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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**AN ASSESSMENT OF SCHOOL CLIMATE AND ITS IMPLICATION ON
TEACHERS' MOTIVATION IN SECONDARY SCHOOLS OF KIRKOS
SUB CITY**

By

ELSABETH SHELEME DEBELE

JUNE, 2020

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KIRKOS SUB CITY**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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DECLARATION

This is to certify that the thesis prepared by Elsabeth Sheleme entitled: ‘An Assessment of School Climate and its Implication on Teachers Motivation in Secondary Schools of Kirkos Sub City’ and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership management complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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List of Abbreviations and Acronyms

GEQIP - General Education Quality Improvement Package

MoE- Ministry of Education

OCI- Organizational Climate Index

Abstract

The purpose of this study was to assess school climate and its implication on teachers' motivation in secondary schools of Kirkos Sub City. Descriptive survey design was employed. The subjects in this study were 62 teachers, 3 principals s, 6 vice principals and 3 supervisors adding up to a total of 71respondents. Simple random sampling technique was employed to select respondents of the study. Frequency count, percentage mean, median was used to analyze the collected data. The study used more of quantitative method so that questionnaire, interview and observation were the main instruments of data collection. The result of the study revealed that school leaders lack commitment in creating a conducive social environment, school climate factors has impact on teachers' motivation, teachers lack collaboration and self-initiation to take part in leadership. Based on the analysis of the data, the following conclusions were made: the school leaders do not play the expected role to involve stakeholders in creating a better school climate, teachers' initiation to take part in leadership is not satisfactory. The effort made by the school leaders to support teachers with trainings is week. In order to make the nature of school climate favorable, it needs to be revisited. The following major recommendations were made to the results of the study. The school leaders should give attention to create a conducive school climate which could motivate teachers. The same way, different actions should be taken to make teachers satisfied and be cooperative. Finally, School leaders should prepare trainings to let teachers conduct action researches.

Key words: - School climate, motivation, secondary school

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

School climate from different perspectives; for instance, Johnson and Johnson (1993) define school climate in its broadest sense as, school climate may include anything from environmental aspects of the school to the personalities of the students and educators as well as academic performance, levels of physical activity, and the processes and materials used throughout instructional procedures. However, it is scarcely possible to get schools that satisfy all these conditions in Ethiopian context. Tamru Belehu,(2019)

School climate can also be described as a complex construct that is recognized as an important variable of effective schools. It is the heart and soul of the school. It is about that essence of a school that leads a child, teacher, an administrator, or staff member to love the school and look forward to being there each school day. School climate is about that quality of a school that helps each individual feel personal worth, dignity, and importance, while simultaneously helping create a sense of belonging to something beyond ourselves (Freiberg & Stein, 1999).

The concept of “school climate” is multifaceted. It covers an extremely diverse range of aspects of school life, from the objective size and physical condition of the school building to the subjective perceptions of interpersonal relations within the school. Accordingly, the instruments that are used to measure this property of school life are equally diverse. They differ in both their measurement objectives and in the set of indicators of school climate that they choose to measure. Dessler (2001),

Bell (cited in McInerney & Liem, 2008) underlines that there are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation nothing important like motivation of teachers to use the maximum potential of teachers in and outside classrooms. Hence, the school community needs to improve the basic functions of teaching and learning process by building workable climate in the school environment in that it is an important component of effective schools that influences teachers’ work motivation and

dedication in their work. Some scholars like Johnson (2003) and Hammond (2003) noted that capable teachers have the largest impact on student's learning. Therefore, in order to have an effective teaching learning process, keeping good teachers should be one of the major concerns of school leaders.

Nowadays, there is growing appreciation on school climate that could improve the quality and character of school life which in turn fosters students' development, learning and achievement (Abdela-Haqq, 1998). School climate is explained by the norms, goals, values, interpersonal relationships, teaching, learning and leadership practices and organizational structures that comprise school life.

The increased attention to school climate reflects both the concern for improving schools and the need to build students future. Therefore, for effective teaching and learning to occur, the need to establish a positive school climate is quite obvious.

The Ministry of Education of Ethiopia introduced the general education quality improvement package (GEQIP) to bring efficient access to quality education. The document points out that school improvement is an approach to educational change concerned with school process that can enhance teaching and learning as well as the conditions that support it (MoE, 2007). The effective school processes need the collaboration of the stake holders that make school leaders, teachers and parents accountable in developing a good working environment suitable for teaching learning process. Since the effective student learning needs teachers' commitment, school improvements should focus on motivating teachers in their work environment.

The purpose of the study is to examine the different aspects of school climate and explore its implication on teachers' motivation. The researcher wants to investigate the implications of school climate on teachers' motivation to address the existing gap in the research.

The study tries to assess school climate and check its implication on teachers' motivation, to identify the climatic factors on teachers' motivation, screen out the challenges in establishing a workable school climate and to suggest some possible strategies to improve teachers' motivation that could impact on the teaching learning process of the secondary schools in Kirkos Sub City.

1.2 Statement of the Problem

Education plays chief role in overcoming many challenges of the world serves as a weapon for poverty reduction and technology advancement. To do so, the teacher takes the lion's share of the task being the prime facilitator of education. Teachers who are highly motivated can achieve the intended goals of school activities so that providing favorable working climate is mandatory to schools. Even though teachers' motivation has significance role in education system, it has not been considered as the most important issues. This little concern on maintaining better working conditions and providing facilities results in lack of commitment and motivation of the teachers to their teaching profession which in turn results in affecting the quality of education. (Najeemah, 2012).

