2000) intrinsic motivation is defined as doing something because of its inherent satisfaction, interesting or enjoyable. That is, a person is inwardly ignited and decides to act for the fun or challenge in a particular situation and not because of the external influence (Amabile, Hill, Hennessey & Tighe, 1994). Extrinsic motivation on the other hand, is defined as the desire to expend effort in order to attain any external rewards, incentives or recognition (Ryan & Deci, 2000).

Technology, technical innovation, better working conditions, better facilities, encouragement to employees and existence of better personal policies should be part of any organization. This will facilitate withholding of employees. These are help to employee to achieve high degree of motivation (Kondalkar, 2007). Leader can continuously identify such situations in the work environment and motivate his subordinates for self-development and organizational growth. (Kondalkar, 2007).

In another way many principals have not considered their styles of leadership as determinants of teachers' motivation in their schools. Therefore, some of them seem to find it difficult to effectively administer their schools (Adeyemi, 2004). The school principal is in a unique position as the manager or administrator who motivates teachers for the purpose of attaining organizational goals.

It is argued that effective leadership has a positive influence on the performance of teachers through job satisfaction and motivation (Charlton, 2000). Ultimately, the performance of many motivated individuals culminates in the performance of the organization, or in the achievement of organizational goals. Effective leadership is instrumental in ensuring organizational performance (Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen, 2004).

But most school heads are not effective in their leadership style behavior because they treat teachers as tools believing that teachers can be treated anyhow. In response to this, teachers do not handle

their work properly. Regarding to this Ethiopian education and training policy gives a mandate for schools to implement various activities, which improve the teachers' motivation (MoE, 1994).

However, Ethiopian secondary school teachers are not so much effective and efficient in achieving the expected quality of education due to different factors.

Tigistu (2012:13) also conducted a similar study in Ethiopia to examine the perception of leadership on the effectiveness of a school improvement program. The findings of his study revealed that principals are less effective in their leadership due to lack of experience and qualification.

It is therefore not surprising that there is pressure mounted by stakeholders on effective leadership among principals of secondary schools in the South West Shoa Zone. The aim of this study was to determine the relationship between principals' leadership styles and teachers' motivation with particular attention to governmental secondary schools in the South West Shoa Zone.

1.2 Statement of the Problem

The relationship between principals' leadership style and teachers' motivation has been a subject of controversy by many researchers (Adeyemi, 2006). The controversy has been centered on whether or not the style of leadership of principals influences the extent of motivation and satisfaction among teachers. It is argued that effective leadership style has a positive influence on the performance of teachers through job satisfaction and motivation (Charlton, 2000).

Ultimately, the performance of many motivated individuals culminates in the performance of the organization. The common observation in the school system also shows that the styles of leadership of a principal have serious impact on teachers' job performance through job satisfaction and motivation. Yones (2007) showed that there were statistically significant positive correlations between school principals' leadership styles and teachers' achievement motivation if it is used fitting the situation.

However, it seems that many principals have not considered their styles of leadership as determinants of teachers' job satisfaction and motivation in their schools. Hence, some of them seem to find it difficult to effectively administer their schools (Adeyemi, 2004). In light of this, the quality

of education is achieved effectively when teachers are qualified and motivated (VSO, 2007). The motivation level of teachers has a significant factor in influencing the delivery of quality education.

Thus, the education sector managers should identify the motivational factors of teachers under their organization. Because understanding of these factors is important to create an environment that allows and encourages an employee to be his or her best and it is a win-win for the employee and the organization (Robbins and Coulter, 2009). A survey conducted recently on teachers' motivation and job satisfaction in 12 countries of Asia and Sub-Saharan Africa raises concerns about the influence of low teacher job satisfaction on teacher absenteeism, lateness and lack of commitment to their work (Bennell&Akyeampong, 2007).

Accordingly Shann (2001) describes teacher satisfaction has been shown to be a predictor of teacher retention, determinant of teacher commitment, and, in turn, a contributor to school effectiveness. In addition, the commitment and effectiveness of teachers solely depend on their motivation, morale and job satisfaction. This implies that teacher job motivation is an important phenomenon for secondary school teachers, their employers and students at large.

Therefore, it is widely asserted that the low teacher motivation is reflected in weakening standards of professional conduct, including serious misbehavior (in and outside of work) and poor professional performance (Bennell, 2004). To minimize this problem, different countries educational reform focuses on improving teacher competence, the learning and working environments, and greater decentralization, all of which can improve teacher motivation. Regarding to this Ethiopian education and training policy gives a mandate for schools to implement various activities, which improve the teachers' motivation (MoE, 1994)

However, Ethiopian secondary school teachers are not so much effective and efficient in achieving the expected quality of education due to different factors. Towards this, the assessment made by CfBT (2008) on job satisfaction among Ethiopian secondary school teachers reveals that, 39% of teachers' are dissatisfied with their work situation. Due to this, many teachers indicate a loss of interest and they mentioned that the work was tiresome; there was no satisfaction, a lack of stimulation, a lack of enthusiasm, and no incentive to like the profession and a non-conducive atmosphere for the profession (CfBT, 2008).

A study done by Young Lives (2012) on the extent to which school-based management and

administration contributed to the improvement of critical decision-making at school level and to a higher quality of education in Ethiopia indicated that the Ethiopian Educational policy gives full power to head-teachers to manage and control the overall activities of the school. The study also specified that despite this fact, in practice, various factors have constrained the school principals' ability to implement policies and regulations properly.

In addition as Scott and others identify factors responsible for job dissatisfaction among teachers as administrative problems, evaluation of students' performances, handling of discipline problems, teacher's heavy workload, poor salaries, lack of respect for teaching profession and working conditions (Scott et al., 2005). Tigistu (2012:13) also conducted a similar study in Ethiopia to examine the perception of leadership on the effectiveness of a school improvement program. The findings of his study revealed that principals are less effective in their leadership due to lack of experience and qualification.

The relationship between principals and teachers can differ considerably even among a principal and the various teachers of the same school. This relationship can affect the success of students and the operation of the school as a whole (Edgeron & Kritsons, 2006:2-5) and thus, impacts on teacher work.

In line with this, the majority of teachers in the study area reach their school after September 10 of the New Year and also they were not committed to compensate the lost classes properly.

Furthermore, although all the above studies have been conducted, no study on the relationship between leadership style and teachers motivation in secondary schools of the Southwest Shoa zone was encountered at the time this study was undertaken. Such situations prompt the researcher to conduct a study on assessing teachers' motivation extent in relation to the principals' leadership styles of secondary schools in the South West Shoa Zone. In light of this, the researcher tried to seek answers to the following basic questions:

1.3 Research Questions

1. Which leadership style was commonly exercised by school principals in secondary schools of the South West Shoa Zone?
2. What type of leadership style promoted high teachers' job satisfaction in secondary the schools?
3. What is the relationship principals' leadership styles and teachers' motivation in the secondary school?

1.4. Objectives of the Study

1.4.1. General Objective

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

1.4.1. Specific Objective

The specific objectives of this study were:

1. To identify commonly practice leadership styles by school principals in secondary schools of the West Shoa Zone.
2. To identify the leadership style that promoted high job teacher satisfaction in secondary schools of the West Shoa Zone.

1.5. Significance of the Study

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

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

1.6. Delimitation of the Study

This study addressed the perception of the respondents about the relationship between principals' leadership styles such as autocratic, democratic, laissez-faire and teachers' motivation in secondary schools of the South West Shoa Zone. The researcher was classified and identifies the principals' leadership styles. Teachers' motivation was assessed in relation to principals' leadership styles. The study was delimited to public secondary Schools found in South west Shoa Zone. The sample size of the study was restricted to 9 schools and 218 Participants (24%) of total population randomly selected from these schools.

1.7. Limitations of the Study

The relationship between principals' leadership styles and teachers' motivation could be reflected in various ways that might constitute and reflect the picture of the case at hand in a more detailed way. However, various reasons limit the researcher to address all issues that could have revealed the relationship between principals' leadership styles and teachers' motivational status of preschool education. It would be better if additional variables were added.

Additionally, the researcher could face difficulty in to get principals to the interview as schools across the country were totally blocked out because of the corona virus. Moreover, the study lacked accessibility of relevant and up-to-date reference materials in carrying out the study. However, the researcher overcame these problems with patience, arranged convenient time and place in order to get enough valid responses.

1.8. Organization of the Study

This thesis contains five chapters. The first chapter treats the introductory part that deals with the background of the study, a statement of the problem, objectives of the study, the significance of the

study, delimitation and limitation of the study, and operational definitions of key terms. The second chapter discusses the review of related literature part of the study. In the third chapter, research design and methodology of the study is discussed briefly. While chapter four focuses on the data presentation, analysis, interpretation, and discussion of the research, chapter five presents the summary, conclusion, and recommendation of the research.

1.9 Definitions of Key Terms

Leadership: is the process of influencing the activities of a group of people by a leader in efforts towards goal achieving.

Leadership style: leadership style refers to the pattern of leadership behavior that characterizes a leader. It is the perceived behavior and approaches a manager uses to influence others

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

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

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

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

CHAPTER TWO: REVIEW OF RELATED LITERATURE

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

2.1 The Concept of Leadership

There are multiple definitions about leadership that researchers have been formulating. Leadership is about someone who is getting other people to do something. Leadership is the most important concepts in the business of organization success today. Leadership continues to evolve as need of an organizational change and occurs among peoples. It involves the use of influence, and is used to attain goals. Influence in the context refers to the quality to persuade others to seed defined objectives enthusiastically or to inspire confidence and trust among peoples so that there is maximum cooperation in achieving organizational goals. Thus, leadership is the ability to influence peoples toward the attainments of goals. It is dynamic and involves the use of power Northouse (2004, p.3) School leaders, particularly principals have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances (Day & Samnions, (2016).

Management is the process of planning, organizing, staffing and controlling through the use of formal authority whereas leadership is the process of inspiring others to work hard to accomplish important tasks (Shermerhorn, 1995). Leading focuses on maintaining the commitment and enthusiasm need for people to apply their talents fully to help accomplish plans.

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

Effective leadership in organization creates a vision of the future that considers the legitimate

long term interest of the parties involved in the organizational and develops a strategy. Vision refers to having clear sense of future and action needed to get there successfully. A manger leadership styles results from their philosophies, decision making, areas of emphasis and etc.

2.2. Types of leadership styles

The leadership style is defined by Rue, W. & Bayars, L. (2000, p.20), as “the sum total of all the traits, behavioral tendencies, and characteristics of a person in a leading position.” The styles include personal, political and institutional aspects of leadership. It also gives direction to leaders or administrators to act in accordance with organizational rules and regulations. Although the administrative styles are individual related, they influence employees’ productivity and motivation.

An educational leader has to undertake a number of functions like planning, organizing, directing, motivation, control, coordination, decision-making, evaluation, recording and reporting etc. in order to make the education process more effective as the basic purpose of educational leader is to provide a conducive environment to enhance teaching and learning process (Welte, 1978)

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

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

The role of the principal in schools has been in a constant state of change since its emergence. The issue has been mostly around whether the principal is a manager of the building or a leader of the school. Additionally, there has been discrepancy in the expectations of the principal in regard to

curriculum and instruction. The emergence of the school principal began in the mid-nineteenth century. The head teacher or principal teacher as the authority in the school, organizes curriculum, is the disciplinarian and supervises operations (Rousmaniere, 2007).

Into the twentieth century, the principal continued the emergence from teacher to administrator with professional requirements and licensing becoming required for the position of principal. For much of the twentieth century, the role of the principal was that of manager where the principal was expected to uphold district mandates, manage personnel, manage the budget, and handle other operational issues necessitated the inclusion of leadership. This role of principal was further developed stating that principals must serve as leaders for student learning (Usdan, McCloud, & Podmostko, 2000). Continuing research on effective schools has verified the common sense observation that schools are rarely effective, in any sense of the word, unless the principal is a good leader (Cawelti, 1984).

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

Musaazi, J.C.S. (1988, pp.64-65), has described leadership styles as types of leadership including autocratic, democratic and laissez faire. These are the three basic leadership styles. The main difference among various leadership styles depends normally on the manner in which the decision is made in any situation.

