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THE RELATIONSHIP BETWEEN SCHOOL LEADERSHIP  
STYLE AND TEACHER MOTIVATION IN GOVERNMENT  
SECONDARY SCHOOLS OF ADDIS ABABA

BY

ASRAT SHIFERAW YADETE

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATES STUDIES  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR DEGREE  
OF MASTER OF ARTS IN SCHOOL LEADERSHIP

JUNE, 2018

ADDIS ABABA, ETHIOPIA

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**Declaration**

This thesis is my original work and has not been presented in any other University, and all sources consulted for this thesis have been properly acknowledged.

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**Approval**

This thesis has been submitted for examination with my consent and approval as a thesis advisor.

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This is to certify that the thesis prepared Asrat Shiferaw Yadete entitled: The relationship between School Leadership style and Teachers motivation in government secondary school in Addis Ababa submitted in partial fulfillment of the requirements for degree of Master of Arts in (School Leadership and Management) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

**Approved by Examining Board**

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_____ Advisor	_____ Signature	_____ Date

## **ACKNOWLEDGEMENTS**

Many people have contributed in one way or another toward the accomplishment of this study in a way that it would be impossible for me to mention all of them. However I am obliged to acknowledge a few of them without whom this work would not be the way it is.

First, I thank God for granting me good health and peace of mind, which enabled me to undertake and complete this study successfully.

Second, I am very thankful to my advisor Dr. Befekadu Zeleke who took it upon himself to guide me throughout the entire study, made corrections and provided the needed suggestions which fundamentally contributed to the completion of this study.

Third, I express my special thanks to my beloved wife Bizunesh Getnet for tolerating my absence during the time I was engaged in this work. I also acknowledge with appreciation the Laptop computer support given to me by Betelhem Getnet in accomplishing this work.

Finally, I acknowledge teachers and head teachers of government secondary schools in Addis Ababa for providing me with needed information for the study.

I thank you all very much.

## **ABSTRACT**

*The purpose of this study was to explore the relationship between leadership styles and Teachers' motivation in government high school of Addis Ababa City. In order to investigate the principal leadership style and teachers' motivation, descriptive survey design was employed. This is because it enables the researcher to collect and describe large variety of data related designs .The study used descriptive survey method by incorporating both quantitative and qualitative data.. This study used 132 respondents randomly selected using lottery method from teachers (517) at selected secondary schools of Addis Ababa. Semi-structured interview was used to gather in-depth qualitative data from principals of the schools. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behaviour of respondents, gives opportunities for clearing up misunderstandings. The data obtained through questionnaire, which were liable to quantitative analysis were coded and entered into SPSS version 21 and analyzed using simple descriptive statistics frequency count, percentages and means followed by discussion of the most important points. For nominal or ordinal variables, a frequency count for each value is very descriptive and the mean is appropriate for describing interval or ratio data. Qualitative data gathered through interviews were analyzed qualitatively through descriptive narration .Transactional leadership style most frequently used by principals, transformational leadership practice moderately whereas laissez-faire leadership was not practiced. School principals should undergo in-service and refresher courses on school leadership and management to manage and lead teachers in scientific way, because most of the school principals are from non-leadership academic staff. Prescribed leadership training should be conducted for principals by region, sub cities and Woreda education expertise.*

**Key words:** Leadership, Motivation, School Principals

## **Acronyms and Abbreviations**

AACG : Addis Ababa City Government

BA: Bachelor of Arts

BSC: Bachelor of Science

CPD: Continuous Professional Development

CR: Contingent Reward

MA: Masters of Arts

ME: Management-by- Exception (Active)

MEO: Masaka Municipal Education Officer

MEP: Management-by- Exception (Passive)

MLQ: Multifactor Leadership Questionnaire

MOE: Ministry of Education

NAESP: National Association for Elementary School Principals

NPBEA: National Policy Board for Educational Administration

Qual : Qualitative

QUAN : Quantitative

SMCM: School Management Committee Members

STURE Study into Teacher Utilization in the Regions of Ethiopia

TSC Teachers' Service Commission

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## **CHAPTER ONE: INTRODUCTION**

The first chapter discusses concepts and definition of leadership is explained. The leadership style articulated as autocratic leadership style, bureaucratic leadership style, charismatic leadership, Democratic leaders, transactional leadership, laissez-fair leadership style, transformational leadership, teacher motivational frame work of analysis (ESDP IV, 2010).

In the statement of the problem local and international studies are presented.

In chapter two Definitions of leadership, power authority and influence of leaders, leadership of school principals at secondary school, leadership approach, school principal's roles and behaviours are mentioned.

Chapter three, target population, sample size and sampling procedures, data collection instruments, data collection procedures and data analysis, also ethical considerations are explained.

In chapter four data presented, analgised, and interpreted. The last chapter discussed about summary, conclusion and recommendation.

### **1.1 Background of the study**

Leadership seen as those actually happen and it can easily be applicable anywhere in everyday life from ancient to modern time. Burns (1978) also indicated that leadership is firm to realize but it is great activity and can be thought in human being without notice. There are so many definitions of leadership as there are authors' .Therefore; the number of definitions of leadership is the same as the number of the people who have ever defined it. In general, the meaning of leadership may depend up on the nature of organization in which the leader and employees found and the behaviour of leaders and employees.

Although a research conducted on perceived principal behaviours by teachers of secondary schools and defined, leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve

purpose. Also leadership is interpersonal approach that a leader tries to find followers potential needs and to satisfy desire, followers' needs, so that the goals of the organization can be reached by influencing followers. Leadership then refers to people who bend the motivations and actions of others to achieving certain goals; it implies taking initiatives and risks. It is about communicating invitational messages to individuals and groups with whom leaders interact in order to build and act on a shared and evolving vision of enhanced educational experiences for pupils. Furthermore, Yukl (2002) explains this influence process, 'the definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organization.

Leadership can be transformational or transactional. Transformational leadership is based on trust and commitment between leaders and followers. Transformational leaders teach their employees the importance of job values and cultivate the employees' interest in a group or organization (Bass,1985; Yukl, 1989).Transformational leadership increases the interest of the staff to achieve higher performance and developing and revealing the commitment and the beliefs in the organization (Bass, 1985).

Transactional leadership is based on a contingent reward system. It focuses on the rewards and punishments in return for followers' performance (Bass, 1985).To create a well-developed organizational leadership style, employee satisfaction should be considered. For secondary schools , teachers have been found in situations, which caused satisfaction or dissatisfaction about their job. Satisfaction is closely related to motivation. The factors that Frederick Herzberg (1967) associated with job satisfaction were not associated with job dissatisfaction. Herzberg referred to the factors that caused job satisfaction as intrinsic factors, and the factors that caused job dissatisfaction as extrinsic factors. Those factors were not directly related to the job, but they affected short-and long-term job satisfaction and job dissatisfaction. According to Herzberg (1959) the primary job satisfiers were achievement, recognition, the work itself, responsibility and advancement. The primary sources of dissatisfaction were company

policy, administration, supervision-technical, salary, interpersonal relations with supervisors and working conditions.

The transactional leadership style has been further divided into two sections. These were: Contingent Reward that referred to an exchange process between leaders and followers. Contingent rewarding leaders provide their followers with rewards for good performance or discipline for poor performance. Through contingent reward, leaders employ goal setting to help clarify what was expected of their followers and what the followers could receive for accomplishing the goals and objectives. The followers might gain rewards in terms of recognition, bonuses, or merit increases (Howell and Avolio, 1993). If the contingent reward strategy is executed properly, then the associates should achieve their objectives of the organization.

Bass and Avolio (1994) further stated, the exchange is based on the leader discussing with others what is required and specifying the conditions and rewards these others will receive if they fulfill those requirements. Transactions are seen as engaging in behaviour that maintains a quality interaction between themselves and followers. These interchanges focused on the interests of the people involved. The leader was also the person responsible for administering policies, dispensing rewards or punishments as appropriate, and who gained his/her power through the position. They further noted, followers may need extra incentives, time and/or motivation before they are willing to go beyond the call of duty to engage in extra-role behaviour.

Laissez-faire / free-rein leadership style is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose. However, the leader is still responsible for the decisions that are made, such a leader hates crises, tries to satisfy everybody in the system, and prefers to hold meeting with individual members of the staff to seek support rather than open the whole subject for discussion.

The researchers (Gibson, Ivancevich & Donnelly, 1988) define motivation, as the force that causes an individual to act in a certain manner or to be oriented towards it. To Herzberg (1967) motivation would be enhanced when opportunities were provided for

subordinates to demonstrate their capabilities and when they are recognized for their accomplishments. Research indicates that higher teacher motivation is significantly linked to improved student learning outcomes

Theoretical literature on teacher motivation in the developing world is scarce. However, a review of relevant psychological theories offers important insights into teacher motivation in a developing country context. First, basic needs must be met before teachers can be motivated to fulfill their higher-order needs of self-actualization and professional goal attainment. Second, once the more extrinsic (or external) basic needs and environmental factors are adequately met, more intrinsic (or internal) factors more powerfully motivate teacher effort, performance, and professional conduct in the long run. These insights, complemented with a review of empirical studies on teacher motivation in developing countries, yield a framework of analysis for teacher motivation in the developing world.

Ethiopia like other countries in the world is currently working towards improving the quality of its education and set out in the education and training policy in terms of their relevance to the needs of the individual and society (MOE, 1994). Towards this end, the education and training policy set up certain aims and objectives which were to facilitate educational development in the country. In fostering these aims and objectives, the school principal has important role to play. Among these roles include providing effective leadership in secondary schools, thereby enhancing better job performance and motivation among teachers.

According to ESDP IV (2010) principals help create a shared versioned clear goal for their school and ensure continuous progress toward achieving the goals, support the implementation of high quality standard based that results in higher level of achievement for all students, and provide opportunities for members of the school community to build their capacity and participate in important school decision.

From the above one can understand that principals as educational leaders influence teachers and staffs for successful operations of teaching and learning in the school. Principals as a school chief educational leader play a major role in shaping the nature of the school environment.

According to Panda and Mohanty (2003), the teacher is the corner stone for education system that maximizes the competence of the individual in the country. Similarly, teacher's constructive feelings towards teaching and higher aspiration level determines his/her positive perception of the environments. It is generally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement. The quality of teachers, their commitment, satisfaction and motivation are the determinant factors for the students to benefit from the education system. The success or failure of the education system depends for the most part, not only on motivated teachers, but also on motivated managers and administrators.

Satisfied employees are more likely to experience high internal work motivation, to give high quality work performance, and to have low absenteeism and turnover.

Therefore, based on the above mentioned contribution for research activity, this research aims at assessing the relation between school leadership style and teachers motivation and suggest possible solution.

There are studies conducted in leadership style, motivation and relation between leadership style and motivation. According to KeeLuenin 'School Principal Leadership Styles and Teacher Organizational Commitment among Performing Schools " His study attempted to investigate the effects of principal leadership styles on teacher organizational commitment among performing schools in the state of Perak, Malaysia. Data were collected from 240 teachers in 19 performing schools using a fixed-alternative questionnaire. The data collected were analysed by analytical software called Smart PLS. It was found that transformational leadership (TF) has a significant positive impact on affective commitment (AC) and continuance commitment (CC) but not on normative commitment (NC). Transactional leadership (TS) has a significant positive impact on AC only, and not on CC and NC while nurturing leadership (NT) has significant impact on AC and NC only and not on CC. Therefore, the most influential leadership style in performing schools is TF while NT is perceived to be the most common leadership style by the teachers.

An *International Journal of Economics, Commerce and Management United in Kingdom* (2014) made a study as assessing the effects of leadership styles on staff productivity in tamale Polytechnic, Ghana. The study sought to identify the types of leadership styles exhibited by management, the impact of leadership styles on staff performance and staff perception of leadership styles. The study adopted a descriptive survey of non-experimental research design to investigate the effects of leadership styles on the performance of staff of the Polytechnic. The study relied on simple random and purposive sampling techniques in selecting a total of 120 respondents for the study. The study revealed that leaders who exhibited democratic (participative), people-oriented or transformational leadership characteristics for that matter, enhanced staff productivity. It was concluded that leadership of the Polytechnic were either autocratic or democratic in their leadership approach. It was, therefore, recommended that autocratic leadership characteristics exhibited by management must give way for a more participatory or democratic style of leadership to encourage a more liberal approach in dealing with some of the challenges associated with the autocratic approach in managing people especially in an institution of teaching and learning.

Donna, (2016:54-57 )in his study ' The Effects of Motivational Strategies to Increase Teachers' Commitment and Enthusiasm ' The purpose of his study was to explore motivational strategies that can be used to increase faculty and staff's motivation in a small private Montessori school, located in New Jersey. Ten members of the faculty and staff participated in his research project over the course of six weeks. Pre-data collection included an online motivational quiz that identified each faculty and staff member's top three motivators. Short term goals were created by the participant with the administrator in a pre-conference based on the motivator results of each individual's pre-test. The administrator used the motivational strategies of each faculty and staff member throughout the research to support them on their short term goal. Data was collected on each faculty and staff member through a weekly conference and reflection journal, as well as a daily job expectation and negative talk tally. The results of the research suggest that using individual motivators for each faculty and staff member increase employee motivation and enthusiasm in the workplace. The research project was done at the



beginning of the school year when the faculty and staff are the most enthusiastic and motivated..

Yaser, (2012), Transformational leadership is implemented when leaders involve broaden and elevate their sub-ordinates' interests, when they generate awareness and acceptance of the group's tasks and mission. This also happen when a leader creates the need within subordinates to look beyond their own self-interests for the good of others. Transactional leadership involves leader-follower exchanges necessary for achieving routine performance agreed upon between leaders and followers. Situational leadership involves the flexible leaders to have the social perceptiveness and information to match their behaviour with situational demands which that indicates to the more flexible leader is one who is capable of showing a wider verity and range of situation appropriate behavioural responses.

Shin,(1989) ” The relationship between leadership styles, organizational commitment, and organizational outcome in oklahoma's volunteer fire departments” The intent of the study is to determine dominant leadership styles, and to examine whether a relationship exists between the leadership styles and organizational commitment among the volunteers in their departments. Additionally, the study examines how the individual factors of transformational leadership can impact levels of organizational commitment among volunteer firefighters.

Furthermore, this study explores the relationship between leadership style and organizational commitment and organizational outcome. This study employed quantitative research and data collected through a survey. The study used correlation analysis that was conducted to analyze the relationship between leadership styles and organizational commitment. The study also used the t-test to determine the difference in the level of organizational commitment between volunteers with no compensation and volunteers with partial compensation. To further examine the impact of transformational leadership factors upon organizational commitment, this analysis incorporated prediction study. The results of the study indicate that the most prominent leadership style is transformational leadership. Second is transactional leadership. Laissez-faire leadership is the least common form of leadership practiced. This study demonstrates that

transformational and transactional leadership styles are positively connected to organizational commitment. Laissez-faire leadership style is negatively related to organizational commitment ( shin 1989 ).