The researcher found studies made on assessment of factors for teachers' motivation(which are leadership style of managers, classroom environment, socio economic status, rewards/incentives, student's behavior and choice of profession), assessment of school culture and climate and school culture and student achievement.

Recent studies made by Garedeu (2015), indicated that school climate has a great effect on teachers motivation. Getachew (1999) examined that the main source of stress for teachers is low economic and social status of the profession. Manna and Tesfaye (2000) described the determinant factors for teachers to leave or stay in the teaching profession. They noted that it is a serious problem in the education system in general for teachers' are not motivated in their work and are not interested to be in the profession. Many teachers are leaving the profession and schools for the reasons such as low salary, low social status of the profession and unfavorable working conditions in the school.

The above study particularly Garedeu (2015), only explains the effects of school climate on teachers performance. But it doesn't explain specifically what should be expected from each stockholder to create a positive school environment specially the role of teachers to create a positive school environment. And Getachew (1999) only focus on examining that the main source of stress for teachers is low economic and social status of the profession

My study is different from the above studies by creating responsibility for establishing a positive school climate begins with the principal, who provides leadership in developing and maintaining a climate conducive to learning. And to make the role of principal providing an environment in which teachers to take risks that lead to increase students' achievement.

Lack of motivation becomes one of the key causes of teacher's under-performance. Therefore it is important to study the climate factors that contribute to teachers' motivation. Moreover, as far as my long experience and observation in schools, the researcher has become aware and strongly believes that school climate has a major effect on teachers' dedication and satisfaction in their work.

Thus, the researcher became interested to assess school climate and examine its implication on teachers' motivation and will try to suggest possible recommendations to improve teachers' motivation in secondary schools of Addis Ababa in general.

Accordingly, this study will try to assess school climate and examine its implication on teachers' motivation. Hence, the key issue of this study is to identify and check the extent to which the school climate factors contribute to teachers' motivation in the secondary schools. The study will take place in two government schools and one private secondary school found in Kirkos Sub City.

1.3 Basic Questions of the Study

Based on the background of the study, the researcher attempted to answer the following basic questions:

1. What does the current school climate look like as perceived by teachers in government secondary schools of Kirkos Sub City, Addis Ababa?
2. What is the current status of teachers' motivation level in the Sub City?
3. To what level do teachers involve in improving school climate in the secondary schools?
4. What are the major problems faced in establishing a better school climate in Kirkos Sub City?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to examine the effects of school climate on motivation of teachers in secondary schools of Kirkos Sub City, Addis Ababa.

1.4.2 Specific Objectives

The specific objectives of the study are:

- To check the involvement of stake holders in producing policy and guidelines to improve school climate and to motivate teachers in secondary schools of Kirkos Sub City, Addis Ababa?
- To identify the main school climate factors and school leadership affecting motivation in secondary schools of Kirkos Sub City, Addis Ababa.
- To assess the level at which teachers involve in improving school climate in secondary schools of Kirkos Sub City, Addis Ababa.
- To describe the major problems faced in establishing a better school climate in secondary schools of Kirkos Sub City, Addis Ababa.

1.5. Significance of the Study

Since the study focused on assessing school climate and investigating its implication on teachers' motivation in secondary schools of Kirkos Sub City, the great importance of this study for these secondary schools. The findings of this study can contribute in creating a better school climate that can enhance teachers' motivation which in turn leads to effective teaching and learning process. Creating a better school environment may highlight the principals, teachers, students and parents who are the basic role players in an educational system.

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

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

1.6. Delimitation of the Study

The study aimed to assess school climate and its implication on teachers' motivation. To make the study comprehensive and manageable, the researcher restricted the scope of his study only to secondary schools of Kirkos Sub City, Addis Ababa due to their proximity and his experience. Therefore, the researcher will conduct the study only in three secondary schools and selected sample from their respective teachers', supervisors and school leaders. The findings of the study will be limited to assessment of school climate and its implication on teachers' motivation and be generalized only to the secondary schools of Kirkos Sub City, Addis Ababa.

Generally, this study assessed school climate and its implication on teachers' motivation that impacts quality teaching learning process. These effects arose from school leaders related, community related, supervision rewards and incentives factors.

1.7. Limitations of the Study

During this study researcher face by the following two limitation:-

1. As mentioned above, the study is restricted only in Addis Ababa Kirkos Sub City. Hence, the conclusion and recommendations might not serve for the schools in Addis Ababa in general. And being an outsider may limit what is revealed to the student researcher. This may limit the accuracy of the information to be collected.
2. To collect the data the current condition in our country is not comfortable due to COVID

19

1.8. Operational Definitions of Terms

Leadership is a process social influence in which a person can support others in the accomplishment of common task or something extraordinary happen.

School Climate is physical and social environment of schools perceived by teachers and students.

School leaders refer to principals and vice principals in secondary schools of Kirkos Sub City

Teachers' Motivation is the attribute that moves teachers to do or not to do something.

1.9. Organization of the Study

This study organized in five chapters. The first chapter of the study covered the introduction part that includes background of the study, statement of the problem, objective of the study, Significant of the study, limitation, delimitation, operational definition of terms and organization of the study.

The second chapter deals with review of related literature from international and local sources which focus on the details of school climate, motivation, factors affecting teachers' motivation and building positive school climate. The third chapter of the study covered research design and methodology. In this chapter research design, data sources, sampling and sampling techniques, instruments of data collection and methods and procedures of data analysis has discussed.