Plunkett W. Richard, (1994) also categorized the managers leadership styles in three groups based the degree to which a leader shares decision making authority with subordinates. In this study, some of the major leadership styles such as Autocratic, democratic and free reign together with managerial grid approaches are discussed below of which the researcher will take into account the first 3 styles assumed to be common.

A. Autocratic style

In this leadership style, leaders alone determine policy and make plan, tell subordinates what to

do and how to do, power is centralized only to the leader, workers under the leader have little freedom, and show greater concern for work than for his/her worker. Musaazi, J. C. S. (1988, pp.64-65), has described that it is a common trait of an autocratic leader to make decisions for the whole group without seeking any inputs.

Whereas according to Rue, W. and Byars, L. (2000, pp. 4-10), a person with an autocratic style considers himself omnipotent and feels more Superior to the people around. In relation of autocratic style, a description of leader and group member is given as follows.

Leader is egoistic, status conscious, not trusts on the capacity of members of group, reward for work and ignores relation of motivation members and complete compliance to order without seeking any feedback. Whereas the group members show no ownership of the result and task, not much productive but they are busy,

In fostering this, Lunenburg and Ornstein (2000) pointed out that autocratic leaders were very directive and not to allow participation in decision makings. They structured the complete work situation for their subordinates. The autocratic style is appropriate for employees have not been empowered to make decision and subordinates do not want to share authority.

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

B. Democratic (Participative style)

A manger that uses the participative style share decision making authority with subordinates. Participative management involves others to bear on issues and let them bring their unique view points, talents and experiences. Musaazi, J. C. S. (1988, pp.64-65), has described that the democratic leader consults his/her group for arriving at important decisions.

According to Rue, W. and Byars, L. (2000, pp. 4-10), a person with a democratic style has a balance between his/her preference for the work and the people who do that work. In relation of the democratic style, a description of leader and group members has the following characteristics.

Leaders are decided of decision by mutual, criticism and appreciation are made fairly and enough explanation is given to the group when decision is made independent of the group.

The group members are innovate, fill ownership, result are up to the mark and success is commonly owned and celebrated. This style is strongly emphasized today because of the trends toward downsizing autocracy, employee empowerment and worker teams.

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

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

C. Free rein style (Laissez-faire style)

This management style empowered individuals of groups to function on their Owen, without direct involvement from the mangers to which they report. There is a delegation of authority to the employee and mangers set limits and remain available for consolation. Musaaazi, J. C. S. (1988, pp.64-65), has described that the laissez-fair leader shows policy of non-interference. As a result, the group makes all decisions independent of the leader.

According to Rue, W. and Byars, L. (2000, pp. 4-10), a person with Laissez Faire style wants to please everyone around and ignores the tasks. This initiative style is frequently connected when the group is extremely fit, very much inspired and composed. Less impedance and decreased direct guideline is ordinary with this initiative style.

However this ought not to be confused for the pioneer showing an absence of hobby. Depending on great collaboration, exceptionally motivational and helpful inventive thoughts are produced. Free-rein leadership avoids energy and obligation, also takes a least activity for organization. The leader provides for no bearing and permits the group should build its own objectives and resolve its own issues.

The leader plays the least role. His idea may be that every part of the assembly when left to them

will set onward as much best exert and the most extreme outcomes can be achieved in this way.(Chand, C 1994).

This leader style can be effective when employees know how to use the tools and techniques for their tasks and they are well experienced professional and able to resist other supervision. The particular leadership style will affect the institutional tone either positively or negatively.

D. Transformational and Transactional Leadership Style

The difference between transformational and transactional leadership lies in the way of motivating others. Transformational leader's behavior originates in the personal values and beliefs of the leader and motivates subordinates to do more than expected (Bass, 1985). Burns (1978), identified transformational leadership as a process where, one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. 15 For transformational leadership style, the follower feels trust, admiration, loyalty and respect towards the leader, and is motivated to do more than what was originally expected to do .(Bass, 1985; Katz & Kahn, 1978). The transformational leader motivates by making follower more aware of the importance of task outcomes, inducing them to transcend their own self-interest for the sake of the organization or team and activating their higher order needs. He encourages followers to think critically and seek new ways to approach their jobs, resulting in intellectual stimulation. (Bass et al., 1994).

As a result, there is an increase in their level of performance, satisfaction, and commitment to the goals of their organization (Podsakoff et al., 1996). Past research works indicates that leaders who exhibited transformational leadership style had achieved their organizational goals over and above those with the transactional leadership style when the above constructs are put into consideration. Unlike the laissez faire leadership which is an indication of absence of leadership which results of previous research endeavors did not support as subordinates were not satisfied with their jobs and this had really impacted negatively on the success of organization where it is used. Transformational and transactional are different in their approaches to leadership and motivation of subordinates towards discharging their duties as and when due. Transformational leadership is famous with three main approaches: 1. By using reward and promises to induce subordinates towards discharging their duties. 2. Supervising the activities of subordinates and

taking corrective measures before errors go beyond control 3. Sometimes manager may allow shortcomings of the subordinates to accumulate and then reprimand him for errors that had never been corrected.

E. Charismatic leadership

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

2.2. Factors Affecting Leadership Styles

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

2.2.1 Managers Management Philosophy

This includes - The family and early school environment

- Experience and training in the area of leadership
- Theory "X" and "Y"

Manager's Assumptions about the nature of people: philosophy is the way in which someone understanding some things such as culture, customs and values. It is the way in which a leader understands the people or followers. It refers to the psychological perceptions of managers.

Experience and training in the area of leadership: having the experience and knowledge related to the leadership is the other determinant factor in management practices. In order to incorporate

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

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

2.2.2. Followers' Maturity Level

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

2.2.3. Situational Factors

These are the situations or conditions faced by managers. These include the nature of the work, the type of assignments and the functioning of the organization/ unit. These situational factors can be categorized as personal characteristics of subordinates and work environment.

Personal characteristics of subordinates include their abilities, self-confides, personal need and motivations and perceptions of their leaders. When subordinates exhibit low level of performance, leaders must provide coaching, training and direction.

The work environment includes the organization's culture and how power is exercised, polices and rules the extent to which tasks are structured. These factors are beyond the ability of employees to control affect their abilities to accomplish task and achieve goals. So, the leader must provide to each person the appropriate leadership depending on the employees and the work environmental conductions.

2.3. The concept of motivation

Motivation is purely a psychological topic but it is observed and taken as a multidiscipline one, each different discipline introducing a new definition from its own point of view. But overall the study of motivation is concerned, basically, with why people behave in a certain way. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period and in the face of difficulties and problems. Based on these concepts different scholars define motivation in numerous ways. Some of which are presented as follows.

Kondalkar (2007, p.101) defines motivation as "... the inner burning passion caused by need, wants and desire which propels an individual to exert his physical and mental energy to achieve desired objectives". Another scholar Ivancevich (2009) defines motivation as:

"... Is the set of attitude and values that predisposes a person to act in a specific goal directed manner?" The author also describes motivation as "... an invisible inner state that energizes human goal-directed behavior, which can be divided into two components; (1) the direction of behavior (working to reach a goal) and (2) the strength of the behavior (how hard or strongly the individual will work)." p.304

In the same way Schermerhorn, Hunt, Osborn and Uhl-Bien (2011, p.110) defines motivation as "...the individual forces that account for the direction, level, and persistence of a person's effort expended at work." These writers used the words direction, level and persistence when defining motivation; direction refers to an individual's choice when presented with a number of possible alternatives, level refers to the amount of effort a person's puts forth, and persistence refers to the length of time a person sticks with a given action. In addition Halepota (as cited in Ajang, 2007, p.10) defines motivation as "a person's active participation and commitment to achieve the prescribed results." Halepota further presents that the concept of motivation is abstract because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favorable results all the times.

Pinder (as cited in Latham and Pinder, 2005, p.486) also defines work motivation as "... a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity, and duration." Therefore,

the underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfill some need or expectation (Robinson, 2004).

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

2.3.1 Characteristics' of motivation

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

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

- (a) Motivation is a psychological phenomenon: It is the inner desire of an individual to accomplish something more.
- (b) Motivation is a continuous process: Since need is a continuous phenomenon if one need

is satisfied the other need emerges and so does individual propels to work and thus the continuous chain is created.

- (c) Motivation is caused due to anticipated perceived value from an action: Perceived value is the probability or the expectancy. Therefore, motivation is the result of value or valance and expectancy.
- (d) There are unsatisfied needs: A person remains disturbed till they are satisfied. This disturbance or tension causes disequilibria in human behavior. More the motivation level the higher will be efforts to get over the tension and in the process job accomplishment would take place.

2.3.2 Importance of motivation

As scholars defined, work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks (Bennell & Akyeampong, 2007). Therefore, employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Shadare et al, cited in Manzoor, 2012). A motivated employee is responsive for the definite goals and objectives he/she must achieve, hence he/she directs his/her efforts in that direction Because the individual's basic human needs, his ability and willingness to perform and his past experience, education and perceptions of the position he holds affect his performance in the entire system (Robinson, 2004).

Motivation formulates an organization more successful, because provoked employees are constantly looking for improved practices to do a work, so it is essential for organizations to persuade motivation of their employees. Getting employees to do their best work even in strenuous circumstances is one of the employees most stable and greasy challenges and this can be made possible through motivating them (Manzoor, 2012). For this reason, motivation is very important for an organization and the individuals because of the following benefits it provides (Manzoor, 2012);

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

wastage will be minimized and there will be increase in productivity, and performance level will be high.

- (b) Low employee turnover and absenteeism: Employee turnover and absenteeism is caused due to low level of motivation practice on the part of managers. When dissatisfaction is increased employees do not enjoy on the work assigned to them. Therefore, there is a tendency of absenteeism. The workers hunt for an alternative job and leave the organization whenever they get an opportunity. High level of absenteeism causes low level of production, wastages, poor quality and disruption in production schedules. Increased turnover is disastrous for any organization as it puts strain on financial position of the organization due to additional recruitment, selection, training and development.
- (c) Acceptance of organization change: Management must continuously scan the external and the internal environment. There has been a great impact of social change and technology evolution on the motivation level of employees. Social change increases aspirations of workers and put an additional demand on the organization, which must be considered positively so that conducive working environment is created. Management must ensure that the changes are introduced in the organization and its benefits explained to the employees so that there is no resistance to change and organizational growth is achieved. Re-engineering, empowerment, job enrichment, job rotation, introduction of new technology and processes will go a long way to boost employee morale and achieve high degree of motivation.
- (d) Organizational image: Employees are the mirrors of any organization. Training & development programs should be regularly organized and employee skill improved. It will have a positive impact on the employees and the image of the organization. It will also reduce employee turnover and better employee will look forward to join the organization. High organizational image will contribute towards brand image of the product and services the organization is marketing.
- (e) Puts human resources into action: Every concern requires physical, financial, informational and human resources to accomplish the goals. It is through motivation that the human resources can be utilized by making full use of it. This can be done by building willingness in employees to work. This will help the enterprise in securing best possible utilization of resources.

2.3.3 Types of motivation

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

A. Intrinsic motivation

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

B. Extrinsic motivation

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

Accordingly Staw (as cited in Robinson, 2004) examined the evidence of intrinsic and extrinsic

motivation and concluded that the administration of both intrinsic and extrinsic rewards can have important effects on a person's task attitudes and behavior. The joint effect of intrinsic and extrinsic rewards may be quite complex, but the interaction of intrinsic and extrinsic factors may under some conditions be positive and under other conditions negative. In practice, however, extrinsic rewards are relied upon heavily to induce desired behavior and most users of rewards will positively affect an individual's interest in a task. Besides, teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Thus, administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education, and systematic, supportive evaluation. From above two the extrinsic type of motivation is used in this study.