Transformational leadership possesses a stronger relationship with organizational commitment than transactional leadership. Transformational and transactional leadership styles are positively related to affective and normative commitment while laissez-faire leadership style is negatively related to affective and normative commitment. All three leadership styles bear no relationship with continuance commitment. The study reveals that five factors of transformational leadership collectively and individually have a positive impact on organizational commitment. Inspirational motivation was discovered to have the strongest effect on organizational commitment. Regarding the difference in the levels of organizational commitment between volunteers with no compensation and volunteers with partial compensation, the results indicate that there is no difference between volunteers without compensation and those who receive partial compensation. Finally, transformational and transactional leadership styles are positively related to organizational outcome. Affective and normative commitments are positively related to organizational outcome ( shin 1989 ).

Leadership styles are the approaches used to motivate followers. Leadership is not a “one size fits all” phenomenon. Leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals. It is thus useful to possess a thorough understanding of the different styles as such knowledge increases the tools available to lead effectively.

## **1.2 Statement of the Problem**

As mentioned above, this study was undertaken to determine the principals' educational leadership styles and the impact they have on the motivation performance of the staff of secondary schools. In a school, the school principal occupies the highest level of leadership. Principal leadership is one of the factors that affect teachers' quality of work as has already been alluded to. However, teacher performance is not only affected by leadership styles but by many factors that affect the performance of teachers such as the qualification levels of teachers, access to school resources and teaching materials ( ),

In Ethiopia, the number of students is increasing every year. However, despite the rapid growth in the number of school admissions, it has been concluded that the expansion of schools alone may not contribute fully to individuals' and society's development. The rapid expansion of schools could, in fact, have an adverse effect on the quality of education and the effectiveness of leadership. More specifically, it could have a serious impact on the competency of leaders and teachers in a nation such as Ethiopia. A study by O'Hanlon and Clifton (2004:3) reveals that a principal can promote or destroy a school through the leadership style he/she adopts. Furthermore, they observe that the school mirrors the principal's personality in various ways. In addition, many teachers at secondary schools still perform poorly due to poor leadership.

As a result of the constitutional leadership roles of principals, workers expect them to work in a particular way. Principals understand themselves as executing their leadership roles in terms of what is expected of them. However, the leadership styles of principals expected by teachers may be different from the actual leadership styles they experience from their leaders. Therefore, most of the time workers might not be satisfied with their educational leaders and the entire school system if their expectations are not met (Drago-Severson & Pinto, 2006:129-135). It is with this in mind that the researcher wonders how a leadership style can affect teacher performance.

It is important to note that the commencement, establishment and follow-through of the actions of team members in attaining the objectives of the schools are dependent on a leadership style (Hoy & Miskel, 2001:403). Principals can adopt different types of

leadership styles (Robbins, 2001:318-326). Furthermore, the contribution of leadership cannot maximise the job performance of the staff of a school unless the leadership is distributed and shared with the people who are working with the leader or stakeholders (Nsubuga, 2008:14). Nsubuga (2008:6) argues that the reason why schools fail to achieve the required performance is not only because of insufficient funds and poor facilities but also because of poor leadership.

To sum up, the main research problem centers around the fact that principals are perhaps not using the most appropriate leadership styles in specific situations to enhance the quality of teaching and learning in their school administration, supervision, salary, interpersonal relations with supervisors and working conditions. According to Quick (1998), each person has a different set of goals and can be motivated if he/she believes that: there is a positive correlation between efforts and performance; effective presentation will result in a pleasing reward; the reward will satisfy an important need; and the desire to satisfy the need is strong enough to make the effort having an important effect.

Previous studies Wasserman,(2016) his study title ,‘‘Relationship between the Principal's Leadership Style and Teacher Motivation’’. The purpose of his study is to examine the relationship between the principal's leadership style and the motivation of the teachers in their work was conducted using the quantitative method and included questionnaires for the teachers relating to leadership style and motivation. The questionnaire was administrated to 137 teachers who teach in elementary and secondary schools in 2014. The research findings indicate a number of significant correlations: a significant correlation was found between the principal's styles of leadership and the teacher's perception of the teaching profession as positive. A significant correlation was found between the teacher's willingness to actively devote himself and the teacher's initiatives related to teaching. In addition, a significant positive correlation was found between the teacher's perceptions of the profession as being positive and between the teacher's initiatives relating to teaching.

Teresai (2012 ) in his study focusing on ‘factors affecting teacher motivation in public secondary schools in thika west district, kiambu county’ and used descriptive research design, for the study Random sampling technique was used to select teachers while purposive sampling technique was used to select the principals. Questionnaires were used to collect data from teachers while interview schedules were used to collect data from principals. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data where descriptive statistics such as means, standard deviation, frequencies and percentages were used to describe the data. Content analysis was used to analyze qualitative data from the interview with the principals. The study found that job satisfaction affects employee motivation. This was evidenced by the fact that leadership and promotional opportunity elsewhere influence job satisfaction to a large extent . The study also found that perceived fairness in teacher promotion system influence job satisfaction among teachers to a small extent and that work environment/conditions influenced job satisfaction among teachers to a large extent. It was found that the reward system affects teacher motivation.

Aweke (2015) conducted research on ‘Factors Affecting teachers Motivation and Professionalism’ ’The case of Public Primary Schools in Addis Ababa ,Ethiopia by using a qualitative case study method aimed to investigate factors that affect teachers’ motivation and professionalism. Two public secondary schools were selected as a sample in Addis Ababa. In his research instrument a structured and semi structured interview was conducted with teacher participants and also an open and closed ended questionnaire was administered. Field observation was also conducted for consecutive five weeks. From the data obtained the key factor for poor motivation of teachers was repellent salary. Teachers felt that the salary and incentives are very low. The study also revealed that the other reason, in addition to salary and benefits, for the low motivation of teachers was the, student’s misbehaviour and the inability of the school management administration to effectively address the teachers’ demands for supportive and fair leadership.

Temesgen (2011) on the title "The relationship between Leadership Styles and Employee Commitment in Private Higher Education Institutions at Addis Ababa City" and the study was designed as the cross sectional survey for the quantitative study which was used to gather the relevant and pertinent information with regard to leadership styles and employee commitment. Thus, this study is classified as survey research .The findings of the study revealed that transformational leadership style has significant and positive correlations with affective and continuance employee commitments while transactional leadership style has significant and positive correlation with only normative commitment. A laissez-faire leadership style is found to be significantly and negatively associated with employees' affective commitment.

Shimelis (2017) conducted research on "Principal Leadership Practices, Teacher Motivation, and Student Achievement in Secondary Schools of Addis Ababa City Government" he used stratified sampling and simple random sampling method. Three hundred sixty three sample teachers were selected to fill both quantitative and qualitative data. The Research Method was mixed research methods approach. The qualitative data were used to interpret quantitative data and to elaborate quantitative results. Surveys and interviews were used to collect data. Quantitative data's were collected using the LPI and the TMQ. Moreover, document analysis was conducted to gather quantitative data regarding students' achievement on grade ten national exams. Qualitative data were collected using interviews from selected experienced teachers in the sample schools. His Sources Data was primary sources of data for this study were sample teachers and principals selected from the ten sample schools. In this study qualitative data was analyzed using the summarized respondents' responses were changed in to a transcript. Then the transcript was summarized, arranged and organized into themes. Major and comprehensive ideas given by specific respondents in relation to basic themes were identified, summarized and coded to be presented under each research question and to materialize the results of the quantitative analysis. Both the original and the summarized data were given to an external person to compare them and provide comments if some basic ideas were omitted. The external person was a secondary school teacher working in a school out of the Addis Ababa city and who were graduates student of school

leadership. For the sake of confidentiality, sample schools are presented using .Qualitative data were obtained from sample respondents using interviews to identify reasons for quantitative results. The interviews were conducted in two rounds. The first round interview was conducted with a total of twenty teachers, two from each sample schools. The second round interview was held with four additional teachers selected from a school with deviated result of the quantitative analysis. The findings of the study indicated a strong and direct relationship between principals’ leadership practices, teachers’ motivation and Student Achievement in Secondary Schools of Addis Ababa City Government’.

Demeke (2014 ) conducted research on ‘‘factors affecting teacher work motivation in kirkos sub-city governmental primary schools in Addis Ababa’’. Descriptive research (survey) method was employed to gather the required data from the specific populations’ present condition. Results of the study showed that, among the major factors that have been affecting teachers’ motivation were poor payment, ineffective organization leadership and administration, low status of teaching as a profession and job design,

However in Ethiopia there is little attempt is made to identify under the topic of school leadership and teachers motivation .Thus the above researches carried (Temesgen, 2011) on ‘‘The relationship between Leadership Styles and Employee Commitment in Private Higher Education Institutions at Addis Ababa City, (Shimelis,2017) on’’ Principal Leadership Practices, Teacher Motivation, and Student Achievement in Secondary Schools of Addis Ababa City Government’, Demeke (2014 ) conducted research on ‘‘factors affecting teacher work motivation in kirkos sub-city governmental primary schools in Addis Ababa. According to the research studies they identifies various types of leadership styles in general primary and secondary schools but they did not say whether the style of the leader results to the relationship of school leadership style and teachers motivation or not.

Therefore, the current study seeks to investigate and examine the relationship of principal’s leadership style and teacher’s motivation. Specifically, it focuses on leadership styles practiced by school principals and to assess how teachers view

leadership practiced by school principal and the current status of teachers' motivation in the government secondary school in Addis Ababa.

### **1.3 Basic Research Questions**

1. Which leadership styles are most commonly used by secondary school principals in Addis Ababa as perceived by teachers?
2. What is the current status of teachers' motivation in Addis Ababa city administration secondary school?
3. What is the relationship between leadership style and teachers motivation in Addis Ababa city administration secondary school?

### **1.4 Objectives of the Study**

The overall aim of this study is to explore the relationship between leadership styles and teachers motivation of government high school in Addis Ababa City. To achieve this aim, the specific objectives of the study are;

- To identify which leadership style more practiced in addis ababa secondary school.
- To examine the relationship between different leadership styles and teachers motivation.

### **1.5 Significances of the Study**

The significance of this study occurs in many ways. Firstly, it studies the association between leadership styles and teachers motivation because this particular type of study had not been directly conducted on these organizations. Therefore, its result is important to create awareness to leaders of aforementioned organizations about the most determinant variables that can influence the commitment level of their teachers. Secondly, the findings of this study add to the wealth of knowledge in other leadership and teachers commitment studies. It could also be helpful for individuals who want to conduct further studies in related topics and other organizations those faces similar problems.



Inevitably the growing body of research on antecedents to leadership styles and teachers motivation leadership styles, teachers' motivation factors and its impact on organizational commitment. It is believed that this study would value to the literatures on principals' leadership styles, especially in the Ethiopian settings since there were limited literatures done on similar setting.

### **1.6 Delimitations / scope of the study**

The scope of this study was delimited to government owned secondary schools in the Addis Ababa City Government. Hence, private secondary schools were not included, factors affect for motivation did not mentioned and there was a shortage of time to collect large number of data. In this Samples were not be taken from all sub cities secondary schools.

### **1.7 Limitation of the Study**

Some aspect of the study that researcher knows may negatively impact during the study, but over which they have no control (Gay and Airasian, 2000) Many teachers in all sample schools refuse to take the questionnaires because of different researchers arrive at the school from university and make them overloaded, they become boring and claiming time constraint. But the researcher has to wait several days in the schools to collect the questionnaire. Another limitation faced by the researcher was few teachers are asking money in order to answer the question.

### **1.7 Definition of Key Terms**

The following terms are defined for the purpose of this study:

**Contingent Reward:** It referred to an exchange process between leaders and followers.

**Leadership Style:** A process in which an individual influences the thoughts and actions of another's behaviour (Northouse, 2007; Yukl, 2002).

**Leadership:-**is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose (Smith ,2000).

**Motivation:** refers to the force within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action (Daft & Marcic, 2007).

**Transactional Leadership Style:**A transactional leaders communicates specific standards of conformity while monitoring for deviance and rewarding compliance (Avolio, Bass,Berson, & Jung, 2003).

**Transformational Leadership Style:**A transformational leader motivates and educates subordinates toward making decisions without interaction with supervisors. Followers experience a higher level of self-efficacy when experiencing such transformational leadership (Barnett, Marsh, Craven, 2005).

**Laissez-faire / free-rein leadership style** -leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose (Smith ,2000)

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

This chapter presents a review of the literature concerning the relationship between school principal leadership style and teachers' motivation. It would be done by addressing the following: the meaning of leadership; whether there is anyone form or approach in leadership that is more effective than others in educational settings.

### **2.1 Definition of Leadership**

There are almost as many different definitions of leadership as the persons who have attempted to define, the concept (Bass, 1981). As a result, the definitions of leadership are, as Hoy and Miskell (1987: 20) put it, "almost as numerous as the researchers engaged in its study." Some researchers define leadership in terms of characteristics or qualities of the individuals; others see it as a process while a third group defines it in terms of outcome or what has been achieved.

### **2.2 Power, Authority and Influence**

Burns (1978) maintains that to understand the nature of leadership requires understanding of the essence of power, for leadership is a special form of power, the exercise of which results in the production of intended effects. He further states that it is important to note that true leadership occurs when the intended effects are produced through getting others to willingly carry out certain tasks. This voluntary submission does not necessarily entail a superior - subordinate relationship. Bacharach and Lawler (Bush, 1987: 76) refer to it as "influence". The latter is, as Burns (1978) maintains, not true leadership but tyranny. The individual who uses his authority to get others to perform tasks does so not only because of his official position but also because he controls rewards and sanctions (punishment). Influence (on the other hand) occurs because of the leader's expertise and/or charisma usually resulting (accruing) from superior verbal skills. Using authority as a source of power produces followers who are seldom committed to their work. Furthermore, authority may fail to achieve even involuntary submission when followers do not value rewards controlled by the person

in authority. The advantage of using influence therefore is that it usually produces workers that are committed to their work (Bush, 1987).

### **2.3 Leadership of School Principal at Secondary School**

The tasks and roles of school directors in elementary or high schools are specified, because serving the needs and stimulating the achievement of elementary or high students differs from other levels of students. The National Association of High Schools School Principal (NAHSP) (1986: 2-23) provides a list of tasks and roles of high school directors which contained 74 proficiencies grouped into 10 categories that define expertness in the school directorship. These categories are: 1) leadership behaviour, 2) communication skills, 3) group process, 4) curriculum, 5) instruction, 6) performance, 7) evaluation, 8) organization, 9) fiscal, and 10) political.