In the fourth chapter, the collected information or data by data gathering instruments described and analyzed using multiple tables. In the last chapter, summary, conclusions and recommendations are given. And finally, reference materials used in the study and annexes attached.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, views of different scholars in different books, journals and other sources that are relevant to the thesis topic, definition of school climate, types of school climate, dimensions of school climate importance of school climate with its model, motivation, motivational theories and related issues are reviewed.

2.1. Definition of school climate

School climate refers to teachers' perceptions of the general work environment of the school that is influenced by the formal organization, informal organization, personalities of participants and organizational leadership. It combines both the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place. Peterson and Skiba (2001, p. 127) define school climate as "the overall feeling a teacher has about the school. This definition is central to the teacher that focuses on the feelings of safety, caring and encouragement.

Freiberg and Stein (1999, p.111) described school climate not only as the heart and soul of the school but also the essence of the school that draws teachers and students to love the school; the factor that motivates students, teachers and makes them to want it and willing to be there every day. It is assumed that school climate comprises shared perceptions about the norms, beliefs, values, practices and procedures of the school that can be observed at general or specific levels (Sinha, 2015; Van Muijen, 1998; Guldenmund, 2000).

School climate is described as the personality of the schools; the internal quality that is unique and peculiar to the school in that school operates in different ways (Halpin in Ikediugwu, 2008 and Hoy and Miskel, (2001, p.90). This shows that climate is different from school to school and schools can be identified with specific climate that describes the interaction and influence patterns among members in that school. Halpin and Croft (1963, p.230) also conceived of climate as being a blend of two important dimensions of interpersonal interaction that is between the principal and the teachers.

According to West (2002, p.31), school climate is a set of attributes specific to a particular organization that may be induced from the way the organization deals with its members and its environment.

Dorathi (2011) and Kao (2015) viewed climate as the way in which the members perceive and characterize their environment in an attitudinal and value-based manner. The behavior of the individuals within a school does affect the climate. The behavior patterns of various actors from that of the principal, the teachers and that of students and parents constitutes the school climate.

Moreover, the climate prevalent in the school, points to the interaction between principals and teachers, teachers and teachers, teachers and students as well as between parents and school.

School climate refers to the quality and character of school life which is based on patterns of people's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures. School climate mainly relies on the quality of the school environment built from a web of patterns which is a product of the interpersonal relationships among students, families, teachers, support staff and administrators. These in turn support people feel socially, emotionally and physically safe. (Temesgen, 2018)

From the definitions given above, it can be concluded that the climate of the school has to do with the atmosphere or feeling that prevails in a particular school. It appears from the relationship between leaders and teachers, teachers and students and between leaders and students.

The school as a social interaction system forces the leaders, teachers and students to interact in the planning, decision making and problem solving fields in an administrative level. They also interact on personal issues that are part of the normal school routine. In general, climate of the school is the set of internal characteristics that distinguish one school from another and influence the behavior of each member is the organizational; more specially, it is a relatively enduring quality of the school environment experienced by participants that is based on their collective perceptions of behavior in schools. (Silver, 1983)

2.1.1. Dimensions of School Climate

The elements that comprise school climate are extensive and complex. Moreover, there are different views on the basic dimensions of a healthy school climate.

Although there is no universally agreed upon set of core domains or features, the National School Climate Center identifies five elements of school climate: Safety(rules and norms, physical security, social-emotional security),Teaching and Learning(support for learning, social and civic learning),Interpersonal Relationships(respect for diversity, social support from adults and peers), Institutional Environment (school connectedness, engagement, physical surroundings) and Staff Relationships (leadership and professional relationships).

According to the National Center for Community Schools, school climate has six basic aspects: Physical Environment that is about the school compound if it is welcoming and conducive to learning, Social Environment (Professional Collaboration) which is about communication and interaction and inclusion as a valued member of the organization, Affective (Emotional)

Environment that promotes a sense of belonging, emotional support and self-esteem, Cognitive (Learning) Environment that promotes learning and self-fulfillment, Leadership which is the ability of school administrator to influence on developing good culture and climate, conflict resolution and Self Determination/ Efficacy (Moral Environment) tends to focus on how stakeholders' view themselves. Do they feel as if they have control of their destinies or do they view themselves as helpless victims of “the system?”

On the other hand, Hoy, Smith and Sweetland (2003) developed the Organizational Climate Index (OCI) which is an organizational climate descriptive measure of schools. The OCI measures contain four dimensions of school climate: Institutional Vulnerability which deals with the relationship between community and school, Collegial Leadership which focuses on the relationship between principal and teachers, Professional Teacher Behavior dealing with the relationship among teachers and Achievement Press which is the teacher, parental and principal press for achievement.

From the above different views on the dimensions of school climate, it can be said that the basic features of school climate comprise welcoming physical environment, interpersonal relationships among stake holders, cognitive achievement on students, teacher's involvement in leadership and safety and well-being of teachers.

2.1.2 Types of School Climate

Due to the various characteristics, there are different kinds of school climate. Halpin (1966) distinguishes different types of climates that exist in schools and other research results on school climate came up with six types of school climates on a continuum. These are open climate, controlled climate, autonomous climate, paternal climate, familiar climate and closed climate.

1. An open school climate is chiefly associated with its expressive characteristics. It allows both the space and authenticity between relationships of principals, teachers, students and parents. It is characterized by genuineness, average intimacy and high esprit of teachers, low production emphasis and high thrust and consideration of the principal. Hoy and Sabo (1998) argues that the open climate reflects upon the supportive, welcoming and positive role of the principal (manager) towards teachers' ideas as well as his attachment and devotion to work.