2.4 Theories of motivation

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

A. Herzberg Two-Factor Theory

In the 1950's psychologist Frederick Herzberg proposed a theory of motivation that focuses on the job and on the environment where work is done. Herzberg, however, has concentrated on studying how Maslow's needs operate at work, in the employment situation (Robinson, 2004). To Herzberg, there are two groups of needs. One set of the need causes dissatisfaction; these related to the job environment or the context in which the job was performed and thus extrinsic to the job itself. Herzberg labeled these as the Hygiene or Maintenance factors. Rue and Byars (2009, p.270) describes "maintenance factors are preventive in nature", this means, they do not

produce motivation but can prevent dissatisfaction from occurring. Thus, proper attention to maintenance factors is a necessary but not sufficient condition for motivation. The presence of the second set of needs leads to feelings of satisfaction. This relates to the job itself, and Herzberg named this as Motivators or Growth factors. The next figure indicates the clear distinction that occurs between hygiene and motivator factors of Herzberg.



Figure 1: Maslow’s hierarchy of need

Source: Retrieved from

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

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

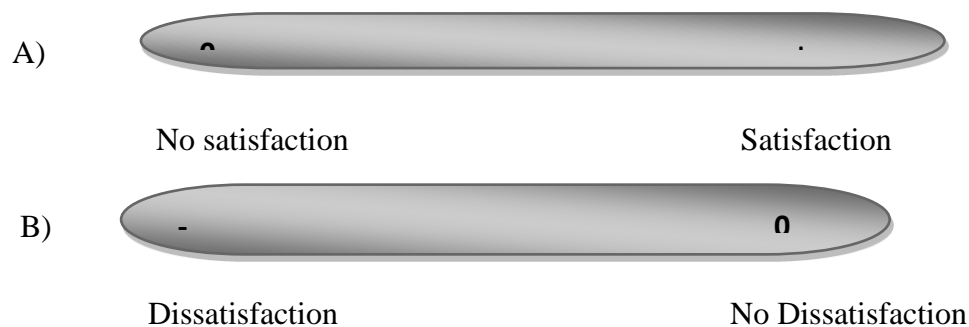


Figure 2: (A) Motivator Continuum and (B) Hygiene Continuum

As Cole (2004) describes hygiene factors are more related to the context or environment of work than to its content. When in line with employee requirements, such factors could smooth the path

of working life, but in a taken-for-granted way. When these factors were out of line with employees expectations, they could be a source of difficulty and complaint and definitely provide grounds for dissatisfaction at work. Hygiene factor includes:

Organizational policy & administration- Organization policy and its administration have relation with the effectiveness of organization as well as employees performance.

As Bennell & Akyeampong (2007) noted lack of clear rules tend to generate conflict, power vacuum, and overlap and duplication of effort. Therefore, organization policy and administration is focused on the feelings about the adequacy or inadequacy of organization's management. This includes the presence of good/poor communications, have/lack of delegated authority, policies, procedures and rules. Especially in recent in schools the rule and regulation not function normal.

Supervision- Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Ogunsaju, 1983). Supervision requires the competency or technical ability of the supervisor. This includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge. Supervision in school is a vital process and it is the combination of activities which is concerned with the teaching and improvement of the teaching in the school. But these activities are not observed practical in secondary school. Especially the supervisors are not work professional with teachers rather take data from school principals.

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

Work relationship- In any organization, very few things can be accomplished alone. Typically, work is done in teams or through partnering with colleagues, suppliers and customers. The

employees are part of a web of relationship within, across, between and among many individuals and organizations (Sargent & Hannum, 2005). These relationship must develop quickly and productively to allow for high trust and creative collaboration. Therefore, work relationship is the relationships between the worker and his or her superiors, subordinates and peers. This includes both job related interactions and social interactions within the work environment. In order to build effective working relationship, employees must be able to engage with others in a positive and productive way. Building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement (Barnes & Conti Associates, 2009).

Working conditions- Working condition is the factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. If the working conditions of an institution/organization are conducive, its performance will improve dramatically (Leithwood, 2006). The working conditions are conducive when administration provides their employees to safe and healthy environment. Furthermore, the availability of necessary equipment and other infrastructures are one that may reduce the effectiveness of employees as well as the organization. Therefore, organization managers put their effort in making the working conditions safe, health, adequately furnished and attractive to use the employees' knowledge, skill and creativity for the organization effective competitive advantage (VSO, 2002).

Job security- Job security is an employee's assurance or confidence that they will keep their current job. Employees with a high level of job security have a low probability of losing their job in the near future. Certain professionals or employment opportunities inherently have better job security than others. Job security is about an individual's perception of themselves, the situation and the potentials. There are some external factors that have an influence on our job security. Our individual job security is influenced more by personal factors, like education, our experience, the skill we have developed, our performance and our capability (Simon, 2011). When we have a high level of job security, we will often perform and concentrate our effort into work more effectively than an employee who is in constant fear of losing their job. Job security has significant effect on the overall performance of individuals, teams as well as organizations.

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

Effects on personal life- it is the features of the work that have influence on employee life, such as work time, travel requirements, place of work and entertainment requirements.

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

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

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

employee. Therefore, training is a motivational factor which enhances the knowledge of the employee towards the job. By the help of training employees become proficient in their jobs and they become able to give better results. Thus, an organization should identify employees training need and tried to run the program by collaborating with necessary stakeholders.

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

Responsibility- This includes both the responsibility and authority in relation to the job. Responsibility refers to the employee's control over his or her own job or being given the responsibility for the work of others. Gaps between responsibility and authority are considered under the company policies and administration factor.

Achievement- This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts.

Advancement- The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under responsibility. The Teacher Advancement Program (TAP) counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation. Teacher Advancement Program provides an integrated and comprehensive solution to these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession. TAP is a whole school reform intended to motivate, develop and retain high quality teachers in order to increase student achievement (TAPF, n.d).

Recognition- In the context of managing people, the reward and recognition system underlines a core feature of the employment relationship. According to Bratton and Gold (2007) reward refers to all the financial, non-financial and psychological payments that an organization gives for its employees in exchange for the work they perform. It is given to show appreciation for the employees' efforts and positive contribution and at the same time reinforce and encourage similar future behavior. Recognition takes place only after the behavior has occurred. If the recognition system could be clear and equity in the view of the staff members, it facilitates effective achievement of personal as well as organizational goals with great interest. Towards this Ahuja&Shukla (2007) describes good motivation is dependent on proper proportioning of rewards and recognitions among persons and for the person at different time.

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

Herzberg's two factor theory and its implications for management

If the motivation-hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself in order for employees to be satisfied with their jobs (Robinson, 2004). Herzberg argued that job enrichment is required for intrinsic motivation, and that it is a continuous management process. Designing jobs that provide for meaningful work, achievement, recognition, responsibility, advancement and growth is the key to job enrichment (Rue &Byars, 2009). According to Herzberg when enrich the job:

- The job should have sufficient challenge to utilize the full ability of the employee.
- Employees who demonstrate increasing levels of ability should be given increasing levels

of responsibility.

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

Job enrichment model for teacher

One of the important methods for increasing teachers' interest and dedication within the province of administrators and supervisors is the structure of the teachers' job. Jobs can be altered in a fashion which increases opportunities for teachers' and others to experience intrinsic satisfaction. That is, administrators and supervisors can deliberately plan to build into the teacher's job increased opportunities for experiencing achievement, recognition, advancement, growth opportunity and increased competence. Changing the job of teaching to improve opportunities for experiencing intrinsic satisfaction is called job enrichment (Sergiovanni & Carver, as cited in Ayalew, 1991). Staw (as cited in Ayalew, 1991) identifies a number of ways in which the work of teachers' can be enriched. These include:

Task variety: implies building into the teaching job a greater assortment of tasks. It is assumed that varied work increases interest. Task variety emphasizes breaking down teaching episodes into small parts and assigning them to 'specialists'.

Task uncertainty: refers to tasks which involve information processing and cognitive stimulation. Teaching tasks are viewed as problems to be solved rather than details to be conveyed to students. Tasks arranged in a mechanical way may not be very satisfying to many teachers.

Social interaction: recognizes that individuals at work generally derive satisfaction from interacting with others and for many, this source of satisfaction can be an inducement for working (Hackman & Oldham, cited in Ayalew Shibeshi, 1991) or at least a stimulus to building commitment and loyalty to the work group and school. Despite the wide acceptance of importance of social interaction among workers, and recognizing that significant gains are being made in schools in using teaching teams, teaching is still a relatively private activity.

Task significance: refer to the perceived importance by teachers of the work to be done. Task significance requires an understanding and appreciation of what the educational program as a whole tries to accomplish and how one's individual efforts fit into the largest view.

Responsibility for results: requires that teachers be given a great deal of discretion over task activities but held more accountable for obtaining results. A caveat is in order here. To many, results only imply learning objectives achieved. But in education process and product, means and ends, are indistinguishable that both should be included in results. Therefore, characteristics such as class room learning climate and general ambience, energy level of teachers and students, and pattern of verbal interaction should be considered, along with reading achievement, as results.

2.5 Theory of motivation and its educational implications

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

Satisfaction of the motivational factors leads to quality performance and high productivity which enhances the achievement of quality educational system.

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

When the motivational factors applied negatively in the school system, causes no satisfaction on teachers' which result into withdrawal, neglect of duty and negative outcomes but when applied positively causes satisfaction resulting to increase in commitment, productivity and quality performance.

There is also a close relationship between stability in the teaching profession and their efficiency of the educational system. If experience on the part of the teacher contributes in general to increased efficiency in the classroom, a large turnover is certain to produce poorer educational products which have serious implications to education. Teachers' motivation count when it comes to their stability and turnover in the teaching profession.

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

2.6 Teachers' motivation and job satisfaction

Before defining teacher motivation, it seems useful to briefly look at job satisfaction, as motivation and satisfaction are complex and pragmatic concepts, and are often applied interchangeably. Evans (as cited in Tanaka, 2010, p.15) defines satisfaction as "... a state of mind determined encompassing all those feelings by the extent to which the individual perceives her/his job related needs to be being met." Furthermore, in her quantitative analysis of the five francophone countries, Michaelowa (as cited in Tanaka, 2010, p.15) defines teachers job satisfaction as "... an indication of teachers well-being induced by the job" and motivation as "their willingness, drives or desire to engage in good teaching, to examine whether job satisfaction does or does not translate into motivation." Similar to job satisfaction, the concept of teacher motivation is not uniform. Hoy and Miskel (as cited in Bennell and Akyeampong, 2007, p.4) define motivation as "... a combination of factors that start and maintain work-related behaviors' toward the achievement of personal goals." Alternatively, Bennell and Akyeampong (2007) emphasize motivation as a teacher's state rather than the set of factors themselves that influence such a state.

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

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

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

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

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

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

2.7 Factors associated with teacher job motivation and satisfaction

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

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

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many low income developing countries (LIDCs) are poorly motivated due to a combination of low morale and job satisfaction, poor incentives and inadequate controls and other behavioral sanctions (Bennell&Akyeampong, 2007).

According to Shann (2001, p.69) "teachers were uniformly dissatisfied with their level of participation in decision making." This implies that denial of opportunities for teachers to participate

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

Moreover, teachers are subject to environments that are shaped by the community, local authorities and the central government. There is a tendency to blame teachers, they are not capable, effective, regular, punctual and so on, for the unimpressive performance of pupils. There has also been little research into the ways in which these environments affect teachers.

Despite the pivotal nature of teachers' contribution to education, there is a tendency on the part of national and international policy-makers to bypass teachers in decision-making and to neglect their needs when considering new policy directions. Teachers are rarely regarded as partners within education planning and reform and are frequently treated as passive implementers of decisions, or even as technical inputs. Academic and policy debates focus on teachers' deficiencies and seldom take into account the difficulties under which they live and work (VSO, 2002, p.1).

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

The low and declining status of teachers in many LIDCs clearly impacts on the overall levels of teacher motivation. Teaching is a challenging occupation, which means that teachers have to strive hard in order to meet learning goals (Bennell, 2004). Occupational status depends on the 'public valuing' of the competence, role and overall contribution of a particular occupation to individual and societal welfare (Bennell&Akyeampong, 2007). Occupations that have attained professional status share a common set of characteristics including a high level of education and training, a strong ideal of public service with an enforced professional code of conduct and high levels of respect from the public at large.