Examples of proficiency in the first category are: inspired all concerned to join in accomplishing the school mission, applied effective human relation skills, and encouraged the leadership of others. Apart from leadership behaviour, communication skills are very essential for school directors. NAHSP described proficiency in the communication skills category as follows: Persuasively articulate their beliefs and effectively defend their decisions, write clearly and concisely so that the message is understood by intended audiences, and apply facts about data to determine priorities. Sergiovanni (1995) proposed 17 characteristics of effective school leaders in primary schools are as follows: 1) having a clear thinking vision and a sense of direction, 2) having the ability to see the whole picture, 3) being a competent planner and having the ability to get things done, 4) having a good relationship with people; 5) driving for achievement, 6) possessing intelligence, breadth and maturity, 7) having the ability to inspire and engender excitement about the work, 8) being concerned with what was happening in this classroom and the centrality of learning and teaching, 9) encouraging collegiate approaches, teamwork and sharing decision-making, 10) dealing effectively with problems; 11) setting high expectations for self and teachers, 12) encouraging active reflection about teaching on the part of staff, 13) encouraging appropriate staff development; 14) accepting professional accountability, 15) encouraging parents to

support the work of the school, 16) being well organized and making effective use of time, and 17) continuing to be a leader (Dean. 1999: 38-39). However, Becker et al. (1971: 44-49) stated that, according to high school directors, the most critical problem are the general ambiguity of the position in the education community. The central office and the teachers within a building and the parents, too, felt this ambiguity. Those school directors were affected by the nature of their positions, which performed a particular role within a school district. Becker et al. (1971: 50-56) proposed that the process through which goals were affected, policies were implemented, and satisfaction or dissatisfaction with the school was achieved.

To conclude, school directors are very important at all school levels. They do their work and implement their leadership to achieve the goals and objectives of schools. The activities of school directors bring them into direct contact with teachers, students, staff, parents, and community (Lunenburg & Ornstein. 2004: 43). Thus, a school director's behaviour affects all these groups. The perception of the school director's behaviours on the part of teachers who interact very closely with the school director is very important, because teachers need to cooperate with and support the school directors. The role, function and leadership of elementary school directors differ from leaders at other school levels. High students are young and innocent. They need special care, treatment, and education appropriate to their age. High school directors and teachers need to serve their particular needs. Thus, the leadership employed by both high school directors and teachers should be different from the leadership in a high school, for example.

Additionally, learning and teaching systems of elementary education will be the foundation for further education of these students. According to Summary Report on the Education, Youth and Sports Performance in the Academic Year 2009-2010 the learning and teaching system of higher education emphasizes the learning process and lifelong learning so students can learn by themselves for the rest of their lives. Relatively, this focus is new in Cambodian education. Both high school directors and teachers, therefore, need to employ effective leadership to improve and change the

traditional learning and teaching system and find new ways to academically achieve effective schools so that the schools are, as the summary stated, “Reformed.”

## **2.4 Leadership Approach**

### **2.4.1. Transformational Approach**

The transformational approach emerged in the late of 1970s, and was first developed by Burns (1978), transformational leadership suggested that some leaders, through their personal traits and their relationships with followers, go beyond a simple exchange resources and productivity. Transformational leadership focuses on changing followers and the organization, satisfying followers’ higher level needs in term of the Maslow’s hierarchy needs theory, and mutual stimulation and elevation between the leader and followers. Therefore, leaders are expected to motivate followers to raise followers’ levels of consciousness about the importance and value of specified and idealized goals, get followers to transcend their own self-interest for the sake of the team or organization, and to move followers to address higher-level needs.

This form of leadership assumes that the central focus of leadership ought to be commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing their goals are assumed to result in extra effort and greater productivity. There has been unpredicted events and changes in the socio-economic, political, technological and organizational dimensions. This accelerated rate of changes poses serious challenges to organizations to anticipate and manage change effectively or meet the fate of knock out. In this regard, transformational leadership is needed because the old theories of leadership, operating through the power of performance-reward linkage has become less relevant.

Transformational leadership begins with the leader/follower relationship with a sense of “responsibility for” the development of followers. They enhance the relationship that arouse and maintain trust, confidence and desire of subordinates. The primary goal of this leadership is to transform followers toward a relationship that shift the dependent ”responsibility for” into a relationship that is interdependent, and people are “responsible

to” each other. A transformational leader’s bottom line goal is to bring followers up to the level of confidentially accomplishing organizational tasks without direct leader intervention. It refers also as a finding of the current energy in followers by creating an active interaction environment in the organization and mobilizing this energy in the direction of organizational objectives. Primary objective of transformational leaders is to increase the perception of success in the organization and to motivate the organization's members (Bass, 1990). Transformational leaders motivate the followers to realize organizational objectives by gaining their confidence. They make the employees be disposed to deal with problems and difficulties they encounter and provide autonomy for them to increase their performance and efficacy. Furthermore, Transformational leadership is analyzed in four different dimensions; namely, idealized influence (behaviour or attributed), inspirational motivation, intellectual stimulation, and individualized consideration (Bass,1985)

#### **2.4.2. Individualized influence (II)**

Idealized influence means leader’s determining institutions' vision and mission by incorporating the followers to the process .Charismatic influence and idealized influence used interchangeably, it is the key components of the transformational leadership. Using idealized influence, transformational leaders act in ways that allow them to serve as role models for their subordinates These leaders had strong personal appeal and power to influence over his/her subordinates by providing clear vision, a strong sense of purpose and perseverance to achieve the most difficult objectives. As a result, this kind of leader was thoroughly respected, trusted, and admired by their followers. In addition, such leaders normally considered their followers’ needs over their own personal needs and were willing to put aside their self-interest for the good of their organizations (Avolio, 2005).

#### **2.4.3. Inspirational Motivation (IM)**

Inspirational Motivation represented the appeal of challenging followers by symbols, and metaphors. In other words, inspirational motivation leaders expressed the importance and value of desired goals in simple ways and displayed high levels of expectations. These leaders often talked about a vision of the future and expressed confidence and

commitment that their goals and visions could be achieved. They also tried to move followers to achieve extraordinary levels of accomplishment by showing high expectations and confidence in the followers. Thus, followers reacted by willingly increasing their efforts to attain the vision. Although charisma and inspirational motivation leadership were often highly correlated, inspirational leadership might or might not overlap with charismatic leadership. Inspirational leaders could occur without the need for identification of followers with the leader (Charismatic leaders). Transformational leaders using inspirational motivation attracts people toward the vision of the organization with their effective communicating personality. Inspirational leadership is communicating a vision with fluency and confidence, increasing optimism and enthusiasm, and giving interesting talks that energize others (Avolio, 2005).

#### **2.4.4. Intellectual Stimulation (IS)**

Intellectual Stimulation referred to leaders who challenged their followers' ideas and values for solving problems. Through intellectual stimulation, transformational leaders were able to show their followers new ways of looking at problems. Leaders who are intellectually stimulating see the advantages of creating unity through diversity. By bringing together and integrating a diverse range of perspectives, they are able to create genuinely new ideas and initiatives. The goal of intellectual stimulation is to continuously generate the highest levels of creativity from the subordinates (Avolio, 2005).

#### **2.4.5. Individualized Consideration (IC)**

Individualized consideration is related to creation of a suitable and supportive environment in which individual differences and needs are considered (Bass, 1990). Individualized considerate leaders pay special attention to each individual follower's needs for achievement and growth by acting as an advisor, coach or mentor. Subordinates and colleagues are developed successively to the higher levels of potential. Through individualized consideration, the leaders spent more time teaching and coaching followers and treated followers as individuals rather than just as members of a group. This was because the leaders considered their followers as having different needs, abilities, and aspirations from others. Therefore, the followers, who felt he/she received a



leader's special attention, were more likely to work harder to meet their leader's high expectations.

#### **2.4.6. Approach in Transactional Leadership**

Students of transactional leadership approach leadership from various angles depending on whether their emphasis lies on leader qualities, process, goal achievement, followers' growth or a combination of some or all of these. Traditional approaches view leadership as a transactional process. This means that they see a leader as one who approaches followers with an eye to exchanging one favour for another, for example - promotion for compliance and support of the leader (Burns, 1978). Traditional approaches also view leadership as a structural, hierarchical and bureaucratic process, that is: they see the power to get others to behave in a particular manner as being possessed by those who occupy higher positions and as always being exercised downwards over subordinates.

#### **2.4.7. The Trait Approach**

The trait approach or the so-called "Great - man" theory postulates that people have inborn qualities which mark them either for subjection or for rule (Hoy and Miskel, 1987). Researchers adopting this approach tried to isolate specific traits or unique qualities that differentiate leaders from followers. Traits such as aggressiveness, forcefulness, competition, independence, intelligence, self-confidence, responsibility and participation were assumed by early researchers to be associated with leadership (Hoy and Miskell, 1987). However, studies such as those conducted by Stogdill in 1950 and later by Hoy and Miskel, 1987) were inconclusive in establishing a connection between personality traits and effective leadership. Many of the traits isolated as crucial to leadership in one study were found to be insignificant in others. These studies further found that leaders with one set of traits are not equally successful in similar situations and that leaders with different sets of traits can be successful in the same or similar situations (Hoy and Miskel, 1987).

Despite the failure of the trait approach to link traits with leadership effectiveness, this approach still persists in many forms. According to Watkins (1989), business magnates

and/or organizational founders nurture it in order to justify their own positions. Feminist writers feel the reason the "Great - man" theory persists is that it provides selecting officers ( mainly males) with a convenient justification for the exclusion of women from leadership positions on the basis that most women do not possess leadership qualities such as competitiveness, aggressiveness, rationality, forcefulness and independence.

#### **2.4.8 The Situational Approach**

When the "Trait Theory" failed to provide a satisfactory explanation of leadership researchers started to believe that successful leadership is determined to a large extent by the demands of the situation in which an individual is to function as a leader. Leaders were now seen as not being born but as being made by the situation (Hoy and Miskel 1987). The task of those researchers who adopted the situational approach was to isolate or identify distinctive characteristics /properties of the situation to which leaders' performance and success could be attributed. Hoy and Miskell (1987: 273) list the following as properties of the situation that were seen to determine the success or failure of a leader:

- a) Structural properties of the organization (such as Size, formalization and hierarchical structure);
- b) Organizational climate (such as openness, group atmosphere and participation);
- c) Role characteristics (such a position power, type and difficulty of task and procedural rules).
- d) Subordinate characteristics (such as experience and knowledge, tolerance for ambiguity, responsibility and power).

The first study of leadership that used the situational approach was conducted at the Ohio State University (Watkins, 1989). The Ohio study isolated two basic dimensions of leadership, namely- the "initiating" and "consideration" structures. The aim of the study was to find out which of the dimensions and in what situation brought about acceptance of the leader by his subordinates (acceptance was seen to imply perceived leader effectiveness). The findings were that teachers seemed to work well with and

accepted a leader who showed high performance on both the "initiating" and "consideration" structures. To acceptance of principals who scored high on both the structures by his subordinates allowed the principals to obtain "willing compliance from subordinates to directives that clearly are outside the bureaucratic zone of indifference" (Hoy and Miskel, 1987: 280).

Although the findings of the Ohio State University were confirmed by later studies, such as those conducted at New Jersey, the University of Michigan and Harvard University (Hoy and Miskell, 1987) the situational approach did meet with some criticism. Leavitt, Perrow, Tinker and Low ( in Watkins, 1989) feel that the aim of these studies was not to discover the essence of leadership but was aimed at seeking ways in which to manipulate employees and extract greater productivity, while legitimating the power status quo. However, the greatest failing of this approach, according to Hoy and Miskel (1987) is its failure to establish a link between leadership and important effectiveness indicators such as satisfaction of followers and achievement.

#### **2.4.9 The Contingency Approach**

Although Hoy and Miskel (1987) describe the contingency approach as being contemporary it will be classified in this work under traditional approaches, as Watkins (1989) does, on the basis that it still views leadership as a hierarchical process. The Contingency Model of Leadership assumes that leadership effectiveness depends on the fit between the leader's personality characteristic and "leadership style in terms of either task orientation or person orientation, and the favourableness of the situation for the leader" (Watkins, 1987: 284). This approach therefore tries to predict which types of leaders will be effective in different situations (Hoy and Miskel, 1987). Results from studies by Fiedler, MacNamara and Enns; Hoy and Williams and Martin and Associates all indicate that principals working under favourable conditions (for example, those who are well supported by their staff or working with professional and mature staff) are seen to be effective by their subordinates if they are task orientated. On the other hand, principals working under less favourable conditions are perceived, as effective if they engage in a relationship-oriented style of leadership (Hoy and Miske 1987).

Although the contingency approach has contributed enormously towards the understanding of leadership, it also still does not give a satisfactory explanation of the concept. One problem with this approach is its failure to provide us with a single comprehensive and satisfactory definition of leader effectiveness. In schools, for example, both teachers and students continually resist, contest or challenge principals' directives even where principals enjoy some support from their subordinates. From the above it can be concluded that traditional approaches of leadership were merely concerned with what leaders could do in order to manipulate follower performance and that they paid no ( or little) attention to the needs and aspirations of followers. Contemporary theorists would deviate from traditionalists in that the former became aware that followers were not merely "machines", but beings whose needs and aspirations had to be paid attention to in order to have their commitment to their organizational community (Watkins, 1989:19) .

#### **2.4.10. Laissez-Fair leadership**

Both the transformational and transactional leaders are described as leaders who actively intervene and try to prevent problems, although they use different approaches. When researching these two active forms of leadership, one finds that they are often contrasted with the third style of leadership, called laissez-faire leadership (Bass, 1990) describe the laissez-faire leader as an extreme passive leader who is reluctant to influence subordinates considerable freedom, to the point of handing over his/her responsibilities .In a sense, this extremely passive type of leadership indicates the absence of leadership. Laissez-faire leadership style has a negative impact on followers and associates-opposite to what is intended by the leader-manager. There are many behaviours that represent laissez-faire leadership as “do nothing”or“hands-off” approach. Such behaviours include staying away from employees, shirking supervisory duties, and being “inactive, rather than reactive or proactive” (MLQ, undated).

Researchers have consistently reported that laissez-faire leadership is the least satisfying and least effective style of leadership. That is because these leadership behaviours are accompanied by little sense of accomplishment, little clarity, little sense of group unity,

and followers do not hold as much respect for their supervisors (Trottier*etal.*, 2008; Lok&Crawford,1999).It is probably for these reasons that many researchers choose to exclude laissez-faire leadership from their research involving only transformational and transactional leadership (.Bass,1990) uses the following statement to differentiate laissez-faire leadership from other types of leadership behaviours and styles: Laissez-faire leadership should not be confused with democratic, relations oriented, participative, or considerate leadership behaviour. Nor should it be confused with delegation or management by exception. Delegation implies the leader's active direction of a subordinate to take responsibility for some role or task. The leader who practices management by exceptional lows the subordinate to continue on paths that the subordinate and the leader agreed on until problems arise or standards are not met at which time the leader intervenes to make corrections.