According to (Temesgen 2017), the leader in such climate shows genuine concern over the teachers and supports staff members. The staff is given their freeway in undertaking tasks in the best way possible they can manage and the principal is particularly careful so as not to allow the daily tasks to interfere with the responsibilities of teachers. In an open school climate teachers are portrayed as being tolerant, helpful and to be revered in the profession attentive to and ready to provide for the needs of students by working hard in order for the children to succeed in their pursuits and help each other at the professional level including the personal one too.

The open climate describes an energetic, lively organization which is moving toward its goals and provides satisfaction for the group members' social needs. Leadership acts emerge easily and appropriately from both the group and the leader. The characteristic of this climate is the "authenticity" of the behavior that occurs among all the members.

According to Halpin (1966), teachers work in teams to guarantee the students' success. Teachers and leader alike make themselves available to maintain close relationships with students and parents. The findings indicate that the behavior enjoying the full support of the school top management, the not so conspicuous top-down behavior, and the low-level stressful behavior of teachers are attributed deriving from a healthy and open organizational climate at school. The more open the school climate is, the more dedicated, loyal and pleased will the teachers be. The more open the school climate, the more productive students will be in their school performance.

Literatures on school climate emphasizes that open school climate pretty much favors the promotion of positive outcomes in students' academic performance by contributing in turn to a good mental and spiritual health as well as to job satisfaction of teachers and principals.

2. The controlled school climate is impersonal and highly task-oriented that highly emphasizes achievement of organizational goals with little attention to consideration and satisfaction of individuals' personal and social needs. The group's behavior is directed primarily toward, task accomplishment, while relatively little attention given to behavior-oriented outcomes. This climate lacks openness or "authenticity" of behavior because the group is disproportionately preoccupied with task achievement. Principals dominate all school activities.

According to Halpin (1966) and Silver (1983) the principals usually keeps his distance from the teachers, students and parents in order to avoid any degree of familiarity. Parents are not encouraged to visit the school and see teachers about their children's problems.

The main characteristic of the controlled climate is more and more in the way of work. Although in this case the principal is far from being the model of dedication, importance is bestowed upon the accomplishment of tasks and little time is devoted to social life. Yet, teachers appear to be entirely devoted to their work and spend considerable chunks of time on fulfilling them. Hence, in most cases there is little time available to allow for interaction between each other. Students are also heavily engaged with the tasks and are given little time to give over to the extracurricular activities.

3. An autonomous school climate is the one in which leadership acts emerge primarily from the group. In this type of climate, the leader exerts little control over the group members, high spirit

results primarily from social needs satisfaction and satisfaction from task achievement is also present but to a lesser degree.

According to Halpin (1966) is a type of climate that provides an atmosphere where teachers have a considerable degree of freedom to conduct their work in school and fulfill their social needs as they wish act. The leader epitomizes the model of enthusiasm and zeal. Spirit and intimacy are relatively high and there is less production emphasis from principals. There are no external threats or influence. As they tend to possess complete freedom, teachers have a strong desire to teach and students are motivated to learn. There is a close relationship between the managers, teachers, students and parents.

4. Paternal climate is characterized best as one in which the principal constrains the emergence of leadership acts from the teachers and attempts to solely initiate all leadership himself. The leadership skills within the group are not used to supplement the principal's own ability to initiate leadership acts. Accordingly, some leadership acts are not even attempted. In short, little satisfaction is obtained in respect to either achievement or social needs; hence esprit among the members is low. Teachers work in isolation and essentially try to compete with one another and each has confidence in himself/herself. Bickering and frictions are the order of the day, there is no trust, and the use of grapevine communication is valued.

Paternal climate is described by Costley and Todd (1987), is a type of atmosphere in which the school principal is a hard-working person but falls short of having any effects on the staff; to them the label 'hardworking' is not such a familiar word. There is a degree of approachability between the leaders and teachers but expectations of teachers tend to be quite impractical. The school principal is full of life and lively but the management style tends to lean on the autocratic side. As a result, the majority of the teachers, students and parents prefer to keep their cautious distance from the leader. More often than not, students can have a hard time expressing their concerns and difficulties while the parents come to school only, they feel it absolutely necessary, for example, like when teachers require that they come.

5. A familiar school climate is characterized by high degree of consideration and intimacy with little emphasis on production. A congenial and friendly atmosphere exists between principals and

teachers. Social needs satisfaction is high while little is done to control or direct the groups' activities towards goal achievement.

According to Silver (1983) the familiar school climate is described as a sort of "laissez-faire" atmosphere. The principal is pretty much interested in maintaining a social atmosphere that favors the fulfillment of any particular task. Thus, a significant number of teachers are not committed to their main task. Some of them do not take a liking to the way how a principal lead but others do not necessarily share the same opinion with their colleagues or with the principal. As a result, those that are not really dedicated, make up a particular group since they exhibit the same type of behavior. Most of the students do not take their learning process seriously and some others do cook up all sorts of vain and hollow excuses to be out of school or to be absent from it. Most parents are not involved in their children's education and they are clueless as to what their children are up to at school. They think that it is not necessary for them to attend meetings that are meant for parents. According to Halpin (1966) in this type of familiar climate between the principal and the teachers a scant attention is paid to the overall performance of the school.

The familiar climate is highly personal but under control. The members of this organization satisfy their social needs but pay relatively little attention to task accomplishment. Accordingly, esprit is not extremely high because the group members secure little satisfaction from task achievement. Hence, much of the behavior within this climate can be construed as "inauthentic."