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

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

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

2.8 Teachers' motivation strategies and its challenges

To some extent, a high level of employee motivation is derived from effective management practices. To develop motivated employees, a manager must treat people as individuals, empower workers, provide an effective reward system, redesign jobs and create a flexible

workplace. Moreover, one of the policy changes implemented in many developing countries to motivate teachers' is decentralization. The rationale for such a policy is to become more responsive to local needs, to utilize limited resources efficiently and to deliver services effectively (Prinsen and Titeca, 2008 and Crawford, 2008, as cited in Tanaka, 2010).

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

As Manzoor (2012) emphasized empowerment and recognition have positive effect on employee motivation. More the empowerment and recognition of employees in an organization is increased, more will their motivation to work will enhance. Empowerment provides benefits to organizations and makes sense of belonging and pride in the workforce. In fact, it builds a win - win connection among organizations and employees; which is considered an ideal environment in numerous organizations and their employees (Manzoor, 2012).

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

Furthermore, various strategies that will enhance teachers' motivation in the educational system as identified by Ojedele and Fadipe (1999); Akale (2002) and Fredriksson (2004) (as cited in Ofejebe&Ezugoh, 2010) include the following: staff development and training, participatory decision making, good working conditions, good remunerations and salaries, job security,

recognition of teachers', conducive working environment, provision of adequate instructional materials/teaching aids, financial rewards, teacher's scholarship and sponsorship of both local and international seminars, conferences and workshop participations as it is done in other fields.

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

2.9 Ethiopian teachers' motivation and job satisfaction

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

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

Similarly, the factors that hinder teachers motivation in the Ethiopia educational system as VSO (2007) identifies were inadequate salaries, low respect for and low status of teachers, poor accommodation, poor management and leadership and school environment. As VSO describes

these issues have a significant impact on classroom performance, that is, teachers' ability to deliver good quality education as well as on levels of teacher motivation.

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

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

2.10 The Relationship between Leadership Styles and Motivation

An institutions' success is measured by its administration and achievements. Therefore, administrations need efficient leaders to take them toward that success. In this sense, leadership style is one of the main factors determining the effectiveness of any leader. Leadership style reflects a manager or leader's personality and how he or she manages work, which in turn affects the performance of institutions as well as employees (Lwasif, 1995). Because of its significance in an institution's success, Subramaniam (2011) pointed out the importance of studying leadership styles.

Educational process is to achieve its goals; it needs teachers with high achievement motivation. At the same time, teachers need support to increase their satisfaction and motivation, and this will come about through principals' effective leadership style (Johnson, 2007). Achievement

motivation is a behavior connected to performance excellence, and this is what we are looking for in our educational institutions. In addition, motivation is a main factor in being successful in any job (Eres, 2011).

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

In his findings, Yones (2007) showed that there were statistically significant correlations between school principals' leadership styles and teachers' achievement motivation as there is a positive correlation between professional status for the person and his or her achievement motivation.

Gallmeier (1997) studied leadership styles and their effects on teachers. His findings revealed teachers preferred a leader who clearly communicated expectations and expressed sentiments that made teachers feel "professional". He felt there was a proof that an administrator's leadership style has a relationship to teachers' motivation.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

Introduction

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

3.1. The Study Site

South West Shoa Zone is one of the 18 Zones Oromia Regional State which is found in the southwestern part of Ethiopia. It is bordered to the south by South Nation nationality population, to the north by Oromia special surrounded Finfine zone, to the east by East shoa zone and to the West by west shoa. South West Shoa Zone has 12 Woreda and 1 Towns. Agriculture especially coffee production is the back bone of the communities of the Zone. Walsio is the Zonal capital and is located 114 km away from Addis Ababa.

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

3.2. Research Designs and Methodology

In this study descriptive survey research design was employed together with Correlation. Because the major goal of this study was to describe the relationship between leadership style and teachers' motivation in secondary schools, as it exists at present, it is also relevant to gather detail information concerning current status of influence of leadership on teachers' motivation. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994) describes that

descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events .

3.3. Research Method

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

3.4. Source of Data

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

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

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

3.5 Population

There are thirty secondary schools in south west shoa zone. In general, south west shoa zone secondary schools have 903 teachers, 30 school principals, 29 vice directors, total 962. "Population is the entire group of people to which a researcher intends the results of a study to apply (Ary, 2010)." Therefore, the populations of this research were teachers, department heads,

and school principals of SouthWest Showa Zone secondary schools.

3.6. Sample Size and Sampling Techniques

In conducting research, it could be difficult to study the entire population of a given area particularly when their number is many and where problems of resources are common. Regard this, Ritchie and Lewis (2003), point out that a study was conducted in a small geographical region due to resources and the context of the study. Likewise, this study was conducted in South west Shoa Zone 11 Woreda.

To obtain the necessary sample units, Available, and simple random sampling techniques was employed. From the total of 30 secondary schools, 9(30%) was taken as a sample by using the simple random techniques. This technique provided each school independent and equal chance of being select for the study. As for this technique, Abiy et al. (2009) describe that its utilization gives an opportunity for each element to have an equal and a nonzero chance of being selected.

The nine secondary schools such as Yehibrat Fire, Gindo, Busa, Bantu, Leman, Teji, Citu, Goro,, and HarbuChululeschool) was selected by using simple random sampling. The summary of the sampling technique was presented as shown below.

Table 1: Summary of Population and the Number of Samples

No	Secondary school	Population	Sample	Sampling techniques
1	Bantu	70	28	Random sampling
2	Busa	63	26	
3	Chitu	43	17	
4	Gindo	70	28	
5	Goro	32	13	
6	HarbuChulule	46	19	
7	Leman	84	34	
8	Teji	70	28	
9	Yehibret Fire	61	25	
	Total	539	218	

The ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. Hence, both probability and non-probability sampling technique was used to obtain the representative sample units for this research. First, to determine the sample size of teachers, in probability sampling technique, the formula of Paler-Calmorin and Calmorin (as cited in Workineh and Shimels, 2010) was employed. This formula is used because it is one that determines the sample size in probability sampling technique. Therefore, the total number of teachers who were included in the study was 218. The formula is present as follows.

To determine the sample size of teachers (in probability sampling technique) the formula of Paler-Calmorin and Calmorin was employed. This formula was used because it is one of the

formulas in determining the sample size in probability sampling technique. Then the sample sizes were computed as:

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

Where;

n = sample size

N = total number of population (903)

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

Se= Sampling error or degree of accuracy (0.01)

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

Therefore,

$$n = \frac{903(2.58) + (0.01)^2X(1-0.5)}{903(0.01) + (2.58)^2 X0.5(1-0.5)}$$

$$n \approx 218$$

To select these teachers, first from the total of 30 secondary schools 9(≈30%) were taken as a sample by the researcher personal judgment. The researcher decided to use those schools as a sample due to the available financial and material resources to conduct the study effectively.

The nine secondary schools were selected by using simple random sampling technique (lottery method). Because, most secondary schools in South west Showa Zone have relatively similar standards like in infrastructure, facility, availability of necessary human resources (both administrative and academic) and other, thus selecting them randomly prompted their representativeness for the whole secondary school teachers of the Zone.

The total numbers of teachers in the selected secondary schools was 539. Hence, to select 218 teachers through simple random sampling technique, proportional allocation to the size of

teachers in each school was done. Selecting teachers through random sampling technique helped the researcher to keep representativeness of the research work through giving equal chance for each teacher to be a sample unit. Making proportional allocation to teachers in each school, equalize the representativeness of the larger as well as the small secondary schools for the study. It was done by dividing the targeted sample teachers (218) with the total number of teacher in the nine secondary schools (539) and multiplied with total number of teachers' in each school. Mathematically;

$$P_s = \frac{n}{N} \times N_{0} \text{ of teachers in each school}$$

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

n = Total teachers' sample size (218)

N = Total number of teachers in the ten selected sample schools (539)

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

1. Hirbet Fire (teacher population = 61)

$$n = \frac{61 \times 218}{539} \approx 25$$

2. Gindo secondary school (teacher population = 70)

$$n = \frac{70 \times 218}{539} \approx 28$$

3. Chitu secondary school (teacher population = 43)

$$n = \frac{43 \times 218}{539} \approx 17$$

4. Teji secondary school (teacher population = 70)

$$n = \frac{70 \times 218}{539} \approx 28$$

5. Busa secondary school (teacher population = 63)

$$n = \frac{63*218}{539} \approx \underline{26}$$

6. Bantu secondary school (teacher population = 70)

$$n = \frac{70*218}{539} \approx \underline{28}$$

7. Leman secondary school (teacher population =84)

$$n = \frac{84*218}{539} \approx \underline{34}$$

8. HarbuChulule secondary school (teacher population = 46)

$$n = \frac{46*218}{539} \approx \underline{19}$$

9. Goro Secondary school(teachers population=32)

$$n = \frac{32*218}{539} \approx \underline{13}$$

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

School principals (9), and, 5 vice principals a total of 14 respondents, were selected using purposive sampling for the principals and purposive sampling technique for the supervisors. Secondary school principals were taken from the Woreda in which the sample secondary schools will be selected. Because, these respondents are the core to motivate teachers, to follow up the teachers current behavior and their work effectiveness, and also have deep information regarding to some factors that hinder the teachers work motivation and principals behavior. By supporting this Ball (as cited in Cohen, Manion, and Morrison, 2007, p.115) states that “purposive sampling is used in order to access ‘knowledgeable people’, that is those who have in-depth knowledge about particular issues, may be by virtue of their professional role, power, access to networks, expertise or experience.” Purposively selected samples were used to get in-depth information through semi structured interview.

In general 218 individuals were included as the sample to extract sufficient evidence on teachers work motivation practices in secondary schools of South West Showa Zone. The next table

indicates the total study population in the study area. The summary of the sampling technique was presented as follow:

Table 2: Sample of respondents

No	The Schools	Teachers			Dept. Heads		
		N	N	%	N	N	%
1	Bantu	70	28	40	10	10	100
2	Busa	63	26	41	10	10	100
3	Chitu	43	17	39.5	10	10	100
4	Gindo	70	28	40	10	10	100
5	Goro	32	13	40.6	10	10	100
6	Harbu Chulule	46	19	41	10	10	100
7	Leman	84	34	40	10	10	100
8	Teji	70	28	40	10	10	100
9	Yehibret Fire	61	25	40.9	10	10	100
		539	218		90	90	100

Key: N=Population, n=sample

Sampling technique: - Simple random sampling through lottery system for teachers

7. Instruments for data collection

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

3.7.1. Questionnaire

Both closed and open ended questionnaires were employed to collect quantitative and qualitative data from teachers. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003).The questionnaire were prepared in English language, because all of the sample teachers and Department head can have the necessary skills to read and understand the concepts that was incorporated.

The questionnaire has two parts. The first part of the questionnaire describes the respondents' background information, categories include: gender, age, area of specialization and length of service. The second and the largest part incorporate the whole possible work motivation variables and leadership style of both closed and open-ended question items. The closed ended items will prepare by using likert scales. The value of the scale was in between one and five. But his type of likert varied according to the type of questions.

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

3.7.2. Interview

Semi-structured interview was used to gather in-depth qualitative data from principals (9), on the current practices of principals' leadership style and work motivation in secondary school teachers. Employing semi-structured interview for the whole academic staff has an immense importance. Because interview has greatest potential to release more in-depth information,

provide opportunity to observe non-verbal behavior of respondents, gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (MoE, 1999). The data through interview was collected through the principal investigator for the sake of data triangulation.

3.7.3. Document analysis

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

3.8. Procedures of data collection

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

After making agreement with the concern participants, the researcher introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the select schools. The participants were allowed giving their own answers to each item independently and the data collectors closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collect and made it ready for data analysis.

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

3.9. Method of data analysis

Both descriptive and inferential statistics were the data collect through questionnaire. The data were collected from teachers through closed ended questionnaire (the quantitative one) were processes and analyze using several sets of statistical tools such as mean score and standard deviation. Likewise, mean and standard deviation was used to summarize the collect data, on independent variables, in simple and understandable way and to make it easy for further interpretation (Aron et al., 2008). It is also use to roughly judge which motivation factors (the extrinsic) practiced more in secondary schools of South West Showa Zone.