## **2.5 School Principals' Roles**

### **2.5.1 Former Role of the Principals**

In the 1970s and early 1980s, the principal was strictly working on particular instructions from the authority. The principal was not free to do what he or she felt because he/she was required to follow what the authority wanted him/her to execute. In the following, there are some of the principal's former functions. The principal acted as a supervisor and was looked upon to be very high from the rest of the staff in the school. He or she was looked upon as the boss and his or her office was not easily accessible (Terry, 1999). Teachers became bored, resentful and unhappy. Terry (1999) argues that many woke up in the morning saying "I really don't want to go" and others complained commenting that they might leave the profession entirely. It is believed that the principals have always told their subordinates how to act. Teachers have had little or no voice in their job places with regard to the curriculum development, evaluation instruction, schedule and allocation of instructional resources. The school climate was gloomy and dim for many teachers because of the top down management, which never gave any teacher vitality and enthusiasm to work.

### **2.5.2 New Role of the Principals**

The role of the principal has changed from being an authoritarian to a facilitator. The principal is an influential leader to both teachers and other members of the school. The principals work with the staff to create the atmosphere that would be conducive to a new culture for continuous learning in the school, and for the realization of the school vision. The following are the new roles of the school principals. Fullan (2002, p. 16) identifies some roles of a principal including that of an instructional leader. The principal is an instructional leader, who focuses on the development of teachers' knowledge and skills, professional community program coherence, and technical resources.

The other functions identified by Fullan (2002) are reinforcing learning communities, leadership for instructions or instruction (teaching), peer learning and individual coaching. The principal shares knowledge as part of the new role. A principal is a leader who creates and shares knowledge through a social process. In this vein, a professional learning community is quite necessary. Learning is a continual gaining of knowledge, but it takes place when people share ideas (Blase and Blase, 1999). The principal reminds/supports the teachers in this practice of constant knowledge sharing, shares what he/she reads, being a life-long learner, and encourages research. This boosts the moral purpose of the school, especially the teachers and the rest of the staff (Fullan, 2002, p. 2), and new teachers are encouraged and happy to work as teachers. Furthermore, the principal improves relations in school. When relations are bad, schools remain stagnant and sometimes the purpose is lost. As a leader, the principal builds and improves relations especially with diverse people working in the same school who think differently. The principal tries to build relations for the disaffected teachers.

Again, the principals' role is that of a servant leader, a new leadership role adapted from the post-industrial paradigm (Murphy, 2005). As a servant leader, the principal's prime responsibility is that of his followers and ethical in nature. The concept of servant leadership includes nurturing, defending and empowering. The principal's role is to attend to the needs of the followers, accept the responsibility and make followers

healthier. The principal must be a listener to the needs of the followers, share pain with them and frustration that is when teachers face hard times. The empowerment role is important in this sense. Instead of using authority to dominate the staff, trust is established, honesty to one another is cherished. The leader is open, an action keeper and consistent with values and shows concern of trust. Social injustice and inequality is opposed, for it destroys the organization (Yukl, 2002, p. 404). The principal is a facilitator; a moral role of a school leader is a facilitator, in ethics of care it is suggested that the leader needs to concentrate on the people in helping and being of service to them (Murphy, 2005.). Murphy (2005) cites Vazquez that the role of a leader is to build capacities of people and to encourage them to develop the ways and means for using their capacities (p. 39). The principals could also empower others. The principal has the ability and authority to create that climate to encourage both teachers to implement the new reforms and provide the leadership needed for the reform to succeed.

In doing so, the principal has the following responsibility as shown below: empowering the staff to share in the decision making process, encouraging teamwork and supporting them, and being a learner as the other teachers. Mulford (2003, p. 20) summarizes some functions of principals as follows. He suggests that a principal is one who provides individual support to appreciate the work of the staff, taking their opinions into consideration, promoting an atmosphere of care and trust. He or she is expected to be the pace setter for the rest of the staff. Many could therefore follow in interaction and change practices to the new understanding by demonstrating an example. The principal is indirectly setting a structure that encourages the staff to take part in decision making by distributing leadership and supporting autonomy.

The leader has to work toward the consensus to be arrived at by the staff and communicate it to both students and staff members that will give a strong sense of focus of the school. He/she also needs to encourage staffs to be innovative and facilitate opportunities for staff to learn from each other. Hence, the principal is described as a transformational leader. Associated with the concept of a professional learning community is a learning climate that a leader (a principal) establishes (Mulford, 2003, p. 394). The leader encourages the members in the organization to use opportunities

that come up for further training for personal growth and for skills acquisition. To create a climate for continuous learning, there are many things to facilitate. It starts from establishing a schedule that allows free time for new ideas to be tested with new ways and methods, to providing financial support to teachers who want to go for in service education, or establishing a programme for counselling of teachers to help them achieve their potentials (Murphy, 2005).

The job description of today's school principals, list numerous duties, described the school principals in seven terms. First, the principal is a learner. As the learner, the principal thinks and creates knowledge. Next, the principal is a leader. The school principal is the leader of the organization as well as the leader of learning. The school principal maintains a culture in which learning was valued and shared. The school principal is also seen as a mentor. This role involves helping students, teachers, and staff grow. The school principal, as the supervisor, supervises and evaluates teachers as well as the school instructional program. The school principal as the manager handled facilities, programs, activities, and reform. The school principal is also seen as a politician. This role extends beyond the school into the community as the public relations manager of the school.

The school principal as advocate ensured that every child received the education he/she deserved. In 1994, the National Association for Elementary School Principals (NAESP), the National Policy Board for Educational Administration (NPBEA), and 23 state departments of education developed standards for school administrators. Two years later the Interstate School Leaders Licensure Consortium (ISSLC) was created by the Council of Chief State School Officers (CCSSO) in order to provide a set of standards to improve education in public schools. These standards are research-based, "focusing on indicators of knowledge, dispositions, and performance thought to be important to effective school leadership. The ISSLC (2008: 31) framework "redefines school leadership to reflect principals" present leadership roles that centers on enhancing teaching and learning and creating powerful learning environments."



The ISSLC standards state what a school principal should know and be able to do. These standards, which were revised in 2008, are used in many administrative preparation programs in more than 30 states. Observationally, directorship today is complex and has evolved into a role that must address student achievement. Standards can be seen in university programs, assessment procedures for school principal and other administrators, and the development of professional learning for administrators. Many states have adopted the School Leaders Licensure Assessment (SLLA) which is developed from the ISSLC standards. These standards have helped principals develop goals and increase behaviours in different areas. The ISSLC standards have become road maps to keep school principal growing and learning as well as enhancing their leadership behaviours

## **2.6 School Leadership Behaviors**

### **2.6.1 Leadership Behavior of School Principals**

School principals' leadership behaviours have grown as an area of study because of the many influences the school leader has on the culture and climate of an organization. Studies that have focused on teacher self-efficacy and leadership behaviours have a shorter time frame than the efficacy construct. According to Owens (1970: 125), three kinds of school principals' leadership behaviours have had profound effect in an educational setting. These behaviours are labelled laissez-faire, autocratic, and democratic. In this setting, the leader has little or no concern for either members of the group or production. They abdicate, as it were, their formal leadership roles and allow members of the group to do whatever they want to do. Decision-making function resides in the individual members of the group with no policies to guide such decision. The effect of this type of behaviour is that leaders free themselves from responsibility and so have nothing to do. There is lack of purpose, frustration, and less employee satisfaction and production (Leithwood & Jantzi, 1999).

Autocratic leadership gives leaders the opportunity to make decisions alone and to tell subordinates what to do, how, and when to do it. Worker participation in planning and implementing goals is inhibited. Although there is close supervision of worker and push

of production, leaders stay aloof from the group. The strengths of this leader behaviour are more production and quick decisions. Resistance to change, hostility, dependence and indifference among subordinates are some weaknesses of the style (Owens. 1970: 224-230, Cotton. 2003: 43-45). Leithwood (2009: 43) indicates that leaders exhibiting democratic leadership behaviour emphasize concern for human relationships. They participate in group activities, seek suggestions, involve non-leaders, delegate authority, and permit followers to participate in decision-making process.

The democratic style of leadership is grounded on the belief that professional personnel and other staff are people who know enough and bring different skills to do the right thing. Advantages of this approach are several. Some of these are friendliness, increased morale, and job satisfaction for all group members, higher quality decisions and commitment to those decisions; clearer communication among members; and personal and professional growth as a result of participating in the decision-making process. The main problems are that leaders may sometimes be tempted to abandon individual responsibility and the approach slows down the decision-making process as group involvement requires time (Owens. 1970: 224-230, Blasé. 1987: 9-11). Over the years as the terms *laissez-faire*, autocratic, and democratic seemed to have been used adequately and inadequately, Leithwood and Jantzi (1999: 679-706) have developed another group of terms to describe leadership behaviours in an attempt to avoid any such connotations. The terms are nomothetic, idiographic, and transactional leadership.

The nomothetic leaders emphasize role expectations and the needs of organization. The idiographic leaders pay attention to individual personality and need dispositions, transactional leadership maximizes and minimizes both organizational roles and personal needs of staff members as the situation demands. Consequently, Leithwood and Jantzi (1999: 679-706) have maintained that effective leaders must “integrate the demands of the institution and the demands of the staff members in a way that is at once organizationally productive and individually fulfilling.” Today, educational leaders face a growing number and complexity of demands; as a result, they overlook certain fundamental leadership behaviours that they need to be exhibiting. If they are to

achieve maximum effectiveness in moving their organization and its members to accomplish desired goals and attain the organization's mission, they must focus attention to and exhibit the desirable leadership behaviours. Effective leaders must ensure that jobs within the organization are clearly defined. They must be aware of what they and their members are capable and not capable of doing and assist staff members to set realistic and attainable goals (Marks & Printy. 2003: 370-397). It is important that members of the organization have clear understanding of their job responsibilities.

Leaders must infrequently remind staff members of their role as well as occasionally refocusing their attention on the essential tasks. In addition, leaders have the responsibility to clearly define the organization's mission to its members once it is established. Helping staff members understand the mission enables them to be more committed to and more adequate in accomplishing the task (Hallinger. 1995). According to Ross and Gray (2006: 195-242), since the school is a complex organization, leaders must help every person in the organization become aware of the various organs and what others in the system are doing. The awareness of the roles and duties of each other is not only cohesiveness, and sharing of decisions by consensus that gives the group a plan. Leaders must encourage autonomy. Members of the organization will contribute immeasurably to the organization's goal when they are giving discretion and are involved in planning and implementing school goals.

Educational leaders must recognize that their followers are knowledgeable professional people and that they are more committed and accept responsibility for what they took part in planning. They must also realize that much more can be gained by professional stimulation and cooperation than by force and coercion since force and coercion hamper creativity and commitment (Bandura. 1996: 96-107). Open communication must be nurtured. Communication is essential to integration of the psychological system of the individuals and in maintaining the interpersonal relations of school staff. Through communication staff members will acquire understanding of what the organization expects them to accomplish and how, as well as how the organization

plans to achieve its objectives. This in turn will help the individuals to feel comfortable in getting the job done.

Leaders must be open-minded and trust the creative capacities of their staff to work cooperatively in an atmosphere of trust to nurture support top to bottom level. Leithwood and Jantzi (1999: 679-706) recommend that the educational leaders must support a climate which allows members of the organization to participate in the decision-making process. Leaders do not need to make all decisions. There are some decisions that members are capable of making; they should be encouraged to make those decisions and allowed to share their expertise and knowledge through an open communication by meeting in groups. Staff members heighten their awareness by participating in the decision-making process in all areas of the total school environment, thereby enhancing their professional development. Recognition of staff accomplishments is important leader behaviour.

Leaders must provide a means of recognizing staff performance and other achievements. This will convey to employees that the organization cares and recognizes all they do. Recognition of staff members strengthens their morale even more than money (Blasé and Blase1999). Also, principals, as leaders at the school-building level, are in a position to promote and maintain school climate where teachers can function effectively and where students can learn. The key is being sensitive and having the ability to respond to concerns, expectations, and existing status quo or introducing new expectations and conditions. By becoming aware and sensitive to staff members' concerns and expectations, principals can choose suitable leader behaviours to respond to them.

There is no consensus among administrators and teachers concerning a director's behaviour. There are significant differences exist in the way teachers and directors describe the real leader behaviour of the director. Director leadership behaviour has an effect on teacher militancy. Subsequent to these findings, it would be helpful for directors to know the perception of teachers and to refine such behaviours that do not encourage healthy relationship. There are no significant differences in the perception of

a director's leadership style between directors by school size. But significant differences between directors and selected subordinates by school size have been reported.

In summary, it is believed that the educational leaders must constantly be aware and assess their interactions with those they are supervising and the situation in which leadership is being effected in order to keep abreast of the subtle, as well as more visible behaviours that may facilitate or impede their ability to provide adequate leadership. They must be aware of the need to make their staff more motivated and to make interpersonal communication more effective. In developing a quality supervisory approach, leaders must exhibit a supportive attitude that will provide human growth opportunities for all their staff as they cooperatively work towards successful attainment of educational goals.

### **2.6.2 School Principal's Effectiveness**

The school principal leadership is very important for effective schools, because a school principal can help to change, adapt, and prepare a school to have a cultural climate that is appropriate for the 21st century. Historically, leadership behaviours in education are influenced by the development and changes of society, economy, politics, and technology. In the 1920s and 1930s, Beck and Murphy (1993: 387-396) saw school directorship behaviour as being forced by common sense-tempered, pseudo-religious beliefs about education's purposes and the contemporary force of scientific management. After World War II, two factors influenced school principals: the administrative theory movement and the opening of schools to a host of community concerns.

By the 1960s, schools were in the midst of a social revolution. The school directorship was influenced by social and political turbulence although the conception of schools as rational, goal driven systems dominated thought and practice. School directors were viewed as having a specific role, differentiated by training, duties, and responsibilities within these systems. In the 1970s, external factors exerted a heavy influence on administrative thought and practice. Schools are opened to outside scrutiny and

governance. School principals were expected to be skilful in a number of roles. In the 1980s, school principals responded to communities which wanted to involve and educate “non-students” and sought to address not only academic issues but also psychological, physical, and social concerns.

In the 1990s, schools were projecting changes for the 21st century. Change in education and the world lead logically to the development of particular metaphors for the school directorship in the 1990s and beyond. Many of the metaphors applied to the school directorship in the early 1990s grew directly out of the second wave of educational reform – the restructuring movement. The most important metaphors emerged to describe the school directorship were as follows: school principal as leader, school principal as servant, school principal as organizational architect, school principal as architect, school principal as educator, school principal as a moral agent, and school director as person in community (Beck & Murphy. 1993: 190). Major challenges confronted school principals who wished to shape activity.

### **2.6.3 Effective Leadership of School Principals**

Research has long recognized the important role the school principal plays in the success of a school. Edmonds (1979: 15-24), an Assistant Superintendent in New York City, identifies five characteristics which are needed for schools to successfully teach all children. At the top of his list was a strong school principal who was dedicated to improving achievement. Edmonds believed that behind every successful school was a successful leader – the school principal. School directors leadership is a major factor contributing to schools that were effectively instructing students. Additionally, William Bennett, Secretary of Education in 1987, recognized the crucial leadership role of the school principal.