6. The closed climate is characterized by a high degree of apathy on the part of all members of the organization. The organization is not moving and esprit is low because the group members secure neither social needs satisfaction nor the satisfaction that comes from task achievement. The members' behavior can be construed in authentic and indeed the organization seems to be stagnant.

The key characteristics of a closed climate as identified by Halpin (1966), is primarily concerned with the lack of productivity and commitment particularly on the part of both the principal and teachers. The principal is inattentive, not supportive and not on hand to give emphasis on fulfillment of duties but engaged in routine activities or an unnecessary paperwork that teachers

respond to with a minimum degree. As a result, most of the teachers tend to be frustrated and ineffective.

According to Hoy and Sabo (1998), there is a lack of respect on the part of the principals as well as on teachers towards the school management, towards each other or even to the students. Under such an atmosphere, it would be contrary to expect students to have any good academic achievement or to show any positive attitudes towards school and to one another simply because there is no example set to be followed.

The closed climate is characterized by low esprit, inadequate communication and poor recognition of skilled employees. West (2002) noted that in close climate type, there is no clear job objectives, staff are not aware of performance gaps, and are therefore less attuned to the need to fill the gaps.

Many studies showed that a combination of the open, autonomous, controlled and familiar climate types is vital in producing a positive or balanced organizational climate that facilitates loyalty, commitment and trust (Bolman and Deal, 1991; Cheng, 1994). Spillane (2005) also added that where there is a balanced prevalence of the open, autonomous, controlled and familiar climate types, a conducive organizational climate is created in the school so that teachers would be happier, more cooperative and have improved task performance irrespective of whether they are in private or public schools.

2.1.3. Importance of School Climate for Schools

School climate is how students and staff “feel” about being at school each day. A number of factors influence school climate including the number and quality of student interactions, environmental factors such as the building, classrooms and instructional materials, academic performance, feelings of safety and trust, and students’ and teachers’ perceptions of their environment.

School climate is important in teachers’ motivation (Kerlinger, 1993). Social influence is very important for teachers’ motivation. It is shown by the fact that the teachers spend most of their time with young people and they have opportunity to talk with colleagues.

School climate and motivation of teachers are inseparable so that the climate influences motivational practices. Research on teachers' motivation indicates that the motivational influences to continue to teach are dependent upon a complex array of personal, social, cultural, economic and geographical conditions that dictate the working environment.

A school that exhibits an open climate through both teacher and principal behaviors increases the school's effectiveness through enhanced staff performance, morale, and student achievement levels (Dorathi, 2011; Coda et al., 2015). A balanced positive school climate will impact on the motivation of teachers in a positive way in that it is likely to yield benefits such as harmony between an organization and its members.

The school climate does affect the teachers' commitment to setting out the school vision as to where the school is heading to, reflects upon the characteristics of respect, personal dignity, honesty, fairness and safety. If the school climate fails to mirror this set of characteristics, then integration, maintenance of sustainability, establishment of sense of equality among students with limited intellectual capabilities or not is questioned.

2.1.4. School climate models

Astor and Benbenishy (2018) pointed out school climate theory has been severely limited by a failure to construct conceptual models that identified mechanism by which specific futures of school climate associated with students outcome such as academic achievement. The following are the most common known models of school climate.

- a. **one-dimensional school climate models**:-based on a single scale and single informants
- b. **Authoritative school climate models.**

The authoritative school climate model (ASC) model presents a promising approach to identify key futures of school climate associated with positive student outcome Fan, (2011).The high disciplinary expectation of authoritative school must be distinguished from a zero tolerance approach to school discipline in which students are punished harshly for violence of rules regardless of circumstance and whether the action was intentional or unintentional

c. multiple informant perspective model

When measurement is a matter perception or perspective, the use of ratings from multiple informants is considered best practice as a measure of capture a variety of viewpoints that might add values to assess ratings

2.2 Motivation

2.2.1 Definition of Motivation

Motivation is an elusive concept including both the directing and energizing of behavior. Some scholars define motivation as a concept that involves the processes that energize, direct and sustain behavior. As to Kelly (1974), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. According to Hoy and Miskel(1987), motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In favor of this, Petermode (1991) mentioned motivation is the process of influencing or stimulating a person to take action that will accomplish the desired goals.

Some others viewed that beyond energizing and directing, it is the person's active participation and commitment to achieve the prescribed results. Robbins (1998), defined motivation is the willingness to exert high levels of effort toward organizational goals. And as to Dessler (2001), motivation is the intensity of a person's desire to engage in some activity.

In general, Motivation deal with what starts and energizes human behavior, how those forces are directed and sustained as well as the resulting performance they bring about. In line with this, it is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task.

2.2.2 Types of Motivation

As it is described by (Owens, 2004), motivation is the force that cause people to behave as they do and it could be of different types in that it may be related to money, values, pleasures or

rewards. Based on such various concerns, scholars put six types of motivations: financial, non-financial, intrinsic, extrinsic, positive and negative motivations.

1. Intrinsic Motivation refers to motivation that is animated by personal enjoyment, interest, or pleasure which provides satisfaction at performance of work. As to Sarkar (2000), intrinsic motivation is more of non- financial motivations that are associated with values. The non-financial motivation is associated with appreciation, praise, job rotation, delegation of authority, responsibility, participation, recognitions and power (Deci.et.al & R. Ryan, 2005).