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

3.10. Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Ayalew, 1991). To ensure validity of instruments, the instruments developed under close guidance of the expertise and also a pilot study was carried out on 30 teachers of Gindo secondary schools to pre-test the instrument. The pre-test was provided an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007).

Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test was performed to check the consistency and accuracy of the measurement scales. The result of the pilot testing was statistically computed by using IBM SPSS- Statistics version 20. The Cronbach's alpha was used to analysis the data. Based on the pilot test, the reliability coefficient (Cronbach's alpha) of the instrument was found to be 0.79, which was taken to be reliable. Since as(Field, 2009) the reliability coefficients between 0.70–0.90 are generally found to be internally consistent and reliable.

Table 3: Reliability test results with Cronbach's alpha

No.	Items	Number of items	Cronbach's alpha
1	Type of leadership style activates	21	0.788
2	Most type of leadership promote teachers job motivation	1	0.800
3	School policy and administration	6	0.789
4	Work relationship	15	0.786
5	School working condition	6	0.788
	Average reliability result		0.79

Similarly, it was also satisfactory as the coefficient was between 0.72 and 0.91 with the average 0.79 for the principals' leadership styles items.

3.12. Ethical Consideration

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

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data. The chapter sections majorly categorized based on the predefined research questions and objectives. The important finding and results were directly linked to the relationship between principals' leadership styles and teachers' motivation in secondary schools of South West Shoa zone, in Oromia regional state.

The chapter comprises of two major parts. The first part presents the characteristics of the respondents in terms of sex, age, service years and academic qualifications. The second part deals with the results of findings from the data which were gathered through the questionnaire and interview. Hence, the results and discussion of the second part is provided based on four major sections and some other supportive subsections.

In this study, a total of 308 copies of questionnaires were distributed to sample secondary schools teachers and department head of South West Shoa zone. The return rate of questionnaires from teachers and department head were 201(97.41%) and 84(93.3%). The rest 6(1.98%) were not filled properly; hence they are omitted from analysis. Moreover, 9 secondary school principals and 5 vice principals were interviewed. Therefore, the analysis of this study were done based on the questionnaire data obtained from teachers 201(97.41%) and Department head 84(93.3%) interview results from principals, and document analysis.

The respondents' characteristics were analyzed using percentages. Whereas the main quantitative data of the study presented in table 7 up to table 16 were analyzed by using frequency, percentages, mean scores and standard deviation. Because, the response in rating scales was more appropriate to such analysis. For the purpose of easy analysis and interpretation, the mean values of each item were interpreted as follows: 1.00-1.49= Strongly Disagree, 1.50-2.49= Disagree, 2.50 - 3.49= moderate/fairly agree, 3.50 - 4.49= Agree, 4.5-5.00= strongly Agree and also for other rating scales: 1.00 -1.49 = very low, 1.50-2.49 = low, 2.50-3.49 = medium, 3.50-4.49 = high and 4.50-5.00 = very high.

The summary of the data were presented using tables that incorporate various statistical tools. The qualitative data from open ended questionnaires and interview were organized according to their themes, presented and analyzed qualitatively to substantiate the data collected through the questionnaires.

4.1 Characteristics of the Respondents

Table 4: Characteristics of the respondents

Characteristics		Teachers		Department Head		School principal	
		Frequency	Percent	Frequency	Percent		
Sex	Male	144	71.6	79	94.1%	9	100
	Female	57	57.4	5	5.9		
	Total	201	100.0	84	100		
Age	20-25	3	2				
	26-30	27	18.2				
	31-35	54	36.2				
	36-40	24	16.1	28	33.3	3	33.3
	41-45	16	10.7	32	38.0	6	67
	46 and above 50	8	5.4	24	28.57		
	Total	149	100	84	100		

Service Years	less than 1 year	7	3.5			1	
	1-4	48	23.9				
	5-8	41	20.4	9	10.7		
	9-12	28	13.9	31	36.9		
	13-16	35	17.4	24	28.57	2	22.2
	above 16	42	20.9	20	23.8	6	67
	Total	201	100.0	84	100		
Level of Education		1	0.7				
	BSc/BA degree	131	65.1	46	54.7	7	77.7
	Second degree	69	34.3	38	45.2	2	22.22
	Diploma						
				Total	149	100.0	

As it can be seen from the table 4, the characteristics of the respondents revealed that 144(71.6%) and 57(28.4%) of the teachers were males and females respectively. Here, the number of female teachers was very much lower compared to male teachers in the sample schools. Among Department head 79(94%) and 5 (5.9%) were males and females respectively. From this, female teachers were much not on the leadership position. Similarly, among the school principals 9(100%) were males respectively. Generally, in this study in all sample schools male teachers dominate female teachers.

As it can be seen from the table 4, in the table above describes the age of the respondents. As can be seen from the table 19(9.5%) and 43(221.4%) of teachers, were found in the range of 26-30 and 31-35 years respectively. While 80 (39.8%) of teachers and 28 (33.3%) of department head, were found in the range of 36-40 years. The rest of teachers 53(26.4%) and 32(38%) of department head are aged interval of 41-45 years. Only 6% of teachers and 24(28.57%) of department head were above 45 years. The 3(30.3%) school principals were found in range of 36-40. Where the rest 6(67%) (are aged interval 41 to 45 years. From this, we can say that the majority of the teachers are above 26 years.

As shown above Table 4 in the above table, service year of respondents, 7(3.5%) of teachers, 1 school principals had service year less than one year. While 48(23.9%) of teachers and 9(10.7%) of department head, had a service year of 5-8. 28(13.9%) of teachers and 31(36.9%) of Department head had a service year of 9-12. In other hand, 35(17.4%) of teachers 6(67%) of school principals, and 24(28.57%) of Department head had 13-26 of service years. Lastly, 42(20%) of teachers 2(22.2%) of school principals and 20(23.8%) of department head teachers had above 16 service year.

With regard to the level of education table 4 indicates that, 131 (65.1%) of teachers and 46(54.7%) of department head teachers, had 1st degree while 69(34.3%) of teachers and 38(45.2%) of department head teachers had 2nd degree holders respectively. Among principals 7(77.7%) and 2(22.2%) principals have 2nd degree and 1st degree respectively and. As (MOE, 2010) the minimum required educational qualification for secondary school teachers were 1st degree. The majority of the teachers 108(95.5%) were 1st degree and others are above this. This implies, these teachers were in a position to provide adequate response to the items presented to them concerning the leaderships type are practiced and implemented in their school.

4.2. Type of Leadership styles school principals

The possible view of activities, leadership style mentioned in the literature was given as examples, out of which respondents can easily select the ones which they think are frequently observed and think- Of course, respondents were not forced to stick only to the examples given.

They were free to give their own opinion. Having said this, let us analyze the data shown in table 7. Under this table, respondents were asked to give their opinion on the view of concept of democratic leadership style.

4.2.1. Democratic leadership style

Table 5: Respondents view on level of practice of Democratic leadership style

No	Item	Respondent	No	X	S.D	Grand mean
1	The school principal encourage teachers to participate in decision making	Teachers	201	3.02	1.02	3.16
		Dep.Heads	84	3.3	.092	
2	Provide guidance without pressure	Teachers	201	2.49	.74	2.53
		Dep.Heads	84	2.58	.605	
3	Share school leadership role with the teaching staff	Teachers	201	3.00	1.05	3.17
		Dep.Heads	84	3.35	.95	
4	Respect for teachers opinions regarding school improvement exist in the school	Teachers	201	2.09	.41	2.1
		Dep.Heads	84	2.11	.52	
5	Delegation of power to subordinate in this school strongly exist	Teachers	201	1.91	.77	2.01
		Dep.Heads	84	2.14	.60	
6	Teachers involvement in designing school program in this school highly supported	Teachers	201	2.32	.41	2.36
		Den Heads	84	2.41	.11	
7	The school principal believes that people are competent and if given a task will do a good job	Teachers	201	2.35	.59	2.66
		Dep.heads	84	2.97	.65	

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

Above4.5=very high

As can be seen from table 5 the data respectively to item number 1 indicate in the statement that the school principal encourage teachers to participate in decision making, the teachers and department head with($X=3.02,SD=1.02$ and $X=3.3 SD=0.92$) were shown moderate respectively. This implies in the study area there are some extent encourages teachers participating in decision-making. As *data obtained from document analysis of school minute's shows as all teachers occasionally participate in decision making process.*

Item 2 in the same table respondents was requested to rate the degree of school principals provide guidance without pressure for teachers, accordingly, both teachers and department head were shown moderate with ($X=2.49,SD=0.74$ and $X=2.58,SD=0.60$) respectively.

In item number 3 of table 5 to the statement share school leadership role with the teaching staff, accordingly the majority of teachers and school principals were moderate agreed with mean score 3.0 and 3.3 respectively.

In item number 4 of the same table, respondents were requested to reflect whether their school principals had respect for teachers' opinions regarding the consequent existence of school improvement or not. Based on this, teachers and department head teachers were shown low with ($X=2.01 SD=.41$ $X=2.11, SD=.52$) respectively.

As depicted in item 5 of table 5, respondents were asked whether the delegation of power to subordinate in the school strongly existed or not. The teachers and school principals were low shown on issues with mean score 1.9 and 2.14 respectively. This indicated that delegation of power to subordinate in the secondary schools was low. Further, the interview conducted with school principals shown the power was delegated in the school through department heads. Thus, the department and unit leaders performed their own activities in the schools.

As it could be observed in, item number 6 table 5, teachers' involvement in designing a school program in this school highly supported. The respondents illustrated low on points with mean score 2.3 and 2.4 respectively.

The last item of the same table, the respondents were requested to reflect whether the school principal believes that people are competent and if given a task will do a good job or not. The head of departments and teachers reflected low with ($X=2.35, SD=.59$ $X=2.97, SD=.65$).

Hence, the data demonstrated in secondary school of south West Shoa zone, the implementation democratic leadership style were not much known practical. The finding result showed in the study area there was moderate participation of teachers in decision-making, respect for teachers' opinions regarding school improvement existence in the school, and delegation of power to subordinate.

4.2.2 Autocratic Leadership style

Table 6: Respondents view on level of practice of Autocratic Leadership style

No	Items	Respondent	No	X	S.D	Grand mean
1	The school principals believe that teacher need to be supervised closely	Teachers	201	3.549	1.04	3.6
		Dep.heads	84	3.690	.92	
2	Most teachers feel insecure about their Work and need direction	Teachers	201	1.84	.70	2.02
		Dep.heads	84	2.21	.56	
3	Decision regarding school progress are sole made by head teachers	Teachers	201	2.52	.78	2.43
		Dep.heads	84	2.34	.64	
4	The system of administration is top Down	Teachers	201	3.98	1.26	3.81
		Dep.heads	84	3.64	.95	
5	Say most employees in the population are Lazy	Teachers	201	1.97	.61	2.05
		Dep.heads	84	2.13	.50	
6	Give orders and clarify procedures	Teachers	201	2.02	.53	2.10
		Dep.heads	84	2.19	.54	
7	Power is centralized in our school	Teachers	201	3.87	.97	3.58
		Dep.heads	84	3.30	.93	

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

Above 4.5=very high

Table 6 summarized the responses to question 1-7, which asked about how school management practice Autocratic leadership style in the schools. As shown in item 1 of this table, teachers and department head were shown high on the school principals believe that teacher need to be supervised closely with a mean score of 3.54 and 3.69 respectively. Interview held with principals' shows that most school supervision held two in a semester and teachers were freely doing their work. Even the school principals say this; the data show that in the secondary schools of the south west Shoa zone the school principals believe teachers need closely supervise on different activities.

In item 2 of table 6, the respondents were asked whether the school principal practice about most teachers feel insecure about the work and need direction. Thus, the data showed teachers and department teachers were shown low on issues with mean score 1.84 and 2.21 respectively. In this, the secondary schools of south west, so zone school principals was not practicing the above activities.