### **2.6.4 Strategies to Motive Teachers**

Belle (2013) conducted a study on the role of secondary school principals in motivating teachers in the Flacq district of Mauritius. An empirical investigation based on qualitative research was conducted following the literature study on two themes; motivational factors pertaining to the school based personal and professional needs of the teacher. By

using a qualitative research design the researcher was able to gain a deep understanding of teacher motivation through interaction with teachers. The principals who gave him their views, meaning, options and perceptions of teachers used two types of interviewing for the purpose of this research, namely focus group interviewing and individual interviewing.

Belle (ibid) found that teachers are very discouraged by too much paperwork and administrative tasks that are imposed on them by the Ministry. The study also found that teachers are proud to work in very attractive surroundings with well-maintained facilities and impressive infrastructure. Collaboration, communication and collective problem solving generate a sense of professionalism, mutual care and support amongst teachers. The researcher adds that recognition and praise by the principal for devotion, commitment and to stay enthusiastic. Teachers are motivated by principals who are personal oriented and who practice democratic leadership styles; autocratic and purely task – oriented principal approaches demotivate them.

On the other hand, Belle (2013) found that the principal as a visionary leader communicates the school vision, mission and goals through a school hand book or a school development plan that provides a framework for short and long term strategic planning. He adds that principals of the Flacq district in Mauritius empower teachers by involving them in the setting up and organizing extra – curricular activities by giving them the authority to take opportunities for collegiality among the teachers within and between subject departments, by delegating the monitoring of teachers instruction to the heads of department and by giving opportunities to the school management team to take decision regarding school pedagogy.

Belle (2013) recommended that the principal should monitor learners' academic progress and learners' attitudes to learning. This can be done by developing learner monitoring system where all the major stakeholders, namely the principal, teachers, prefects and students councils collaborate effectively. Also principals cannot escape their roles as resource providers since teachers need to be well equipped with instructional resources and materials. Principals should encourage the sharing of available resources between and among the various subject departments to ensure the efficient use. It was also

recommended that a democratic leadership style enhances teacher empowerment. The principal should not hesitate to delegate responsibilities to any teacher. Indeed, delegation of power and authority should not only be given to senior teacher and the heads of departments. Finally the researchers recommend that principals should be responsible to inform teachers about the value, purpose and importance of the monitoring instructional practices.

Nyakundi (2004) did a study on factors affecting teacher motivation in public secondary schools in Thika, West District in Kiambu County, Kenya. The study targeted the principals and teachers of public secondary schools in the district. Random sampling technique was used to select teachers while purposive sampling technique was used to select principals. A total of 126 respondents participate in the study. She used both qualitative and quantitative research design. Questionnaires were used to collect data from teachers while interview schedules were used to collect data from the principals.

The study recommended that school management should ensure transparent and transformational leadership which will motivate teachers to work hard in their service delivery. It was also recommended that schools should ensure that the school environment is conducive for teachers to increase their motivation and satisfaction with their job. This can be achieved by ensuring that there are adequate teaching and learning resources.

(Nyakundi, 2004) also provides recommendation to teachers service commission (TSC) to promote teachers on merit and endeavour to improve teachers' standards, promoting teachers on the merits and paying them well, increase teachers' recommendation, review teacher pay in relation to the teacher to release their load as a motivational strategy for them to ensure quality for them to ensure quality curriculum delivery. Pongoh (2008) did a study on the effect of principals' leadership and achievement of motivation on teaching competence of public school teachers in Manado City of Indonesia. Data collection used questionnaire that was developed from each variable. The population in this research was the public senior high school teachers that amount to 325 and spread in 9 senior high school. The research sample amounting to 76 that was taken randomly.



**Pongoh found** that principals' leadership positively influenced the teaching competence of teachers. This means that whenever there is an increase in school leadership, it can improve the teaching competence to teachers. The principal as a leader must be able to encourage improvement of teaching competences of teachers through teacher empowerment potential. It was also found that the principal as a leader in the school must have a concern in the ability of teachers and continue to encourage teachers improve their teaching competence as the teacher is a valuable asset for the school in helping students to improve learning outcomes and to achieve the best learning achievement. The study also shows that achievement motivation affects positively on teachers' teaching performance. This means that whenever is the increase in achievement motivation, it will improve the teaching competence of teachers.

The study recommended that strong school leadership with a strong achievement motivation can be a trigger for teachers to improve their teaching competence as teachers are challenged to be able to improve performance through the implementation of educational and teaching tasks effectively. Her study included that teachers continue to work despite the challenges and responsibility of their task in order to improve quality of education and learning.

In another research, Adeyami (2010) investigated the relationship between leadership styles of principals and teachers' job performance in secondary schools. Adeyami used questionnaire to gather primary data. A total of 242 secondary school teachers employed in Ondo state of Nigeria participated in the study. He found that the principals mostly used democratic leadership style in schools compared to autocratic style. It was the most commonly used leadership style by principals in schools. His study also determined that there is a direct relationship between leadership styles used by principals and teachers job performance.

His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where principals are having democratic style of leadership. Thus the autocratic style is the best style of leadership that can improve productivity and performance of teachers in schools. He also recommended that the principals should use both autocratic and democratic

leadership styles in their performance. That is they could apply autocracy in certain situation where it is applicable while in some situation they could use the democratic style.

Ngobeni (2014) conducted a study on the role of leadership in motivating teachers in Zeerust District of South Africa. The study explored the way in which leadership and motivation could have impact on educators' research. It used a qualitative approach with the aim of obtaining an in depth understanding of the role of leadership in motivating educators in the Zeerust District. Questionnaires were distributed to both primary and secondary schools. The population for this study included all educators in Zeerust District. This included 40 secondary schools, 20 schools were sampled randomly whereas out of 60 primary school 30 schools were sampled which gave the researcher a total number of 50 students.

Ngobeni found that leadership at a school center is the foundation of good and effective management. Schools that lack effective leadership usually do not perform well. They normally lack discipline, direction and their results are often poor. Thus understanding the leadership of an educational leader in school management is fundamental and important. A staff member's motivation to work is made up of drive forces and influences that cause the person to attain certain goals. It is important for education leaders to know about the factors that create motivation so that they can induce employees to work harder, faster, more efficiently and with greater enthusiasm.

The researcher made the following recommendations on how to improve the current situation. These include: salary satisfaction and workload, security satisfaction at work and the need to revise factors that lead to learners' performance.

This section discussed the strategies employed by the head of school so as to motivate teachers. It has presented research findings related to the strategy to motivate teachers in enhancing school performance. Collaboration, communication collective problem solving, fairness in the teachers' promotion system, principle's leadership, teacher empowerment are described as a strategies that can be employed to motivate teachers in schools. The researcher concluded that heads of schools cannot escape their roles as

resource providers; they should encourage the sharing of available resources. It was also concluded that the school management ought to ensure transparent and transformational leadership as well as leadership styles that can improve the performance of the teachers. The principles should use both autocratic and democratic style in their performance.

### **2.6.5 Personal Factors Leading to Motivation**

Seniwoliba (2009) did a research on teacher motivation and job satisfaction in senior high school in the Tamale Metropolis of Ghana. A sample size of 178 respondents from seven senior high school was interviewed using self-administered questionnaires. The research was a across sectional survey design which combined both qualitative and quantitative research methods to make use of the interests and advantages of both types of research approaches. The researcher used questionnaire and interviews to collect data for the study. The questionnaire was specifically designed for the selected sample.

Seniwoliba (2009) found that salary, work conditions, incentives, medical allowance, security, recognition, advancement growth, students' indiscipline, school policy and status were the ten most important factors of motivation to teachers that could enhance, retain or cause them to leave. The study also found that there was the general perception of inequity among teachers when they compared themselves with their colleagues with the same qualifications, experience and responsibilities in non-teaching organizations and therefore feel unfairly boated as professional teachers. They were equally classified with their pay compared to their inputs (skills, ability and work load). Teachers' performance according to the researcher depends on what they perceive as important to them in their teaching or professional career.

Seniwoliba (2009) recommended that participant management decision-making processes should be adopted to help resolve the issue emanating from the research particularly relating to the intrinsic de-motivating factors which could be addressed by the top management of the most senior high school. It is also recommended that since teachers' have low self-esteem and feel they are not respected by communities and society in general, teachers' social status could be enhanced through a two – prong approach (a) By providing teachers with effective training, decent work condition and enhanced

remuneration; and **(b)** By sensitizing all educational stakeholders aimed at improving, restoring the dignity and status of the teaching profession.

The study concluded that government should design a single – spine salary structure for all public servants to ensure that people in different establishments with equal qualifications, knowledge, skills and experience with similar job responsibilities are placed on the same scale to avoid disparity and eliminate the perception of inequality.

Aacha (2010) did a study on motivation and the performance of primary school teachers in Uganda. The study sought to find out whether motivational of teachers had any effect on their morale to perform and, the effect of intrinsic and extrinsic motivational on the performance of teachers. A descriptive survey research design was adopted where a total sample of 135 respondents including teachers, head teachers, school Management Committee Members (SMC), and Masaka Municipal Education Officer (MEO) were consulted. The primary data was collected using structured questionnaires for teachers and MEO. A focus group discussion was also held with SMC members in the area. Consequently both qualitative and quantitative data was collected.

Aacha found that the performance of teachers was good despite the fact that their motivation was inadequate. Besides, the majority of the teachers performed their activities with high morale as evidenced at school regular testing and examination of pupils and high turn up of teachers in staff meetings and school occasions among others. On the other hand, a positive relationship was also revealed between extrinsic motivation and performance of teachers. It was also found that the majority of the respondents were intrinsically motivated by the responsibilities they performed in the school that gave them a sense of control over others, interaction and development of relationship with people from many areas, recognition and respect accorded to teachers by the community and the challenging nature of teaching profession.

Aacha (2010) suggests the need to provide accommodation to teachers so as to enable them live near schools since many of them reported to be living far away from their schools. The community should be assisted by the government to put up decent teachers' houses so that teachers live within the schools and reduce lateness and absenteeism. Her

study also recommended that supervision should be strengthened and circuit supervisor be more regular to stop teachers from participating in secondary employment. Her study concluded that awards could be instituted for better performance. Areas such as school and pupil discipline, teacher performance, pupil attendance and achievement and community and parent participation in school should be rewarded to serve as a motivation.

Alugchaab (2011) studied factors that influence the motivation of basic school teachers in GA East Municipal. A stratified sampling method was adopted to select the respondents. 200 respondents were drawn from a population of 1426. A set of questionnaire was distributed to elicit response from teachers and the results analyzed by means of statistical software SPSS. A set of administered and research design questionnaire was used to collect relevant standardized data from all subjects in the sample. The questionnaire was made up of closed ended and open ended items.

Alugchaab (2011) found that teachers were passionate about their job but were not satisfied with what Herzberg describes as hygiene factors. These factors which include salary, fringe benefits, working conditions, status, lack of administrative support and teaching and learning materials. The results however found that most teachers find solace in interpersonal relationship that exists between and among them.

It is recommended that work conditions in schools should be improved; teachers' salary should be looked at holistically taken into consideration. Teachers' performance should be recognized by both government and the communities where teachers work. Alugchaab (2011) also recommended that adequate teaching and learning materials should be provided to improve teaching and learning. School heads should be innovative enough to source for funds from community members and business organizations to procure the needed materials and equipment. His study concluded that school heads should adopt democratic management style and should reduce unnecessary bureaucracy and involve teachers in decision-making. Democratic leadership styles produce an environment where every leader will feel free to express him or her and make meaningful input that will have a far reaching impact on the general school climate.

With regards to personal factors leading to motivation it is concluded that salary, work conditions, incentives, medical allowance, security, recognition, achievement growth, school police and status were found to be important factors of motivation. It was also found that positive relationship, provision of accommodation, respect by the community are correlated with personal factors that influence motivation among teachers. Thus, work conditions in schools should be improved and teachers' performance should be recognized by both government and communities where teachers work.

#### **2.6.6 School Level Factors Leading To Teacher Motivation.**

Ejimofofor (2019) did a study on principals' transformational leadership skills and their teacher job satisfaction in Nigeria. Ejimofofor used an ex-post facto research design in this study. A set of questionnaires were used to gather data. Participants were 818 secondary school teachers and 48 principals from two local government areas in Southern Nigeria. Multiple linear regressions were used to analyze data. Ejimofofor found that principals' transformational leadership skills significantly impacted on teacher's job satisfaction. Some demographic variables of teachers were also studied to determine their relationship with job satisfaction. The study also revealed that participation in decision-making depicts recognition of intellectual power and when teachers' intellectual power or ability is acknowledged, they become more participative, creative and satisfied. In this way, teachers become empowered because they are offered the opportunity to exercise autonomy, responsibility, choice and authority.

Ejimofofor (2010) recommended that secondary school principals demonstrate fundamental respect for teachers' ingenuity, ideas, decisions, knowledge and growth and develop skills for building and maintaining friendship and collegiality. This study also recommended that education Ministries and boards should integrate demographic characteristics of school principals/teachers with continuous assessment and evaluation of their performance.

Marks and Printy (2003) focused on school leadership relations between principals and teachers their study examined the potential of their active collaboration around instructional matters to enhance the quality of teachers and students performance. The

sample comprises 24 nationally selected restructured schools. The primary analysis technique is hierarchical linear modeling.

They found that transformational leadership was a necessary but insufficient condition for instructional leadership. When transformational and shared instructional leadership coexisted in an integrated form of leadership the influence on school performance measured by the quality of its pedagogy and the achievement of its students was substantial. They suggested that the schools would be promising sites for finding transformational leadership because a central goal of school restructuring is improved students achievement; also they expected instructional leadership to be prevalent.

Marks and Printy (2003) add that where integrated leadership was normative, teachers provided evidence of high – quality pedagogy and students performed at high levels on authentic measures of achievement. They also suggested that strong transformational leadership by the principal is essential in supporting the commitment of teachers. Teachers have both desire and the expertise to teach, that means it is necessary to demonstrate the importance of cultivating teacher leadership for enhanced school performance.

The study demonstrates the effectiveness of integrated leadership both transformational and instructional in eliciting school performance leadership of teachers for improving school performance. Arguably, principals who share leadership responsibilities with others would be less subject to burnout than principal ‘heroes’ who attempt the challenges and complexities of leadership alone.

At school level motivation is important aspect which can improve school performance. Participation in decision-making depicts recognition of intellectual power and when teachers’ intellectual power is acknowledged, they become more participative, creative and satisfied. Therefore head teachers should demonstrate respect for teachers ingenuity, ideas, decision making, knowledge and growth, maintain friendship and collegiality.