2. Extrinsic Motivation is external motivators manipulated by reinforcement contingencies (Guay.et.al, 2010) and is available only after completion of jobs. Typically, extrinsic motivation is directly or indirectly associated with financial values and is affected by the provision of rewards in form of pay promotion, retirement benefit, bonus, vacation pay, health wages and health insurance Lussier (2005).

Motivations could have positive or negative effects. Positive Motivation is related to social activity and satisfaction and to the frequency of pleasant events (Watson et.al 1988). While positively motivated, individuals are able to regulate their perfectionism or high achievement. Negative Motivation is a mixture of anxiety and depression symptoms (Frost and Di Bartolo, 2002). It is associated with failure, frequent unpleasant events, self-reported stress, poor coping, and health complaints (Watson et al., 1988).

2.2.3 Theories of Motivation

People have different individual needs at different times which motivate their action at work. Several factors are believed to influence a person's desire to perform work or behave in a certain way. There are many different theories that try and help explain the why and how of motivation.

Theories of motivation, according to Lussier (2005), are used to explain the behavior (need based or content theory) and attitude of employee (process theory). Motivation theories explain people are motivated to fulfill their own needs.

2.2.3.1. The Need Based (Content) Theories

The need-based theories explained the desires to work that motivation is primarily a phenomenon that occurs intrinsically or within an individual. The two widely recognized need-based theorists and their theories are Maslow's hierarchy of needs and Herzberg's two factor theory.

2.2.3.2. The hierarchy of needs theory

Abraham Maslow's (1943, 1970) need based theory of motivation is a pyramid of needs that contains physiological, security, affiliation, esteem and self-actualization needs. Every person starts at the bottom of the pyramid and works to achieve the goals of the next layer working to the top sector. One is not able to move on to the next level of the pyramid until the needs of the first level are met. Once they move to the next level, those needs must be met and if they are not, then it is possible to fall back down the pyramid.

The first level is the physiological needs. These are the basic needs that are to be met in order to survive, including food, water, clothing, sleep, and shelter. The next step is security, which includes safeness of the living environment that results in stability and financial security that could be achieved by creating a retirement package, securing job position, and insurance. The third level is affiliation which is the need to feel a sense of belonging or to be loved. In the workplace, this means to feel as though they are a part of the group and included in the work. The fourth level is explained as esteem which is the view that one has of them. It is a high self-image that encompasses feelings of self-worth, and the need for respect from others. The last and final stage of the hierarchy of needs is self-actualization. In this particular level, the person's talents are being completely utilized.

According to Maslow believes, no one is ever completely self-actualized. People are always striving to be better and use their talents in new ways. This is important to motivation because a person must be motivated to fulfill their needs and strive for the next level until they reach self-actualization. These needs motivate humans to care for themselves and live a rich life. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy

2.2.4. Two factors (Motivation-Hygiene) Theory

Herzberg's (1959) two factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. People are motivated by things like achievement, recognition, meaningful work, responsibility and growth. People are dissatisfied by things like policies and poor working conditions.

One of Herzberg's leading arguments was, "for an employee to be truly motivated, the employee's job has to be fully enriched where the employee has the opportunity for achievement and recognition, stimulation, responsibility, and advancement". Herzberg found that for the employee to be motivated, they must feel personally responsible for the products produced from the job. Herzberg found that for the employee to be motivated, they must feel personally responsible for the products produced from the job. This will have them working harder to achieve their own personal goals, as well as the goals of the organization. The employee also needs to feel like the working that they are doing is meaningful and enriching.

2.2.4.1. Attitude (Process) Theories

Process theories have a common emphasis on the cognitive processes in determining employee level of motivation and need satisfaction. The two common process theories are the equity theory and expectancy theory.

2.2.4.2. Equity theory

Equity theory matches the notions of "a fair day's work for a fair day's pay". It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg. Equity and fairness in the work place has been found to be a major factor in determining employee motivation and job satisfaction. As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort. This social comparison process is driven by our concern for fairness and equity. Research by McKenna (2000) and Sweeney (1990) confirms equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation.

2.2.4.3. Expectancy theory

Expectancy theory is the most comprehensive motivational model that seeks to predictor explains task related effort. The theory suggests that work motivation is determined by two factors: the relationship between effort and performance and the desirability of various work outcomes that are associated with different performance levels. Simply put, the theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973; Vroom, 1964). That is, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward.

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

2.2.4.4. Reinforcement Theory

Reinforcement theory relates to the idea of operant conditioning. They concentrate attention on the link between behavior and consequences. Reinforcement is defined as any effect that that causes behavior to be repeated or inhibited which can be positive or negative (Naylor, 1999). Skinner (1939, 1971) carried out several studies and came up with a conditioning model which proposes that if pleasant consequences follow a behavior, the behavior will tend to continue whereas, if unpleasant consequences follow a behavior, the behavior tends to stop (Luthans & Kreitner, 1985). This theory of motivation suggests that internal states of the mind such as needs are misleading, scientifically immeasurable, and in any case hypothetical.

Therefore, reinforcement theory rests on two underlying assumptions: first, human behavior is determined by the environment, and second, human behavior is subject to observable laws and can be predicted and changed. Hence, the foundation of the reinforcement theory is the 'law of

effect', which states that behavior will be repeated or not depending on whether the consequences are positive or negative (Lewis.et.al, 1995).

2.3. Factors affecting Teachers Motivation

Motivated teachers have a great deal of impact in the teaching learning process. The prosperity and survival of a school is determined through how they treat their teachers. The teaching learning process is determined by the teacher's motivation and attitudes towards the action and would be more effective if teachers are committed, dedicated and motivated.