As it could be seen from table item 3, teachers with the ($X= 2.52, SD=.78$) were shown moderate to the idea. While department heads with ($X=2.34, SD=0.64$) were shown low on point, the overall $X=2.43$ indicated the low to the issue. Thus, it is possible to say that head teachers do not solely make decision regarding school progress. This it implies that the nature of principles concerning the issue is not autocratic.

As shown in item 4 of table 6, the data show that the system of administration of secondary school is top down mean score 3.98 for teachers and 3.64 department head. Data obtained from open-ended question show that most of the principals need to give orders on what to do rather than consulting teachers and get suggestion from them. Supporting the interview held with school principals indicate that for the implementation of the new policies and strategies the school principals disseminate information's to the lower level workers and administrators without discussing the issue with them. This indicates that the school principals are not much practice down top and horizontal system administration in the study area.

Regarding item 5 of Table 6, respondents were requested to indicate their perception about whether school principal says most employees in the population are lazy or not. Teachers and department heads with the($X= 1.97, SD=0.65$) and ($X=2.13 SD=0.5$) respectively expressed their low with the

idea. The overall mean $X=2.05$ of respondents indicated low to the issue. Thus, it is possible to say principals have no intention to say most employees in the population are lazy. This it implies that principals in the study area give respect for knowledge and status of their staff.

Item 6 of Table 6, the respondents were asked whether school principals give orders and clarify procedures in the schools. Depend on the data obtained finding respondents were shown low about the idea. The overall mean $X=2.10$ of respondents indicated the low to the issue.

The last item in the same table, the teachers agreed on power is centralized in the schools with mean score 3.85 while the department head were shown moderate about issue with 3.3. The data obtained from open-ended questions indicates that there is a delegation of authority to some extent to different departments to make some decision based on their position. During the Interview, school principals indicated that there is a delegation of power to different school leadership bodies like process owners, department heads and unit leaders. This implies the nature of school leadership style regarding the raised issue is unautocratic. The Yehibret Fire secondary school principal also confirmed the above responses this way:

"...in our school even the unit leaders have their own authority to some extent to make decisions regarding students and teachers miss-behaviors..."

Based on data presentation, it is possible to say that there is a moderate autocratic leadership style in secondary schools of South West Shoa Zone. Concerning school principals believe that teacher need to be supervised closely, the system of administration is top down, give orders and clarify procedures, and power is centralized in the schools.

4.2.3 Lassies-Faire Leadership Style

This section deals with the items related to practice of lassies-faire leadership style in secondary school. Each item is analyzed based on the data obtained through questionnaire responded by teachers, department head and further backed by the data obtained through interview from school principals. Accordingly, the respondents view on lassies-faire leadership style in school presents and analyzed in Table 7.

4.2.3 Lassies-Faire leadership style

Table 7: Respondents view on level of practice on Lassies-Faire Leadership Style

No	Item	Respondents	NO	X	SD	Grand mean
1	The school principals give Subordinates complete freedom to solve problems on their own	Teachers	201	2.109	.53	2.11
		Dep.heads	84	2.13	.53	
2	The school principal allow teachers appraise their own work	Teachers	201	2.46	.73	2.30
		Dep.heads	84	2.15	.502	
3	Leave decision to be made by teachers without intervention	Teachers	201	1.97	.59	2.03
		Dep.heads	84	2.09	.39	
4	Prefer collection decision making in the school	Teachers	201	2.66	.587	2.72
		Dep.heads	84	2.79	.63	
5	There is free delegation of responsibilities and duties for academic progress	Teachers	201	3.15	.98	2.89
		Dep.heads	84	2.64	.76	
6	In most situation workers prefer little input from leaders	Teachers	201	2.05	.85	2.12
		Dep.heads	84	2.19	.63	
7	The school principal believes that it is best leave the subordinate alone.	Teachers	201	2.14	1.89	2.36
		Dep.head	84	2.58	4.37	

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

Above 4.5=very high

As shown in item 1 of this table, the schools principals give subordinates complete freedom to solve problems on their own. The data obtained from teachers and department head shown low with mean score of 2.10 and 2.13 respectively. Data obtained from principals indicate that to some extent and based on the degree of the problem the school principals give freedom to subordinates to solve problems by their own. This implies the nature of school leadership style regarding the raised issue is moderately *lassies-faire*.

As revealed in item 2 of table 7, respondents were asked to tell us if the school principals allow teachers to appraise their own work. Regarding this teachers and department head with ($X=2.46, SD=0.73$, and $X=2.15, SD=.50$) expressed their low rate stand toward the raised issues. . Data obtained from principals indicated that teachers provided with the opportunity to plan their own continuous professional development program and at the end of the year appraise their own work. Thus, it is possible to suggest that the leadership style of secondary school principals in the study area was moderately *lassies-faire* regarding the issue.

As shown in item 2 of table 7, the majority of teachers and department head were shown low rate about the school principals leave decision to be made by teachers without intervention with ($X=1.97, SD=0.59$ and $X=2.09, SD=0.39$) respectively. Even the data show this, the data obtained from principals indicate that there is a time that teachers made decisions by their own without interventions regarding students' disciplines and classroom learning and teaching. This it implies that the school principal's behavior concerning the issue was moderately *lassies-faire* in the study area.

As can be observed in item 4 of the same table, respondents were asked to denote whether the school principals prefer collective decision making in the school or not. Accordingly, teachers and department head with ($X=2.66, SD=0.65$) and ($X=2.79, SD=0.58$) have a moderate perception about school principals prefer collective decision making in the school. The overall $X=2.72$ indicates the moderateness of the majority of respondents with this particular point.

Data obtained from document analysis of school minute's shows as all teachers occasionally participate in the decision-making process. During the interview, school principals indicated that teachers' collective decision-making is more common in monthly school and management meeting.

From the above stated information, it is possible to suggest that secondary school leadership style were moderately lassies-faire regarding the issue.

In item 6 of table 7, it is evident that mean score 3.15 for teachers and 2.64 for department head moderate agree that there is free delegation of responsibilities and duties for academic progress.

Data obtained from an interview held with principals indicate that for teachers believe that they are professional and qualified they do not need much support or input from others. Due to that reason, school principals provide teachers with reasonable input for their activities. Thus, it is possible to suggest that leadership style of principals in the study area was moderately lassies-fair regarding the issue.

Concerning item 7 of table 7, respondents were asked to tell whether the school principal believe that, it is best to leave the subordinate alone. Teachers were rate lowwith ($X=2.14$, $SD=1.8$) about the statement that principal believes that it is best to leave the subordinate alone. While the department head were shown moderately with ($X= 2.58$, $SD=1.04$) about the issue. Overall $X=2.32$ indicated low rate the statement that principal believe that it is best to leave the subordinate alone.

Based on data presentation, it is possible to say that there is a moderate laissez-faire leadership style in secondary schools of South West Showa Zone concerning the raised issue.

Table 8: Type of Leadership Style that Promotes High Job Teachers Satisfaction

Items	Teachers		Department head	
	Frequency	Percent	Frequency	Percent
Autocratic leadership style	13	6.5	6	7.1
Democratic leadership style	124	61..69	60	71.4
Lassie faire	10	4.9	2	2.4
Transformational style	54	26.8	14	16.7

As shown in item 2 of Table 8, the majority 124(61.69%) of teachers and 60(71.4%) of department head agree that democratic leadership style promote high job teachers satisfaction. While 54(26.8%) of teachers and 14.7(16.7%) of department head were show transformational leadership style promote high job teachers satisfaction. The rest of teachers and department head were show autocratic leadership style and lassie fair have little influence on teachers job satisfaction. Further the interview result obtained from school principals were confirming above. Thus, the overall data for this item show democratic and transformation all leadership style are promote high job motivation and satisfaction in secondary schools of south west shoa zone.

4.3. External Factor That Affect Teachers' Motivation in the Secondary School of South West Shoa Zone

4.3.1. School Guidelines and Its Administration

Ineffective school policy and its administration influence the motivation level of teachers (Ahuja&Shukla, 2007). Therefore, as table, 8 summarized the responses to question 1-6, this asked about how school guidance and its administration affect teachers' motivation in secondary schools. As shown in item 1 of this table, the majority of teachers and department were shown moderate rate with mean score 2.74 and 2.73 respectively. This shows that the teachers' response to the school policy and its administration is satisfactory. Nevertheless, relatively low practices are observed on the way the school puts policies in practice.

Item 2 of the same table, the respondents were asked whether the teachers motivation affected the presence of schools based rule and regulation, teachers and department head were moderate rate on point with an overall mean score ($X=2.72$). These two concepts might strongly influence the motivation level of teachers. Because, the general guiding rules in all secondary school come from the Ministry of Education. However, making it situational in the process of implementation is the mandate of the schools. Regarding to the issue, one cluster supervisor informed that: Most of secondary schools uses the guideline comes from the Ministry of Education in 1994 and not committed to develop rules and regulations in line with MOE that suit their situation. In addition, there is a lack of commitment on the side of the school to inform teachers properly about the school governing guideline. This creates a gap in the motivation of teachers to participate in various issues of the school.

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

Table 9: School Guidelines and Its Administration

No.	Item	Teachers		Department head		Grand mean
		Mean	S.D	Mean	S.D	
1	The way schools inform policies and its procedures for teachers	2.74	.80	2.73	.82	2.73
2	The presence of schools based rule and regulation	2.76	.72	2.69	.60	2.72
3	The proper administration of school rule and regulation	2.19	1.56	2.45	2.251	2.32
4	The way school policies are put into practice	2.32	.788	2.20	.65	2.26
5	The schools capacity to treat teachers equally	3.54	.714	3.49	.63	3.51
6	The way principals lead the school	3.74	.99	3.56	.83	3.65

Scales; $\leq 1.49 = \text{Not satisfied}$, $1.5 - 2.49 = \text{Slightly satisfied}$, $2.5 - 3.49 = \text{Satisfied}$,

$3.5 - 4.49 = \text{Very satisfied}$,

$\geq 4.5 = \text{extremely satisfied}$

As it is shown item 3 of Table 9, the overall scored mean for the item were 2.32, which indicates the slightly satisfied of majority teachers and department head the point. Thus, the data show the disagreement of teachers on the proper administration of school rule and regulation influence on teachers' motivation. Further, the information obtained from the interview indicates the most schools of proper administration of school rule and regulation were not fairly kept in secondary of the Southwest Shoa zone.

In item 4 of Table 9, it is evident that the way school policies put into practice in secondary schools, thus teachers and department head were slightly satisfied on point with overall mean 2.26. The interview conducted with the school principal result was shown that the way of school police practice in secondary schools is very low. This may be affecting some teachers in work motivation.

The last item 5 and 6 of table 9, the respondents were asked whether the school capacity to treat teachers equal and the way principals lead the school or not. Accordingly, the teachers and department head were agreement on points with the overall mean score 3.51. Thus, the data in Table 11 indicate teachers agree that the school capacity to treat teachers equal and the way principals lead the school were influenced teachers job motivation. The information obtained from the principals through interview confirms the above data. Therefore, it can be concluded that the presence of school capacity to treat teachers equal and the way principals lead the school are initiation of teachers motivation in their jobs. The result of respondents gave on an open ended question show that the school principal is not implemented police of reward of teachers depend on their performance that found in guide line school rule.

4.3.2. Work Relation in Schools

Relationship in school incorporates the formal or informal interactions between an educational institution, experts and the surrounding community. Through collaborative peer relationships, teachers learn new strategies for teaching mixed-ability students, receive emotional support and reduce their workload by not having to reinvent solutions already developed by their colleagues (Leithwood, 2006). Therefore, to assess the teachers' work relationship and their level of motivation the following questions are distributed to them. The result is presented in the table below. As depicted in Table 9 item 1, the respondents were asked whether principal's interest to talk with

teachers on various academic issues or not. Accordingly the teachers were slightly satisfied on point with grand mean score 2.45. This implies that, teachers have satisfactory work relationship talk with teachers on various academic issues with the school community.