### **2.6.7 Chapter Summary**

The relationship between school leadership and teacher motivation is related in the research literature to the attempt to better understand principals' impact on school performance (Leithwood and Jantzi 1999). Studies have shown that school leadership affects student outcomes (i.e. students' rates of attendance, achievement, graduation, and college enrollment) indirectly, by creating the conditions that support teachers' ability to teach and students' learning. According to Porter et al. (2010), these conditions include high standards for student learning, rigorous curricula, quality instruction, a culture of learning and professional behavior, connections to external communities, and performance accountability. Others found that school leadership showed a small to medium indirect effect on students' achievements through school climate, school mission and teachers' job satisfaction. Scholarly writings have linked the aforementioned conditions with increased teacher motivation to exert extra effort in teaching to investigate better ways of teaching, to try new theories of learning and new instructional strategies (Leithwood and Jantzi, 2005) and to adopt educational reforms. Thus, teachers' engagement and motivation has been studied mostly as a mediating factor between school leadership and students' learning.

Reviews of studies on transformational leadership concluded that its major influence on teachers' extent of motivation occurred when the principal developed a clear vision, framed school goals including high-academic goals, and gained staff consensus on desired outcomes (Leithwood, 1992). More specifically, transformational leadership dimensions (e.g. vision building, intellectual stimulation, individualized consideration) were found to directly influence teachers' amount of motivation which in turn affected students' achievements and learning (Leithwood and Jantzi, 2005).

Transactional leadership involves an exchange process between leader and follower. The leader focuses on results and performing; moreover, he or she motivates employees by bonuses in order to make them work, and uses punishment if they do it wrong (Aldeb, 2012). Alomri (2009) said that transactional leaders are good at making issues clear, but they lack some positive skills such as giving attention to the needs of individuals.



Researchers have consistently reported that laissez-faire leadership is the least satisfying and least effective style of leadership. That is because these leadership behaviours are accompanied by little sense of accomplishment, little clarity, little sense of group unity, and followers do not hold as much respect for their supervisors (Trottier*etal.*, 2008; Lok&Crawford, 1999).

In sum, results from previous research showed that school leadership can motivate teachers to exert extra effort in their work, which in turn was related to teaching and learning. Yet, these studies failed to differentiate between the impact of leadership on teachers' autonomous versus controlled motivations, and their relations to teachers 'well-being.

## **CHAPTER THREE: RESEARCH DESIGN AND METHOS**

This part of the research presents the methodological aspects of the research, which include the research design, research method, study population, sample size and sample techniques, data collecting instruments, data analysis and interpretation and ethical considerations.

### **3.1 Research Design and Method**

In order to investigate the principal leadership style and teachers' motivation, descriptive survey design was employed. This is because it enable the researcher to collect and describe large variety of data related to the leadership style and teacher motivation. As argued by Kumer (2008) descriptive research design is used to describe the nature of the existing condition. Descriptive survey design is more appropriate to gather several kinds of data in a broad size to achieve the objectives of the study". In the same line of argument, Best and Kahn (2003) have argued that descriptive design is concerned with conditions or level of performance that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing.

The study used descriptive survey method by incorporating both quantitative and qualitative approaches with more emphasis on quantitative as the leading method through close-ended questions. Quantitative approach emphasizes because investigating; the principal leadership style on teacher motivation of general secondary schools could better be understood by collecting large quantitative data, in a formal, structured and rigid manner. Furthermore, the qualitative approach incorporated in the study with information gained from interview, document analysis and through open-ended questions and hence, it helps to validate and substantiate the quantitative data. Thus, the approach preferred on the ground that the influences of school leadership styles would be better perceived from the opinion survey of school principals' and teaching staff the school leadership styles and teachers' motivation in government secondary schools Addis Ababa Region.

### **3.2 Source of Data**

In order to investigate the principal leadership style and the teachers' motivation primary and secondary source of data were used.

In order to collect relevant data for this study, both primary and secondary data sources were considered. According to Biggam (2008), primary data is the information that the researcher finds out to his/herself regarding specific topic. The main advantage with this type of data collection is that it is collected with the researcher's purpose in mind. This means that the information resulting from it is more consistent with the research questions and purpose. The data to be collected by the researcher and would be directly linked with this study, thus providing the researcher with important information.

As this study was basically empirical in nature, primary data was gathered from teachers and school principals to answer the questions. Hence, the more emphasize is the primary source. The closed questionnaires which are designed on an ordinal scale of the measurement basis would be used to collect primary data, so that the variables could be ranked to measure the degree of their agreement or disagreement of the respondents with the variables. Secondary data serves researchers with the opportunity to better understand and explain the research problem. Thus, it is very important to start a review of the existing data with a clear way of thinking of what it is that one wants to accomplish with the study. This would help the researcher save time and effort because he/she can easily discard data that has no relevance for its own study. This can result in information that can only be used partially for a specific study. The secondary data of this study was compiled from education policy this data was used to get better insight on the research topic

### **3.3 Sampling Techniques**

The determination of the population and sample schools is based on the 2017/18 Annual statistics report of Addis Abba City Education Bureau. According to this report there are 70 secondary schools in Addis Ababa city. Because of the activities performed by all government secondary schools almost similar in the ten sub cities, three of them were selected by using simple random sampling. These sub cities are Gulele, Lideta and kolfe..In these sub cities 17 secondary schools are found. Again by using simple random lottery method, 1/3 of schools from each sub cities has taken as a sample .These are ,from Kolfe Keranio Sub City three schools from eight, Gulele sub City two schools from six, ,Lideta Sub City, one school from three. Equal proportion of male and female

teachers from each school was selected by using stratified sampling techniques. These schools are Kechene Debreselam secondary School Male 19 (56), Female 5 (15), Total 24 (71), Dil Ber secondary School Male 24(72) , Female 6(17) , Total 30(89), Ewket lefre secondary School Male 10(31) ,Female 8(23) , Total 18 (54 ) , Yemane Birhan secondary School Male 12 (36) , Female 1(4), Total 13(40) , Keranio Medhanealem Preparatory school Male 21(62), Female 7(21) , Total 28(83) Hidase Lideta Preparatory school Male 16(47) , Female 3(10) , Total 19(57 ) . Total 102 male and 30 female teachers and 6 male principals were selected .

**Table 1 Sample sub cities schools, Teachers and Principals**

Sub cities	Schools	Teachers			Principals		
		M	F	T	M	F	T
Gulele	KecheneDebreselam	19	5	24	1	-	1
	DilBer secondary School	2	6	30	1	-	1
Kolfe-	Ewketlefre secondary	10	8	18	1	-	1
Keranyo	Yemanebirhan secondary	12	1	13	1	-	1
	KeranioMedhanealem				1	-	1
	Preparatory	21	7	28			
Lideta	HidaseLidetaPreparatory	16	3	19	1	-	1
	Total	102	30	132	6	-	6

A total of 132 respondents were targeted by the study (constituting teachers and 6 head teachers). The study was expected to be conduct in all 16 secondary schools teachers and principals which are included in the city government of Addis Ababa. Therefore, teachers and principals are included in the study.

According to Koul (2006:187-190), selecting a sample deals with the process of choosing a small number of the population. According to Kotrlik and Higgins (2001:43), the whole accumulation of people or appropriate groups of people or things from which a sample is formed, is known as a population.

A survey was conducted of a group of complete government high schools in Arada, Gulele and kolfe Keranio sub cities of Addis Ababa that considers representative of the high school and will be characterized by similar leadership problems.

by dividing the school population in sex each into two strata..Questionnaires was administered to school teachers while interview for school principals .The purpose is to gather information on how the participants interpreted the leadership styles employed by the principals in relation to teacher's motivate

### **3.4 Instrument of Data Collection.**

The researcher conducted a literature review and analysis to determine the most appropriate instruments for measuring the relationship between school leadership style and teachers motivation in this study. The questionnaires to investigate the assessment of the relationship between school leadership style and teachers motivation. The questionnaire were on transformational leadership, transactional, and lassie-fair leadership of the MLQ-5x short-form developed by Bass and Avolio (1990).This study used 132 respondents randomly selected from full-time teachers at selected secondary school teachers.

Teachers were asked to judge the extent to which their leaders engaged in specific behaviours measured by the MLQ. The MLQ Form 5X is self-scoring and these items are rated using a 5-point Likert scale label developed on the attitudes by asking people to respond to a series of statements about a topic, in terms of the extent to which they agree with them, and so beating into the cognitive and affective components of attitudes. Likert-type or frequency scales use fixed choice response formats and are designed to measure attitudes or opinions (Bowling 1997, Burns & Grove 1997). These ordinal scales measure levels of agreement/disagreement).Teachers 'motivation survey was prepared by the researcher in order to measure teachers' motivation as a result of motivation /demotivation. This instrument would be prepared by adopting it from different research studies, and literatures reviewed. In order to acquire the necessary information from participants, three types of data collecting instruments are used.

### **3.4.1 Questionnaire**

Standardised Closed ended questionnaires were employed to collect quantitative data from selected teachers. This is because item 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 is prepared in English language, because all of the sample teachers can read and understood the concepts that are incorporated.

The questionnaires had two parts: The first part of the questionnaire describes the respondents' background information include: sex, academic qualification, experience. The second and the largest part incorporate the whole possible effect of independent variables of principals' involvement of teachers in decision-making, communication to teachers and delegation of duties to teachers on dependent variables of teachers' the closed ended items were prepared by using likert scales. The value of the scales is between one and five.

### **3.4.2 Interview**

Semi-structured interview was used to gather in-depth qualitative data from principals of the schools. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behaviour of respondents, gives opportunities for clearing up misunderstandings, as well as it could be adjusted to meet many diverse situations (MOE, 1999). The data through interview was collected by researcher.

### **3.5 Procedure of Data Collection**

In order to enhance the validity of data, all the data gathering instruments were constructed by the researcher after a thorough review of related literatures in line with research questions. In this regard quality of literature review and theory based instruments may serve as an element of mixed method validation frame. Accordingly questionnaire was prepared in English for teachers and used without translation to other

language, based on logic that English is the secondary school medium of instruction and with the assumption of teachers can read, understand and respond to the list of items easily.

Before using data collection instruments particularly the questionnaire and un-structured interview were checked. More importantly, validity and reliability of the questionnaire was checked

The actual usage of questionnaires for the study, a pilot study or try out of instrument was made using 10 teachers of one school which were excluded from the sample of the research in Addis Ababa to check reliability of items. Reliability involves the accuracy of research methods and techniques. The study shows how consistently an instrument measures that concept. In this relation to this study, the reliability was verified. Accordingly using Chronbach alpha, reliability of the questionnaire designed to be filled by teachers has got a reliability coefficient of 0.719. This shows that the questionnaire designed for teachers has got a reliability measurement of 71.9%. According to Yalew (2011, p.221-222) it is possible to use instruments with reliability coefficient of 0.65 and above.

On the basis of obtained reliability coefficient, i.e. the feedbacks from a pilot study, the reliability coefficient obtained 0.719 (71.9%). This result show that the instrument (closed ended) prepared for the research was reliable, and comments from teachers, some improvements were made on instructions and sequences of few items. Hence, the questionnaire was corrected, polished and made ready for final study.

Validity refers to extent to which a specific measurement provides data that relate to commonly accepted measuring of a particular concept. "Validity of test shows how well an instrument measures the particular concept it is supposed to measure. The researcher was used to check reality of questionnaire and interview of the assessment of school leadership style and teachers motivation in selected government secondary school in Addis Ababa.

### **3.6 Method of Data Analysis**

On the basis of instruments employed and the nature of questions quantitative methods of analysis were employed in the study. The data obtained through questionnaire which were liable to quantitative analysis were coded and entered into SPSS version 21 and analyzed using simple descriptive statistics of frequency count, percentages and means followed by discussion of the most important points. For nominal or ordinal variables, a frequency count for each value is very descriptive and the mean is appropriate for describing interval or ratio data. According to Kumar (1996 cited in Girma, 2010), percentage plays a more important role when two or more responses of samples are being compared. Besides, with regard to mean, it is a sort of an average or typical value of the items in a series which help to summarize that series in terms of this value. Hence, percentage was used in order to determine the difference in response to an item which was liable to percentage analysis, while mean was used with the aim of attaining an average value of an item which was liable to mean analysis. The qualitative data gathered through interviews were analyzed qualitatively through descriptive narration by consulting note book for the purpose of embedding. Best & Kahn (2003) stated that, the data gathered by the use of tools such as interviews and those extracted from documents will be liable to qualitative analysis.

### **3.7 Ethical Consideration**

The completions of the questionnaires were filled voluntary and anonymous. All precautions were taken to ensure the privacy of the participants. The instruments were administered with care to account for communication in written. All participants were assured of ethical treatment through their voluntary consent to complete the survey. The risks associated with the participation in the study were minimal and participants were advised that they may withdraw from the survey at any time. The data gathering, analysis and reporting involved no deception. Permission to survey the participants with the MLQ (5x-Short) was given by the school.

The researcher was not present during the survey administration. No risks to the participants would be identified in this study since participation was anonymous and



voluntary. The data gathered from participants was available for review and remain protected for one year after the completion of the study. Following this date, all participant data will be destroyed to ensure the privacy of all participants

## CHAPTER FOUR: PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

This section deals with presentation analysis, and interpretation of data collected through questionnaire and unstructured interview. The quantitative data were presented in tables and analyzed using appropriate statistical tools such as frequency count, percentages, means, and standard deviation. Moreover, the most important points of qualitative data were discussed qualitatively through descriptive statements.

### 4.1. Background of the Participants

Of the 132 participant teachers, 114 questionnaires were returned (86.36%). From these, 114 were usable (86, 36%). The questionnaires 18 (13.64%) of teachers' did not return to the researcher. All six principals were voluntary to answer for interview and gave an important point to their response

Teachers were asked to indicate their background information through questionnaire whereas school principals' information was obtained using interview. Thus responses of population of the study regarding sex, age, educational qualification, the recent school experiences, and total experiences of teaching were described below.

**Table-2 Educational background**

Variables	Characteristics	Teachers		Principals	
		Frequency	%	Frequency	%
Educational	Diploma	2	1.75	--	--
Qualification	Degree	100	87.7	3	50
	Masters	12	10.5	3	50

With regard to educational qualifications 1.75 % two teachers were diploma holders, teachers with BA/BSC with PGDT and BED were 87.7 %( 100), MA teachers 10.5 %( 12) .50% (3) of principals were degrees one in EDPM two in BED and 50% (3) Of them were MA in educational management and school leadership and management. This shows majority of the academic staffs (teachers) in secondary schools 98.7% (112) were

trained. This implies that in the case of teachers in Addis Ababa secondary schools they were qualified according to the policy standard. But the school principals except one have no professional training in leadership.