For more productive work in schools, increasing the motivation of teachers which directly affects the students' achievements is vital. Motivation of teacher is very important in the learning process in that it is likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms. It also promotes teaching and learning excellence of the students and the achievement of the countries educational goal (Terrell H. Bell, 2002).

The motivation of teachers in accomplishing a valuable task in teaching learning process could possibly be leadership style of managers, school environment, socio economic status, rewards/incentives and student's behavior. These factors could mainly be resulted from the type of school climate and school governance or leader ship style.

2.3.1 School Climate

Teachers' motivation relates to a purposive and goal directed behavior, performance and attitudes towards work (Peretomode, 1991). It includes considering factors like the physiological, psychological and environmental differences of individual which constitute to school climate. It embraces all factors in an employee's development to accomplish personal as well as organizational goals. Workable school environment motivates teachers to work with their potential. According to Luthans (1998), people find it easier to come to work if they work in a clean and friendly environment.

School climate efforts also have the potential of increasing job satisfaction and teacher retention, which is a major concern given the high rate of turnover in the field of education (Boe et al., 2008; Kaiser, 2011).School leaders have a number of channels through which they can shape a

school's culture or climate in that they have an influence on the learners' productivity, professional development and leadership practices and traditions (Renchler, 1992).

2.3.2 Leadership

Leadership is a process of social influence in which a person can enlist the aid and support of others in the accomplishment of common task or ultimately about ultimately creating a way for people to contribute to making something extraordinary happen (kouzes&posner, 1995).School leadership and management style are important factors which can either motivate or lower teacher moral and commitment. Ingersoll (2001) found that teachers feel highly motivated when they are consulted about decisions regarding their work. And as to Otube (2004), unfair administrative and supervisory practices tend to undermine teachers moral.

Effective leaders inspire followers to achieve personal or collective mastery of the capacities needed to accomplish "collective aspirations"(Leithwood, 1999). It lets followers to believe themselves be capable of achieving the goals targeted by the school community. In addition to this, leaders need to be conscious in keeping teachers motivated to be on the job. This depends partly on the availability of incentives, involvement in decision making and good teacher management schemes and partly on teachers work load, changes in the education system and a lack of discipline amongst some of the students.

2.4. Building Positive School Climate

2.4.1 Positive School Climate

A positive school climate is often characterized by a strong relationship between students and staff, engagement, assessment and manager ship opportunities for students in a wide range of activities, improved behavioral, academic, and mental health outcomes of students (Thapa.et al, 2012), less student discipline problems (Thapa.et al., 2013),no aggressive and violent behavior (Gregory et al., 2010)and fewer high school suspensions (Lee et al., 2011).These points show that positive school climate is fostered through a shared vision of respect, engagement across the educational system, emphasizing on the collective sense of safety and care for the school's physical environment.

In a number of surveys conducted by Freiberg (1999);Kuperminc, Leadbeater& Blatt (2001) a total of eight factors have been determined in relation to a positive climate in the school which is associated with positive educational and psychological outcomes for the students and school staff: respect, trust, caring, high moral, opportunity for input, academic and social growth, cohesiveness and renewal of school.

The school as a system should focus on the internal structures and processes that are determinant in the efficiency and functioning of a school. These internal structures and processes enhance positive climate include collegiality, cooperation, shared decision-making processes, continuous professional improvement and long-term involvement.

A positive school climate also has benefits for teachers and education support professionals (Bradshaw, Waasdorp et al., 2010). Schools where educators openly communicate with one another, feel supported by their peers and administration, and establish strong student-educator relationships tend to have better student academic and behavioral outcomes (Brown & Medway, 2007).

According to Dietrich and Bailey (1996), establishing a better school climate begins with the school principal who provides leadership in developing and maintaining a climate conducive to learning.

Building a better school climate involves designing suitable cultures, traditions, social relationships and professional developments. A great effort is needed from school leaders to build a workable school climate considering each climatic aspect. Since it involves human beliefs, values and norms that occur within the school, it is not easy to develop a better school climate (Schein, 1985).

The above points lead to arrive at the conclusion that the behavior of headmasters, teachers, students and parents affects school climate and to a certain extent it is the leader who is capable of determining whether the climate will be a positive or negative. Workable school climate is an expression of the ways people operate, the beliefs they adhere to, the assumptions that direct their behavior and the norms that create standards (Block, 1983).Effective schools with better

working environment have a vision of excellence which are characterized by mutual understanding, determination and drive for the teaching learning process.

2.4.2 Improvement and Maintenance of School Climate

To set up a positive climate, the school focuses upon and gets involved in series of initiatives in development of healthy and respectful relationships among members of the school community. These initiatives should focus on parents engagement, character development, leadership development, school safety and healthy, equality and social inclusion, students safety and welcoming school environment which mainly contribute to the open climate.

According to Hoy (1998), an open school climate cannot happen overnight, that should be the outcome of a well-thought out development engineering and implemented between the teachers and school principals. That is also the outcome of robust hiring policies which should be characterized by good instruments of personality.

The National School Climate Council explains that a sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. More specifically, the council believes there are four essential dimensions of focus when exploring positive school climate. Those are Safety (rules and norms, physical safety, social-emotional safety), Relationships (respect for diversity, school engagement, social support and leadership), Teaching and Learning (social, emotional, ethical and civic learning, support for academic learning and support for professional relationships) and Institutional Environment (physical surrounding). Thus assessing the organizational climate of a school provides a constructive guide for improving the school.