Table 10: Teachers Work Relation in Schools

No.	Item	Teachers		Department head		Grand mean
		Mean	S.D	Mean	S.D	
1	Principals interest to talk with teachers on various academic issues	2.58	.82	2.32	.79	2.45
2	Teachers relationship with school management group (e.g PTA)	3.02	.92	3.17	.96	3.09
3	Staff members cooperatively to work together	3.56	1.01	2.28	.728	2.92
4	Teachers relationship with other teachers in the school	3.2	0.95	2.57	.64	2.88
5	Teachers work relationship with supervisors	2.42	1.24	2.25	.637	2.33
6	Teachers relationship with the school students	3.61	0.98	2.29	.616	2.95

Scales; $\leq 1.49 = \text{Not satisfied}$, $1.5 - 2.49 = \text{Slightly satisfied}$, $2.5 - 3.49 = \text{Satisfied}$,

$3.5 - 4.49 = \text{Very satisfied}$,

$\geq 4.5 = \text{extremely satisfied}$

In item 2 of Table 10, the respondents were asked whether the teachers' relationship with a school management group such as PTA or not. The data show that teachers were satisfied with the overall mean score 3.09. This is showing that the teachers have agreed relation to management groups such as PTA. Further the interview held with school principals shows that teachers have no directly communicate with the PTA but communicate with teachers participate in the committee.

On item 3 of Table 10, staff members cooperatively to work together, the teachers showed very satisfied on point with mean score 3.56 while department heads were show slightly satisfied on issues with ($X=2.28$). The interview conducted with school principals indicates the staff member cooperatives to work together is varies from department to department. Therefore, the analysis of data concludes from the secondary schools of the southwest Shoa zone have moderate cooperative work.

As shown item 4 of Table 10, the respondents were requested whether the presence of teacher relationship other teachers in the school or not, accordingly the teachers and department head were shown slightly satisfied on the point. As can be witnessed from Table 10, the overall ($X=2.33$, $SD=.95$) of teacher responses regarding to their work relationship with supervisors. This implies that, teachers have low work relationship with the school supervisors.

The interview conducted with principals also supports the above finding that teachers' work relationship with supervisors is reduced because of lack of interest from the side of supervisors to support teachers technically and professionally, the way supervisors approach for teachers to discuss on various academic issues is not collegial. In teachers' perception, supervisors visit the school only to see the teachers' classroom instruction and to evaluate their work performance instead of giving instructional support.

The last item of the same table, teacher relationship with the school, students, the teachers and department head were show agreement on point with mean score 3.61. While the departments were show disagree on issues. The result of interview obtains from school principals shown the teachers have not much relationship without class met during the teaching. In addition, the result obtains from open ended questions, the assign of the department head is not working properly that not create fairness among teachers.

4.3.3. School Working Condition

Conditions in the school, such as leadership, decision-making, school climate, communication, resources and local reputation of the school have the potential either to enhance or diminish teachers' job motivation depending on their nature (Leithwood, 2006). If the working conditions of an institution/organization are conducive, its performance will improve dramatically. Thus to assess the teachers motivation on their school working conditions, the following questions are administered to them. The following Table contains the summary of the teachers' response for each item.

Table 11: School Working Conditions

No	Item	Teachers		Department head		Grand mean
		Mean	S.D	Mean	S.D	
1	Teachers motivated by school working conditions	2.12	.93	2.23	1.21	2.17
2	The school surroundings is attractive to work	1.92	.48	2.04	.51	1.98
3	The school environment supports the teachers work	2.04	.67	2.16	.65	2.1
4	Teachers have furnished staff room to work together	2.10	.42	2.04	.43	2.07
5	Adequate teaching equipment and facilities are available	2.20	.68	2.09	.63	2.14
6	The teachers workload is fairly distributed	2.98	1.06	2.41	.85	2.69

Scales; $\leq 1.49 = \text{Not satisfied}$, $1.5 - 2.49 = \text{Slightly satisfied}$, $2.5 - 3.49 = \text{Satisfied}$,

$3.5 - 4.49 = \text{Very satisfied}$,

$\geq 4.5 = \text{extremely satisfied}$

Item 1 of Table 11, the respondents were asked about teachers motivated by school working conditions. The data show the teachers and department heads shown slightly satisfied on point with grand mean score 2.17. This implies the teachers of secondary schools of the southwest Shoa zone have no conducive school environment that motivates teachers.

The data obtained from analysis generally, the teachers were disagreement of the following ideas. The school surrounding is attractive to work condition, teachers have furnished staff room to work together, adequate teaching equipment and facilities are available, and the teachers' workload is fairly distributed.

Mostly data gathered by interview and personal observation indicate, the school environment is poor to motivate teachers, because most secondary schools lack necessary school facilities and equipment. Thus, poor working conditions in the school block the teachers' access to do various works that support the teaching learning process. According to Zhou (cited in Sargent and Hannum, 2005) a successful principal provides a well-maintained and pleasant working environment, establishes a happy atmosphere and places great importance on furnishing ample teaching resources to improve the teachers' effort as well as work motivation. Nevertheless, the higher the limitation on these aspects the higher make the teacher de-motivated. Therefore, this hindrance has an effect on lowering the teachers' level of work motivation, and this affects the students' academic achievement as well as school goal achievement.

4.4. Correlation Analysis

4.4.1. Teachers motivation and their personal background

Various scholars provide some insight into work motivation and how it may be affected by personal characteristics such as sex, age and service year (experience). To this end the Pearson's product moment correlation coefficient is computed for the purpose of determining the relationships between the leadership styles and teachers' motivation.

4.4.1.2 Teachers motivation and sex

Table 12: Teachers motivation and sex

	Sex	N	Mean	Std. Deviation	T	P
Teachers motivation	male	144	1.1944	.39715	.024	.981
	Female	57	1.1930	.39815		

As the test result, $t(201) = 0.024$, $p > 0.05$, indicates there is no statistically significant difference between male and female teachers mean on the level of their work motivation. Overall Table- 6 above indicates male and female teachers in South West Showa Zone have similar level of work motivation. Thus, sex might not influence the teachers' level of work motivation in the study area.

Table 13: The relationship of Teachers motivation and Age

Correlations			
		Age	teachers motivation
Age	Pearson Correlation	1	.168*
	Sig. (2-tailed)		.017
	N	201	201
teachers motivation	Pearson Correlation	.168*	1
	Sig. (2-tailed)	.017	
	N	201	201
*. Correlation is significant at the 0.05 level (2-tailed).			

The result of the analysis indicated that there was a statistically significant difference between teachers of various age groups at 0.05.

As observed from the above table the results obtained on a 2-tailed test of significance there is a positive (0.168) positive relationship between the age of teachers and teacher’s motivation in secondary schools of South West Showa Zone. Therefore, age differences of teachers have its own influence on the level of work motivation in the study area. To this end the teachers in the age of 31 – 40 years old have relatively low motivation level than the other two age groups. Towards this Schulze and Steyn (2007) pinpoints motivation levels of younger employees fresh out of training faculties, as well as employees nearing retirement are significantly higher than those who are in-between.

Table 14: Teachers motivation and service year

Correlations			
		teachers motivation	Services year
teachers motivation	Pearson Correlation	1	-.245**
	Sig. (2-tailed)		.000
	N	201	201
Service year	Pearson Correlation	-.245**	1
	Sig. (2-tailed)	.000	
	N	201	201
**. Correlation is significant at the 0.01 level (2-tailed).			

As observed from the above table the results obtained on a 2-tailed test of significance there is a negative (-0.245) relationship between the teachers work experience and teachers motivation in secondary schools of South West Showa Zone. The result of correlation indicates that no statistically significant difference between service years of teachers with teachers motivation.

4.4.2. Relationship between Leadership Style and Teachers Motivation

The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1. Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Leary, 2004). Measuring the strength and the direction of a linear relationship that occurred between variables is, therefore, important for further statistical significance. To this end the Pearson's product moment correlation coefficient is computed for the purpose of determining the relationships between the leadership styles and teachers' motivation.

Therefore, to answer the fourth basic research questions Pearson correlation is calculated. The result of correlation analysis indicates the degree of relation that occurred between the leadership styles and teachers' motivation. The compiled result of correlation presented as follows.

Table 15: Correlations for principals' leadership styles and teachers' motivation indicated by teachers' responses

	ALS	DLS	LLS	TLS	TM
Autocratic leadership style	1				-.536**
Democratic leadership style		1			0.314**
Lassie fair leadership style			1		-.466**
Transformational leadership style				1	-.116.
Teachers motivation					1.00

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

The table shows that there is a very strong negative (-0.536) relationship between autocratic leadership and teachers motivation in secondary schools of South West Showa Zone. From the analysis it is clear that autocratic head teachers negatively influence on teachers motivation because they adopt harsh leadership styles which are widely detested by the teachers. This implies that the more autocratic styles are used, the lower the teachers motivated. According to Charlton (2000), head teachers who use strict control measures are likely to face student and teacher resistance and an increase in indiscipline because the teachers and students tend to protest against dictatorial measures used. Likewise, teachers do not want commanding authority. Such authority makes them lose morale and they neglect their duty or even think of part timing in other schools which increases the labor turnover". Teachers, need good motivation and support, but this can only be attained by having a very good head teacher with a good leadership style.

As observed from the above table the results obtained on a 2-tailed test of significance there is a positive (0.314) strong relationship between the democratic leadership style and teachers motivation in secondary schools of South West Showa Zone. The correlation coefficient further indicates that even teachers agree that there is a positive relationship between school leaders democratic leadership styles and teachers motivation in secondary schools. The positive correlation between the democratic leadership style and teachers motivation means that at the end of the day,

school progress depends on the extent teachers are motivated. Since different scholars assert that teachers' motivation is a key to guaranteed quality education. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved.

The table shows that there is negative (-0.466) relationship between laissez-faire leadership and teachers motivation in secondary schools of South West Showa Zone. The laissez-faire school leader tries to give away his powers and does not follow up progress. In most cases, laissez-faire school leaders do not prompt good academic performance and teachers' motivation because they are too liberal and flexible. Laissez-faire leadership style is not suited for use by school principal because complete delegation without follow-up mechanisms creates performance problems. Ensuring affective academic performance requires the involvement of both the superiors and subordinates through collective participation and monitoring of performance. Delegation of duties does not imply failure to monitor and follow up progress. Teachers and students are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas, together with the monitoring of their performance and need by head teachers is a healthy way of teachers motivation and academic performance in secondary schools.

CHAPTER FIVE: SUMMARY, CONCLUSIONS & RECOMMENDATIONS

5.1. Summary of the Findings

The purpose of this study was to assess the relation between principals' leadership styles and teachers' motivation in Secondary Schools of South West Showa Zone. The study focused on assessing the practice in relation to, what leadership styles are mainly practiced; assess what commitment school leadership can provide to improve school leadership in relation to teachers motivation ;examine the relationship between the principals' leadership styles and teachers motivation in secondary schools of the study area.

To achieve the purpose of the study, the following research questions were raised to be answered in the course of the study:

1. Which leadership style do school principals in secondary schools of South West Shoa Zone commonly exercise?
2. What type of leadership style promotes high teachers' job satisfaction in secondary the schools?

To collect relevant data on the topic, the study was carried out in nine government secondary schools (Bantu, Busa, Chitu, Gindo, Goro, HarbuChulule, Leman, Teji, Yehibret Fire) which were selected by simple random sampling technique. The descriptive survey approach was employed as a method of the study. The sources of data were teachers, school principals, and department heads. To seek answers to the above research questions, the data were gathered through questionnaires, interview and document analysis.

The questionnaires were properly filled and returned by 201 teachers who were selected by simple random and 84 department heads that were selected through availability sampling techniques. The interview was also conducted with nine principals, and document investigation was also made on the school decision making documents, reports, supervision documents and department head documents. The data obtained through close-ended questionnaires were analyzed quantitatively using mean, standard deviation and correlation. The analysis of the quantitative data is performed with the help of

SPSS version 20 computer program. Besides, the data gathered through semi-structured interview and document investigation were analyzed qualitatively for triangulation purpose.