**Table -3 Work Experience**

Variables	Characteristics		Teachers		Principals	
	Years	Freq	%	Frq	%	
Work Experience	1 to 5 years	18	15.78	--	--	
	6 to 10 years	54	47.36	--	--	
	11 to 15 years	19	16.66	2	33.33	
	16 to 20 years	9	7.89	2	33.33	
	21 to 25 years	9	7.89	--	--	
	26 and above	5	4.38	2	33.33	
	Total	114	100	6	100	

Regarding to the present work experience of teachers in recent school, 1 to 5 years 15.78% (18), 6 to 10 years 47.36% ( 54), 11 to 15 years 16.66 % (19), 16 to 20 years 7.89 % (9), 21 to 25 years 7.89 (9), 25 years and above 4.38% (5).From the result indicated, 15.78 % (18) teachers are new for their current work place (school). Whereas school principals stay in their current work place better than teachers. So they had opportunity to adapt their school culture of the way they perform their jobs.

#### **4.2 Commonly used leadership styles by secondary school principals.**

Leadership style is studied and analyzed in the full-range leadership theory, where leader's behaviour was assessed using nine styles arranged and also in three main categories such as transformational, transactional in, and laissez-fair.

##### **4.2.1 Transformational Leadership**

Transformational leaders are those who transform their teachers into becoming leaders themselves. It is a leadership approach that is defined as leadership that creates valuable and positive change in the teachers. A transformational leader focuses on "transforming" build respect, Considers the moral and ethical consequences of decisions, Articulates a

compelling vision of the future, Looks at problems from many different angles Displays a sense of power and confidence, Emphasize the importance of having a collective sense of mission From Bass and Riggio (2006 : 94), "Transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity.

**Table: 4 Transformational leadership**

No	Questionnaire	N	M	SD
1	Acts in ways that builds respect	114	3.1140	1.0947
2	Considers the moral and ethical consequences of decisions	114	2.9011	1.1534
3	Articulates a compelling vision of the future	114	2.8863	1.2246
4	Looks at problems from many different angles	114	2.9672	1.1020
5	Displays a sense of power and confidence	114	2.9570	1.0212
6	Emphasize the importance of having a collective sense of mission	114	2.9757	1.1231

2.966

The Grand mean of transformational leadership is 2.966 which led to overall mean of this leadership style most of the times applicable because the mean was above the average, but principals moral and ethical consequences of decisions and vision of the future is below the average .This shows that Transformational leadership is implemented in the school moderately.

### **Transactional Leadership**

One of The components of full- range leadership theory is transactional leadership that involves either positive or negative exchange, depending on the follower's performance (Bass & Avolio, 1990).Transaction refers to modification in and redesign of the systems procedures, processes, tasks and activities that take place between individuals and groups in the school. This kind of change is usually handled by setting up a project to manage its implementation with the negotiation occurred between teachers and school principal.

Bass (1985) emphasized that school principal clarify how teachers' need will be met in exchange for enacting their roles; or, the school principal may react only if teachers fail to meet their role requirements. Therefore, transactional leadership is founded on the idea that leader-follower relations are set by a series of exchanges and implicit bargains between the leader and the followers. That is, through the exchange of relationships, the leader provides followers with a chance to satisfy their lower order material needs (rewards). So, the transactional leadership style is analyzed at three levels: Contingent reward, management-by- exception (active) and management –by- exception (passive).

Table-5 Contingent Reward

Questionnaire	N	Mean	SD
Consider me and (each of the other teachers) as having different needs abilities and aspirations	114	3.5088	1.06634
Makes clear what one can expect to receive when performance goal are achieved	114	3.4386	1.04784
Expresses confidence that goals will be achieved	114	3.5965	1.02809
Suggests the ways of looking at how to complete assignments	112	3.5357	1.03913
Help each person to develop their strengths	114	3.3860	1.24452
Expresses satisfaction when expectations are met	112	3.4286	.96529
<hr/>			
Mean-3.48			

The grand mean of leaders in contingent reward clarify roles of teachers and rewards (contingent reward) items is 3.48, which led to overall mean of this leadership style most of the times applicable because the grand mean was above the average. This result implies that the respondents could be conceptualizing their views on this constructs. Respondents perceive their school principals leadership style on contingent reward. The

principals exchange with the teachers to achieve the goals. From research study the researcher understood that, in Addis Ababa secondary schools, the school principals apply regulation and rules to meet the needs of teachers and able to set rewards for good performance. This finding aligns with Hatter and Bass (1998) contingent reward leadership behaviour emphasizing on role clarity and task requirements, and providing teachers with materials or psychological rewards on accomplishment of the task designed.

**Table 6 Management by exception Active**

Questionnaire	V	M	SD
Keeps track of all mistakes	114	2.9091	1.13772
Directs attention towards failures to meet standards	114	3.2105	1.09281

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**Grade mean-3.0598**

The mean of respondents answer to items are above the average and also the school principals sometimes actively manage their teachers. The grand mean of management-by-exception equals 3.059. Therefore, the statement could be conceptualizing teachers view, so, they perceived their school principal as a positive. School principals focus their attention in finding exceptions, deviation, and weakness of teachers, put the suggestion made by the staff into operation and arrange the promised rewards. The other researcher supported the study that, Bass, in 1997 stated that, such leaders do not wait for mistakes to happen. The opinion and view of teachers supported their school principals' was interrupted every time with in all jobs they perform. Generally, from the research the researcher understand school principals are active consideration whose goal is to ensure that standards are met in their school.

Table-7 Management by exception Passive

Questionnaire	V	M	SD
Waits for things to go wrong before takes action	114	2.7857	1.11847
Believes strongly that “If it is not broken don’t fix it/	114	2.9298	.95676
Demonstrates that problems must became chronic before taking action	114	3.0179	1.14673

**Grade mean-2.9111**

According to the data in the above Table, the mean of two items ,2.92 and 3.01 are above the average and also the grand mean value is 2.91. The mean result of 2.91 indicates that principals Waits for things to go wrong before takes action, Believes strongly that “If it is not broken don’t fix it and demonstrates that problems must became chronic before taking action are once in a while passively administering their teachers in Addis Ababa city secondary schools. This leadership style is similar to management-by-exception (Active); however, passive leaders do not actively monitor performance, but idea suggested above actually complements, and strengthens the outcome of management-by-exception (active).In this style of leadership, leaders allow the status quo to exist as long as the old ways are working, if things go wrong, however the leaders will take actions that often a negative condition to the school environment (Emery & Baker, 2007).Generally, from the study under the passive leadership style their school principal were not waiting inactively for their mistakes.

Table-8 Laissez-fair leadership

Questionnaire	V	M	SD
Is usually absent when needed	114	2.3684	1.07476
Avoids making decisions	114	2.4464	1.12177
Usually delays responding to urgent questions	114	2.9123	1.16407

Grand mean=2.57

The other full range leadership style is the laissez-fair leadership which connotes that leaders and the school staff basis on maturity level. A non-leadership component leader avoids accepting their responsibilities, are absent when needed, fail to follow up requests for assistance, and resist expressing their views on important issues. Three items are designed to assess the factor that affect the type of leadership style shows with the results.

Even though all items measuring laissez-fair leadership style is above the average mean with the grand value of 2.57. This result reflects the school principal use such kind of leadership style in their little above the average in organization. Respondents replied that principals rarely absent when needed, Rarely Avoids making decisions and sometimes delay responding to urgent questions. On this study the researcher determined that the school principal do not know often what laissez-faire leadership techniques can do to help teachers.

### **Over all leadership style**

Table-9 Summary of Leadership

Leadership style	N	M	SD
Transformational Leadership style	114	2.96	.77
Transactional leadership style	114	3.15	.75
Laissez-fair leadership style	114	2.57	.78

From the above different school principals' leadership styles, Transactional leadership style ( mean of 3.15) is look applicable in Addis Ababa city secondary schools than Laissez-fair leadership style (mean of 2.57 )

#### Responses of interview

According to interview responds principals in Addis Ababa secondary schools applied most frequently transformational, transactional and laissez-faire leadership styles? They also use rewards in different exchanges like monitory or materials and psychological motivation methods like recognition to motivate teachers consciously. To motivate



teachers they apply transformational, transactional and laissez-faire leadership style. But While them Applying different leadership style especially in rewarding material, they faced challenges like assuming them discriminate other teachers and teachers lack of commitment, resistance to change.

When they compare the three leadership style ,transactional leadership style motivates more teachers than transformational and laissez-faire leadership style in most situations because the reward that are given to teachers are visible and motivate others. Principals assume to improve teachers' motivation in the future, different action like, trained qualified school leaders, create conducive environment should be taken by different stake holders.

Regarding their work climate in their school, as there are committed teachers, there are students who are un ethical and had low motivation for learning. Of six principals five of them have not a regular program to supervise the job of teachers/teaching-learning process in order to support teachers.

Principals' decision making style is situational, sometimes they decide by themselves and in other time, they participated. Teachers Principals assume themselves professionally competent to assist teachers and facilitate teaching learning process. They have also good relationship with teachers in their schools to improve teacher's motivation teacher's salary must be improved and perception of the society on teachers should be changed. The most crucial factors that demotivate teachers in their school environment are students discipline and lack of interest to learn. To promote or strengthen teachers capacity updating and upgrading training in teaching methodology should be given. Principals' leadership style and teachers motivation in their schools is moderate.

4.2.2. The current status of teachers' motivations in Addis Ababa City administration secondary school.

Table-10 motivation

	Questionnaire	N	M	SD
1	Consider yourself highly motivated to do .	112	3.6964	1.10559
2	You are motivated by a principal to listen when you have a problem.	112	3.2321	1.31507
3	You are motivated by a principal that tells you how things should be done.	112	3.1429	1.17678
4	You are motivated by a principal to listen when you have a problem.	104	3.1731	1.25754
5	You are motivated by a principal that emphasizes the need for team-work.	112	3.0536	1.19186
6	You are motivated by a principal that monitors your work.	112	3.3036	1.30031
7	You are motivated to be the best teacher in your school.	114	2.6842	1.23601
8	You are motivated by a principal that does not see a need for new ideas	110	3.4000	2.76678
9	You are motivated by a principal that asks for your opinion when making decisions .	114	2.6842	1.20703
10	You are motivated by a principal that is not willing to make changes to his/her leadership approach.	110	2.7090	1.19129
11	You are motivated by a principal that does not make his/her opinion clear.	112	3.2679	1.16234
12	You are motivated by a principal that encourages you to develop new ideas.	112	3.4286	1.21340
13	You are motivated to teach at your school.	114	3.1579	1.24502
14	You are motivated by a principal that lets you know exactly what he/she wants done.	112	2.7679	1.36878
15	You are motivated by a principal that prefers to communicate by sending emails, memos,	114	3.0702	1.20265

Grand mean -3.11

Teachers motivation in Gulele,Kolfe Keranio and Lideta sub cities is significant

Motivation is the internal and external stimulant that determines the behaviour and the priority of a person (Munn, 1968). It is the basic meaning for the cause and explanation of behaviour. The effects that provide motivation are related to needs, which have not been met (Covey, 2004). Motivation is the force that causes an individual to act in a certain manner or to be oriented towards it (Gibson, Ivancevich and Donnelly, 1988). The needs and requests which make up the foundation of the concept of motivation are mainly shaped by the culture, social justice and structure in which the individual is in, as well as the emotional and spiritual makeup of the person.

Teachers are fairly often motivated to do the best at their job, they are also fairly often motivated by their principals takes the time to listen when they have a problem, tell them how things should be done, emphasizes the need for team-work, monitors their work closely and consistently reminds them of deadlines , teachers motivated to be the best teacher in their school, a principal that asks for their opinion when making decisions that affect them, encourages them to develop new ideas and to be creative in their job, motivated to teach at their school that lets them know exactly what he/she wants done and exactly how he/she wants it done, teach under their current administrator.

#### 4.2.3. The relationship between leadership style and teachers' motivation in Addis Ababa City administration secondary schools.

The purpose of this study is to examine the relationship between the principal's leadership style and the motivation of the teachers in their work. The research was conducted using the Quantitative and qualitative Method included questionnaires for the teachers relating to leadership style and motivation. The questionnaire was given to 114 teachers who teach in secondary schools in Addis Ababa.

Table 11 Correlations matrix among leadership style and motivation

No	Variables	1	2	3	4
1	Teachers Motivation (TMP)				
2	Transformational Leadership (TFL)	.57**			
3	Laissez-fair Leadership Style (LZ)	.05	-.06		
4	Transactional Leadership (TZL)	.61**	.51**	.03	

\*\* . Correlation is significant at the 0.05 level (2-tailed).

From the above different school principals' leadership styles both Transformational and Transactional leadership style are significant at .at 0.005 level (2 tailed). Whereas Laissez-fair leadership style is not significant at 0.005 level (2 tailed).

Transformational leadership style has correlation (.57\*\*) with teachers motivation and applicable .in Addis Ababa city secondary schools, Transactional leadership style has also correlation (.61\*\*) with teachers motivation and applicable .in Addis Ababa city secondary schools. But Laissez-fair leader ship style has not correlation (.05) and not applicable .in Addis Ababa city secondary schools,

## **CHAPTER FIVE: SUMMERY, CONCLUSIONS AND RECOMMENDATIONS**

This section, presents the summary of the major findings of the study, conclusions drawn on the basis of the findings and recommendations that are assumed to be useful in alleviating problems to improve the relationship between school leadership style and teachers motivation in Addis Ababa government secondary schools.

### **5.1 Summary**

The main purpose of the study was to assess school leadership style and teachers' motivation in Addis Ababa government secondary schools. To this end the following research questions were formulated.

1. Which leadership styles are most commonly used by secondary school principals in Addis Ababa as perceived by teachers?
2. What is the current status of teachers' motivations in Addis Ababa city administration secondary school?
3. What is the relationship between leadership style and teachers motivation in Addis Ababa city administration secondary school?

The study was carried out in Addis Ababa government secondary schools and descriptive survey approach was employed. The sources of data were teachers and principals. To look for answers to the research questions, the data were gathered using close ended questions for teachers, and un-structured interview for principals.

Questionnaires were filled and returned by 114 respondents and interview was conducted with 6 school principals. Data obtained through above instruments were analyzed quantitatively using frequency count, percentage and means, and qualitatively using descriptive statements. Accordingly the following major findings were obtained.

Within the six randomly selected secondary schools in three sub cities the target school principals all were males. Regarding the age distribution of teachers in Addis Ababa

secondary schools, 100 (88%) of them are between the age of 21 to 40 years which were matured.

The grand mean of transformational leadership 2.99. This type of leadership style acts in ways that builds respect, considers the moral and ethical consequences of decisions, looks at problems from many different angles, emphasizes the importance of having a collective sense of mission but principals do not articulate a compelling vision of the future and do not display a sense of power and confidence. This result implies that leaders sometimes do not practice transformational leadership in a high level.

The grand mean of leaders clarify roles of teachers and rewards (contingent reward) items is 3.48, which led to overall mean of this leadership style most of the times applicable because the grand mean was above the average. This result implies that the respondents could be conceptualizing their views on this construct. Respondents perceive their school principals leadership style on contingent reward. The principals exchange with the teachers to achieve the goals.