Accordingly, the following were the major findings of the study:

The results on demographic variables: the finding showed that majority of teachers 144 (71.6%) were males and 57(28.4%) were females. Among Department head 79(94%) and 5 (5.9%) were males and females respectively. The results on principals showed that all 9 (100%) were males. The results on ages showed that majority 80 (39.8%) of teachers and 28 (33.3%) of department head, were found in the range of 36-40 years. Majority 131 (65.1%) of teachers and 46(54.7%) of department head teachers, had 1st degree while 69(34.3%) of teachers and 38(45.2%) of department head teachers had 2nd degree holders respectively. Among principals 7(77.7%) and 2(22.2%) principals have 2nd degree and 1st degree respectively. This shows that males dominated the schools, most of the staff were young, have the required level of education and good work experience.

The result on dominant leadership style: the finding showed from the data it was evident the study found out that school leaders' style used in all schools was moderately democratic, laissez-faire, and authoritative style.

- The different types of activities are described to identify leadership styles in secondary school of South West Shoa zone. On view respondents on democratic type leadership, the finding of the study reveals that there was moderate involvement of teachers in decision making with data and document analysis mean score 3.02 and 3.3 matters that affect them.
- The findings of this study shown that the data mean score 2.9 for teachers and 2.11 for department heads show no practice respects for teachers' opinions regarding school improvement exist in the school.
- This study also shows that principals Share school leadership role with the teaching staff was moderate.
- Findings in this study indicate that respondents have an opinion that says a delegation of power to subordinate in the school is moderate.
- The result of data analysis that mean score 3.69 for teachers and 3.54 for department shows the school principals believes that teachers need to be supervising closely.

- The result also denotes that delegation of responsibilities and duties for academic progress was satisfactory. From quantitative data mean score of teachers (3.98 and department heads (3.64) show that principals exercise more top-down administration system and slightly horizontally.
- From the data 124(61.69%) of teachers and 60(71.4%) of department head agree that democratic leadership style promotes high job teacher satisfaction. While 54 (26.8%) of teachers and 14.7 (16.7%) of department head were shown transformational leadership style promote high job teacher satisfaction. The finding in this study shows that democratic leadership styles promote teachers job motivation in secondary schools.
- Depend on the t-test result, $t(201) = 0.024$, $p > 0.05$, indicates there is no statistically significant difference between male and female teachers mean on the level of their work motivation. As results obtained from correlation analysis on a 2-tailed test of significance there is a negative (-0.245) relationship between the teachers work experience and teachers motivation in secondary schools of South West Showa Zone. In other side the results obtained on a 2-tailed test of significance there is a positive (0.168) positive relationship between the age of teachers and teacher's motivation in secondary schools of South West Showa Zone. Therefore, age differences of teachers have its own influence on the level of work motivation in the study area
- The finding correlation test shows that there is a very strong negative (-0.536) relationship between autocratic leadership and teachers motivation in secondary schools of South West Showa Zone. And also there is negative (-0.466) relationship between laissez-faire leadership and teachers motivation in secondary schools of South West Showa Zone. The laissez-faire school leader tries to give away his powers and does not follow up progress. The study shown that there is positive (0.314) strong relationship between the democratic leadership style and teachers motivation in secondary schools of South West Showa Zone. The correlation coefficient further indicates that even teachers agree that there is a positive relationship between school leaders' democratic leadership styles and teachers' motivation in secondary schools.
- As the teachers and department heads response indicated on school guideline and its administration the way of school principals lead the school, the low practice in school put police and regulation in school and absence capacity to treat teachers equally are factor that affect teachers job motivation in secondary are not implement rewarded strategies

that found on guideline of school. These show the schools involvement in having clear guidelines and administration is satisfactory, as the overall response of teacher shows. Even if the teachers' response on their school policy and the way it is administered rated satisfactory, its weakness in the way school policies are put into practice and the proper administration of school rule and regulation has great impact on the motivation level of teachers.

- At the study shown about teachers work relation, the staff of secondary school work cooperatively. Even the supervision is the core to improve the teaching learning process as well as the teachers' capacity to solve problems. However, the response of teachers and department head shows the availability of insignificant supervision and teachers no have good relation in secondary schools with grand mean 2.33. In addition, majority of teachers agreed that most of the time supervisors come to school to evaluate or inspect the performance of teachers. As data obtain from open ended and interview shown that absence of department head work properly and the teachers have no direct relation with PTA factor that affect teachers motivation in secondary schools of the south west Shoa zone.
- The school working conditions are one that facilitates effective teaching learning process as well as teachers' motivation. The finding marked that conduciveness of working conditions is at low level specially, absence of teachers home secondary school found in rural, no adequate teaching equipment and facilities, in South West Showa zone secondary schools. And also there was the absence of fairly workload distribution of in the school of the study area. Thus, the working conditions of secondary schools are not attractive and initiative in the work of teachers.

5.2. Conclusion

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

The finding of this study allow the researchers to conclude that , the involvement of teachers in decision-making matters that affect them and delegation of power to subordinates and participation of teachers in solving school problems, and encourage teachers to share the leadership role were satisfactory in secondary schools of South West Shoa Zone. This implies that, the principals are not properly utilizing the potentials and experiences of their teachers in school based decision making

process. Nevertheless, it can be concluded that teachers were not at a higher position to have a more say in decisions that affect their goals and how they do their work although school principals were moderately democratic in their leadership.

The findings of the study enable us to conclude that the school leaders' leadership style used in all schools were moderately democratic, laissez-faire, authoritative and some transformational. Hence, the leadership style of the principal also plays a crucial role in motivating teachers to do their best to improve students' performance. However, it was not to the expected extent that the principals strike a balance between direct and achievement-oriented leadership on the one hand and supportive and participative leadership on the other.

Based on findings of the study, it is possible to conclude that, secondary school teachers in South West Showa Zone were not highly motivated because of improper recognition given to them, unfair workload, and the working conditions. Among the motivation factors workload unfair distribute, work responsibilities and work relationship is found to be significant in this survey. Hence, it can be concluded that school leadership in the study areas were not working properly in giving recognition and provide fringe benefits for teachers to create a positive attitude to the profession. Limitations, in the aspect of the teachers' initiation or motivation for their work, make the teaching learning process ineffective and it enforces the teacher to leave the profession.

The findings of the study allow us to conclude that the supervision and teachers no have good relation in secondary schools of the study area.

The findings of the study enable us to conclude that, no statistically significant difference between male and female teachers on the level of their work motivation. This implies that, we need to give equal opportunity for both male and female teachers in school decision making to ensure their contribution to the success of the school.

The findings of the study enable us to conclude that; year of teaching experience had no significant relationship with teachers' motivation in secondary schools of South West Showa Zone.

The findings of the study enable us to conclude that the age of teachers 'positive relationship with teacher's motivation in secondary schools of South West Showa Zone. Therefore, age differences of teachers have its own influence on the level of work motivation in the study area.

The findings of the study allow the researcher to conclude that democratic leadership styles had positive relationship with teachers' motivation whereas the autocratic and laissez-faire leadership style had negative relationship with teachers' motivation in secondary schools of study area. Thus conclude democratic leadership styles promote teachers job motivation in secondary schools.

Lastly, from the findings of the study it is possible to conclude the lack skill and experience, skill critical thinking, collaboration, communication, absence clear guideline for performance appraisal of school principals, understanding of school various culture and change in technology are main challenge affect the implement of best leadership style in secondary school South West Shao zone.

5.3. Recommendation

Based on the findings of the study, the following recommendations are forwarded:

1. The leadership styles used were somewhat a combination of the three (democratic, laissez-faire and authoritative) or situational. The researcher recommended that school leaders should use dominantly democratic and transformational over laissez-faire and autocratic leadership styles in order to adequately enhance better teachers' motivation and students' academic performance of to the required level.
2. Although it is found that teachers' involvement in decision-making was generally satisfactory, it is recommended that principals need more to involve teachers in decision-making. This will instill a sense of ownership of decisions in teachers. Participation of teachers in decisions that affect them results in teachers' satisfaction and encourages a positive attitude toward academic work. When teachers are satisfied with the normal proceedings at school, their performance is bound to be improved.
3. It is found that the teachers' recognition practice and equal treat teachers in secondary schools is poor and which affects the teachers' motivation in their work. Therefore, it is recommended that to enhance the teacher motivation and performance it is vital that the recognition strategies, equal treat and their implementation in the school must be revisited and all concerned bodies should follow up their proper administration. This should be done by arranging weekly/monthly or semester program to notice the good performing teachers for the school community, by giving paper recognition, reward and other that initiate teachers for their work.

4. As the finding indicates, cluster supervisors are not enough competent to support secondary school teachers. Therefore, it is advisable that district, Zone and regional education offices worked collaboratively to upgrade already assigned cluster as well as Woreda supervisors through giving training opportunities, while newcomers should be selected and assigned according to their skill and professional qualifications to the position.

5. As the finding of the study indicates, extrinsic motivation factors are affecting the motivation level. Thus, it is advisable that the principals of the secondary schools should work for the improvement of these motivation factors. And also recommend school principals were work on factors affect to implement on leadership style in their schools.

6. The finding of this study concluded that, autocratic and lassie-faire principals leaders style does not had any significant relationship with teachers' motivation level. Whereas the democratic leadership styles does had positive significance relationship with teachers' motivation levels. Therefore, the school principals and supervisors working in the zone should encourage the democratic leadership style in secondary schools.

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Appendix A: Questionnaire to be filled by teachers and Department heads

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOR STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Dear Respondents:

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

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

Note:

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

THANK YOU VERY MUCH IN ADVANCE!

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

1. Name of the school

2. Location of the school : Urban Rural

3. Sex : Male Female

4. Age

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

5. Service Year

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

6. How long have you been working at this school?

Less than a year	1 – 2 years	3 – 4 years	5 – 6 years	Above 6 years

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

School Leadership Style

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

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

No	Item	Very	low	Mode rate	High	very high
1	The school principals encourage teachers to participate in decision making					
2	The school principals believes that teacher need to be supervised					
3	The school principals give Subordinates complete freedom to solve problems on their own					
4	The school principals provide guidance without pressure					
5	Most teachers feel insecure about their Work and need direction					
6	The school principals allow teachers to appraise their own work					
7	The school principals share school leadership role with the teachers					
8	Decision regarding school progress are Solely made by head teachers					
9	Leave decision to be made by teachers without intervention					
10	The school principals respect for teachers opinions regarding school improvement exist in the school					
11	The system of administration is Top-Down					
12	The school principals Prefer collection decision making in the school					
13	Delegation of power to subordinate in this school strongly exist					

14	The school principals say most employees in the population are lazy					
15	There is free delegation of responsibilities and duties for academic progress					
16	Teachers involvement in designing school program in this school highly supported					
17	The school principals give orders and clarify procedures					
18	In most situation workers prefer little input from leaders					
19	The school principal believes that people are competent and if given a task will do a good job					
20	Power is centralized in our school					
21	The school principal believe that it is best to leave the subordinate alone					

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

2. What type of leadership style promotes high teachers job satisfaction in secondary schools?

Autocratic leadership style

Democratic leadership style

Lassies-Faire

Transformational leadership

II. What are External factor that affect teachers' motivation in the secondary school of South west shoa zone?

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

1= strongly Disagree (SDA) 2= Disagree (DA) 3= moderate agree (MA) 4=Agree (A) 5= strongly Agree (SA)

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

What are other factor relate to school guidelines and its administration in your school?

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

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

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

What are other factor relate to work relation in your school in your school?

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

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Moderate Agree/fairly (MA) 4=Agree (A) 5= Strongly Agree (SA)

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

What are other factors related to school working condition in your school?

Appendix B: Interview Guide

Part I: General Information and Personal Data

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

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

1. What are commonly practice leadership styles by school principals in secondary schools of Western Showa Zone?
2. What type of leadership style promotes high teachers job motivation in secondary schools (which one is best for you)?
3. What is your understanding about school leadership characteristic, function and role in relation to teachers' motivation?
4. How do you see the effectiveness of its implementation with academic performance of students' and teachers motivation?
5. What major roles do you think school leaders have to increase teachers' motivation and instruction of student?
6. What leadership procedures and techniques do the school leader should follow in creating favorable environment for teachers' motivation?
7. What are the major factors affecting principals' leadership effectiveness in the schools?