The mean of respondents answer to items are above the average and also the school principals sometimes actively manage their teachers. The grand mean of management-by-exception equals 3.059. Therefore, the statement could be conceptualizing teachers view, so, they perceived their school principal as a positive. School principals focus their attention in finding exceptions, deviation, and weakness of teachers, put the suggestion made by the staff into operation and arrange the promised rewards.

The mean of all items are above the average and also the grand mean value is 2.91. The mean result of 2.91 indicates that principals wait for things to go wrong before taking action, believe strongly that "If it is not broken don't fix it" and demonstrate that problems must become chronic before taking action are once in a while passively administering their teachers in Addis Ababa city secondary schools. This leadership style is similar to management-by-exception (Active); however, passive leaders do not actively monitor performance, but idea suggested above actually complements, and strengthens the outcome of management-by-exception (active).

Even though all items measuring laissez-fair leadership style is above the average mean with the grand value of 2.57. This result reflects the school principal use such kind of leadership style in their little above the average in organization. Respondents replied that principals rarely become absent when needed, Rarely avoid making decisions and sometimes delay responding to urgent questions. On this, study the researcher determined that the school principals do not know often what laissez-faire leadership techniques can do to help teachers.

Transactional leadership style ( mean of 3.15) is more applied in Addis Ababa city secondary schools than Laissez-fair leadership style (mean of 2.57 ).

According to interview questions, principals in Addis Ababa secondary schools applied most frequently transformational, transactional and laissez-faire leadership style. They also use rewards in different exchanges like monetary or materials and psychological motivation methods like recognition to motivate teachers. To motivate teachers they apply transformational transactional and laissez-faire leadership style. But While they were applying different leadership style, especially in rewarding material. Principals also faced challenges by teachers assuming them discriminate others while they reward teachers..

When they compare the three leadership style ,transactional leadership style is more motivating teachers than transformational and laissez-faire leadership style in most situations because the reward that are given to teachers are visible and motivate others. Principals intend to improve teachers' motivation in the future, taking different actions like, use trained and qualified school leaders, create conducive environment.

Regarding their work climate in their school, as there are committed teachers, there are also students who are unethical and had low perception for learning. Of the six principals five of them have not a regular program to supervise the job of teachers/teaching-learning process in order to support teachers. Principals' major challenges from the teachers are sometimes teachers do not want strict control of them, carelessness of teachers to handle student's behavior, violating the school rule and regulation, teachers lack of proper utilization of resources and time.

Principals' decision making style is situational; sometimes they decide by themselves and in other time participate teachers. Principals assume themselves professionally competent to assist teachers and facilitate teaching and learning process, they have also good relationship with teachers in their schools to improve teacher's job satisfaction teacher's salary must be improved and perception of the society on teachers should be changed. The most crucial factors that demotivate teachers in their school environment are students' discipline and lack of interest to learn. To promote or strengthen teachers' capacity updating and upgrading training in teaching methodology should be given. Principals' leadership style and teachers' job satisfaction in their schools is moderate.

Teachers are fairly often motivated to do the best at their job. They are also fairly often motivated by their principals, takes the time to listen when they have a problem, tell them how things should be done, emphasizes the need for team-work, monitors their work closely and consistently reminds them of deadlines , teachers motivated to be the best teacher in their school, a principal that asks for their opinion when making decisions that affect them, encourages them to develop new ideas and to be creative in their job, motivated to teach at their school that let them know exactly what he/she wants to do and exactly how he/she wants it be done.

A significant correlation was found between the transformational and transactional leadership styles and the teacher's motivation but Laissez-faire leadership style has no significant correlation with Teachers' motivation.

## **5.2. Conclusion**

Based on the major findings, the following conclusions were drawn:

- In the secondary schools of Addis Ababa city Administration, transactional leadership style is practiced more than transformational and laissez-faire leadership styles. This implies that the leaders in the secondary schools use different rewards in order to influence their subordinates (teachers).
- There is a relationship between principal leadership style and teachers' motivation. Specifically, transactional leadership is highly correlated with



teachers' motivation and laissez-faire leadership style being weakly correlated with teachers' motivation. This implies that as secondary schools' principals apply transactional leadership styles more frequently, teachers' motivation also increases. Since, motivated teachers are very necessary to increase school effectiveness; principals should apply more transactional leadership styles like contingent reward, management by exception active and passive. However, laissez-faire leadership style has weak relationship with teachers' motivation and secondary school principals in Addis Ababa city administration should not use laissez-faire leadership in order to improve teachers' motivation.

### **5.3 Recommendation**

Based on the conclusions of this study, the recommendations for improving the relationship between leadership styles and teachers' motivation of secondary school teachers in Addis Ababa, the following recommendations are made;

1. Effective, transformational, transactional, and laissez-fair leadership skills enable teachers 'motivation and to make the school to attain strategic results. So, the school principal should use transformational, transactional leadership skills, principal focus up on getting work done according to established standards. By using laissez-faire techniques, to allow their teachers to make their own choices regarding process needs improvement.
2. The school principals should give continuous in-service training and by using seminar and workshop opportunities to maximize the problem-solving abilities of the teachers and the school's collective expertise and closely supervise and establish educational systems to monitor and evaluate whether rules and regulations are being implemented fairly and transparently. Training programmers' should focus on developing positive attitudes among them.
3. Teachers should participate in schools' different short term workshop to exchange experience and enhance their capacity to perform daily job properly.

4. This study indicated the importance of interpersonal relationships for teachers' motivation. The school principal should create a working environment with good interpersonal relationships in order to promote teacher satisfaction, schools' leaders ought to create open and collegial climate in their institutions in which teachers can freely express and share their opinions and collaborations on important decisions.
5. School principals should undergo in-service and refresher courses on educational planning and management to manage and lead teachers in scientific ways, because most of the school principals are from non-leadership academic staff. Prescribed leadership training should be conducted for principals by region, sub- cities and woreda education expertise.
6. This study focused on government secondary school principals and teachers. Therefore, it is recommended that similar studies could be done by other researchers with government primary school principals and teachers.

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### Questionnaire for Teacher

This questionnaire is designed to collect data from teachers that will help in a research about, the relationship between School Principal Leadership style and teachers' motivation in government secondary schools of Addis Ababa city. You are therefore chosen to be part of this research. Be honest in giving your responses. Confidentiality will be also assured.

Thank you in advance for your cooperation.

**Please tick (√) the most appropriate answers in the box shown below**

#### Background of Information

1. Sex: M -Male ----- F- Female-----
2. Age 1/ **20** and below --- 2/21-30---- 3/ 31-40----4/41-50---- 5/51 and above --
3. Indicate your current academic qualification  
1/ Diploma 2/ BA/BSC with PGDE 3/ BED 4/Masters
4. What is your total load per a week?  
10-15\_\_ 16-20\_\_ 21-25\_\_ 26-30\_\_
5. What is your total experience in teaching?  
1/ 1- 5 years---2/6 – 10 years--- 3/11 – 15---years 4/16 and above---

#### Part I-Principal's leadership style

I would like to identify what leader behavior are being practiced in a school. It is known that there are many leaders in your school ( principals, unit leaders , department heads...) who manifest different leadership styles, even one leader display different types of behaviour at different times and in different contexts. But, I want you to focus only on your school principal and describe his/her behavior frequency on the basis of the



behavioural statements given in the table below. In other words, I am interested to know what leadership behaviour your principal manifests frequently in leading the staff in your school.

The frequencies of behaviour manifestation are represented by the following scales.

1) Never    2) Rarely    3) Sometimes    4) Often    5) Frequently if not always

Please note that, not all of the 20 leadership behaviour can't be manifested by one school principal equally. Your principal may show some of the following behaviour more than some of the others. I am requesting you to carefully read each item and rate your principal behaviour manifestation frequency

**Direction:- I kindly request you to rate the behaviour manifestation of your principal according to the direction given hereunder.**

if the item describes a behaviour that is never made by your principal circle the scale representing never.

If you see the behaviour once in a while circle the scale representing rarely.

If the principal manifests the behaviour more than rarely and less than often then circle the scale representing sometimes.

If the principal manifests the behaviour more than sometimes but not usually, then circle the scale representing often.

If the principal manifests the behaviour almost always, circle the scale representing most often.

Please remember that there are no right (wrong) behaviors, whatever rating you give it has nothing to do with the goodness or badness of his/her leadership, thus please try to rate each item as honestly and as genuinely as possible. And remember that your interpersonal feelings about your principal may be cordial(friendly) or strained (difficult). Please try to be as objective as possible when you rating.

Roll no	Items	Never (1)	Rarely(2)	Some times (3)	often (4)	Most often( 5
1	Waits for things to go wrong before takes action	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2	Is usually absent when needed	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3	Acts in ways that builds respect	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4	Considers the moral and ethical consequences of decisions	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
5	Articulates a compelling vision of the future	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
6	Looks at problems from many different angles	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
7	Consider me and (each of the other teachers) as having different needs abilities and aspirations	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
8	Makes clear what one can expect to receive when performance goal are achieved	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
9	Keeps track of all mistakes	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
10	Believes strongly that “If it is not broken don’t fix it/	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
11	Avoids making decisions	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
12	Displays a sense of power and confidence	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
13	Emphasize the importance of having a collective sense of mission	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
14	Expresses confidence that goals will be achieved	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
15	Suggests the ways of looking at how to complete assignments	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
16	Help each person to develop their strengths	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
17	Expresses satisfaction when expectations are met	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
18	Directs attention towards failures to meet standards	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
19	Demonstrates that problems must became chronic before taking action	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
20	Usually delays responding to urgent questions	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

## Teachers' Motivation and Perceptions about Principals' leadership style

The following statements are instrument to assess your Motivation and Perceptions about Principals' leadership style in your school. Please indicate the degree of your agreement or disagreement with each item by circle the number in the given box. The scale represents(1) Not at all, (2) once in a while,(3) Sometimes,(4) Fairly often (5) Frequently

Rol. No	Items	Not at all (1)	Once in a while (2)	Sometimes (3)	Fairly often(4)	Frequently, if not always(5)
1	You consider yourself highly motivated to do the best at your job.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2	You are motivated by a principal that takes the time to listen when you have a problem.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3	You are motivated by a principal that always tells you how things should be done.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4	You are motivated by a principal that takes the time to listen when you have a problem.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
5	You are motivated by a principal that emphasizes the need for team-work.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
6	You are motivated by a principal that monitors your work closely and consistently reminds you of deadlines.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
7	You are motivated to be the best teacher in your school.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
8	You are motivated by a principal that does not see a need for new ideas and new staff development techniques.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
9	You are motivated by a principal that asks for your opinion when making decisions that affect you.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
10	You are motivated by a principal that is not willing to make changes to his/her leadership approach.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
11	You are motivated by a principal that does not make his/her opinion clear on most tasks.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
12	You are motivated by a principal that encourages you to develop new ideas and to be creative in your job.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
13	You are motivated to teach at your school.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
14	You are motivated by a principal that lets you know exactly what he/she wants done and exactly how he/she wants it done	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
15	You are motivated by a principal that prefers to communicate by sending emails, memos, or voice mails, as opposed to calling a meeting.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
16	You are motivated to teach under your current administrator.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

## Appendices - B

### Interview Questions for school principal

This unstructured question designed to collect data from school principal that will help in a research about, the relationship between school leadership styles and teachers' motivation in government secondary schools in Addis Ababa city to be part of this research. Be honest in giving your responses.

#### Background of Information

1. Sex: \_\_\_\_\_
2. Age : \_\_\_\_\_
3. What is your current field of education? \_\_\_\_\_
4. How many years have you worked as a principal? \_\_\_\_\_

#### Interview Questions

1. Can you tell me about your leadership style?
  - Which style you use most frequently? Transformational, Transactional or laissez-faire
  - Why you use this(the selected) leadership style
  - On what bases do you switch from one leadership style to another? Is it based on teachers' behaviour or situation?
  - What are the challenges you faced in applying different leadership styles?
2. How do you motivate teachers?
  - Do you apply different exchanges like monetary or materials?
  - Do you use psychological motivation methods like recognition?
  - Do you apply different leadership style to motivate teachers?
  - What are the challenges you faced in motivating teachers?
3. How do you evaluate the relationship between your leadership style and teachers motivation in your school?
  - Can you tell me how your leadership styles motivate teachers?
  - Which leadership style (Transformational, Transactional or laissez-faire) more motivate most of the teachers in most situations? Why?
4. What should be done in the future to improve the teachers' motivation by using appropriate leadership style?

1. How would you describe your work climate in your school?
2. Do you have a regular program to supervise the job of teachers/ teaching-learning process?
3. What do face a major challenge from the teachers? Mention it.
4. Describe your decision making style? Provide an example of a decision you have made in your school.
5. Do you believe that in your school professionally competent to assist teachers and facilitate Teaching learning process? How?
6. How would you describe your relationship with teachers in your school?
7. What do you think can be done to improve teacher's job satisfaction in your school?
8. Briefly describe the factors in your school environment that demotivate the teachers the most.
9. Briefly describe the factors in your school environment that give motivation for the teacher.
10. How could you promote or strengthen teacher's capacity to be effective in teaching learning Process?
11. What would you recommend about your leadership style and teachers job satisfaction in your School?

Thank you for your time and kindly respond this interview

## Appendices – C

### Target population of schools, teachers and principals

Target population of schools, teachers and principals in Kolfe Keranio sub city

	School	ownership	Teachers			Principal s
			M	F	T	
<b>KolfeKer anio Subcity</b>	Repi secondary School	Government	75	27	102	1
	Ayer Tena preparatory	Government	118	35	153	1
	Ewketlefre secondary	Government	31	23	54	1
	Yemanebirhan secondary	Government	36	4	40	1
	KeranioMedhanealem Preparatory	Government	62	21	83	1
	KOlfe secondary	Government	50	15	65	1
	Milinium secondary School	Government	89	19	108	1
	Asko secondary School	Government	82	27	109	1
	<b>Total</b>			<b>543</b>	<b>171</b>	<b>714</b>

Target population of schools, teachers and principals in Gulele sub city

	School	ownership	Teachers			Principals
			M	F	T	
Gulele Subcity	EntotoAmba secondary School	Government	88	24	112	1
	Yekatit12 Preparatory	Government	73	17	90	1
	KecheneDebreselam	Government	56	15	71	1
	DilBer secondary School	Government	72	17	89	1
	MedhaneAlem Preparatory	Government	84	14	98	1
	Miraf secondary School	Government	43	14	57	1
	Total		416	101	517	6

Target population of schools , teachers and principals in Lideta sub city

	School	Wereda	Ownership	Teachers			Principals
				M	F	T	
Lideta Sub city	DejazmachBalcha Aba nefsoPreparatory	4	Government	101	36	138	1
	HidaseLidetaPreparatory	9	Government	47	10	57	1
	Africa Hibret secondary School	10	Government	43	7	50	1
	TOTAL			191	53	245	3