According to the researchers Pasi (2001) and Harris and Lowery (2002), the principal, teachers, students and parents have many opportunities available to improve the school climate. Some indicators of intervention are implementation of the main character and mission of education as well as the promotion of basic moral value in the students, involvement and commitment of the school community in its work, prevention of violence and conflicts in school, Peer collaboration, security and safety of staff and students and fairness, respect and equal treatment of students by principal and teachers.

Researchers Freiberg and Stein (1999) compare the maintenance of school climate with the ongoing efforts to preserve the ‘beauty of a garden’. The ongoing efforts embrace motivation, evaluation, development of teachers and teamwork.

Motivation is the role of the school principal who should continuously motivate teachers, students and parents in a constructive fashion to get them deeply involved and committed to their school activities in attaining the goals; moreover, persistently acknowledge and evaluate the work.

Evaluation should be employed to give the teachers a feedback on their performance (Steffy, 1989).

As to Steffy, when feedback is lacking, there is no recognition and when there is no recognition there is no reward which in turn might lead to discouragement and disappointment. The evaluation of the teachers’ performance serves as a vehicle towards improving the teaching process and promoting a positive school climate. In order to be able to maintain a positive climate, the school principal should know and then evaluate the teachers’ performance to boost the effectiveness of the teaching process.

Teacher development is a critical aspect to both the students’ progress and school improvement in view of Harris (2002). Schools should be transformed into learning organizations, the place where students and teachers’ capacities are created and encouraged. Therefore, just as students increase their knowledge continuously, in the same way teachers need to develop their knowledge as well as their professional potential: to develop effectively and efficiently in order to meet the goals of the school.

Team work happens when teachers work together towards the same purpose and use their skills to attain common targets in conception of “two heads are better than one.” According to George (2003), when teachers work in groups, they serve better their students in that working in group possess certain skills to work closely together and achieve a common goal.

2.4.3 Role of Stakeholders to Enhance School Climate

Here stakeholders mainly refer to school leaders, teachers, students, parents and supervisors on behalf of the government. According to MOE (2007,) improving school climate need team work that demands stakeholder's adequate understanding about the task to actively participate in it. The Ministry of Education (MOE) then provides a document that comprises the four domains: teaching and learning, student environment, leadership and management and community involvement associated with set of guiding principles for planning and implementation with achieving high student outcomes being the main target. The guiding principles in planning include: school principal is the leader of school improvement team, students and parents have adequate involvement and knowledge about school climate and its improvement. The implementation guidelines include conducting evaluation, documentation and reporting activities that are connected with the national curriculum evaluation and learning capacity supervising improvement in students. The school principals in the selected sample schools tried to use the document of school improvement program provided by MOE.

The way students, teachers and parents view their school climate is a strong predictor of social, emotional and academic outcomes (Arum, 2003; Bear, 2005; Pianta, 1999). When the school climate is seen as a positive one, there are fewer behavior problems, increased academic achievement, higher self-esteem, and more commitment to school (Arum, 2003; Bear, 2005; Pianta, 1999). In order to achieve a positive school climate, collaboration among stakeholders, best practice techniques, effective evaluations and useful resources are needed. To do so, the principal, the teacher and students need to share their roles.

1. Principal Role: Principals as school administrators are pivotal to defining, promoting and sustaining a positive school climate. Research has shown that the leadership of a school principal directly impacts the climate of the school and in turn, the achievement of its students (Norton, 2002) and the principal's effect on school climate influences the feelings that teachers have about their work (Littrell, Billingsley & Cross, 1994).

2. Teacher Role: Teachers play a critical role in promoting a positive school climate. Investing their time and effort in creating an encouraging environment can be a proactive approach that will result in effective and positive outcomes for all (Lee & Piscatelli, 2011; and NSCC, 2013).

Teachers can promote positive school climate by treating all students equally regardless of ethnicity, gender and disability, by actively motivating students towards high academic achievement, by creating opportunities for students to participate in leadership and decision-making roles, developing supportive relationships with all students so that they feel they are in a connected, safe and trusting environment, by collaborating with staff to address students' behavior and learning and by using strategies that increase social, emotional and civic learning (e.g. conflict resolution, peer mediation, service learning, and cooperative learning).

3. Student Role: Students play a key role in setting the climate of a school being full partners in the development of policies and practices that directly affect them. From Freiberg (1998); NSCC (2013), such participations provide students a real-life opportunity to practice their leadership skills.

Students who feel comfortable at school and well connected to others become a “student voice” or student councils and participate in school climate improvement activities, take part in any school climate assessments (like surveys and interviews) with a positive and candid attitude. In addition, all students can make a conscious effort to be a positive role model for others, be on time and attend school and classes regularly.

2.4.4 Strategies to Enhance School Climate

By focusing on strengthening relationships and fostering self-regulation and autonomy, school leaders should be able to develop an effective school climate. The leaders have to devise strategies to enhance school climate which is primarily building supportive social relationships within students, families and other school personnel that is based on mutual understanding and respect of one another.

On her research, Dr. Vicki Zakrzewski, education director of Berkeley University identified the three main strategies used by school leaders to improve social climate:

1. Assess the current climate: know where to start from in order to know where to go.

2. Create a shared vision: Research suggests that bringing everyone together to create shared vision of the kind of climate they want increases the likelihood that the vision will actually be carried out but starting with personal visions of the principal is recommended.

3. Work together: to carry out the shared vision and make it fun, creating a positive school climate is a non-going process that never really ends but it's a joyful one.

Similarly, according to Betty Tableman (2004), some approaches to change or establish a better school climate are promoting a safe and orderly environment, facilitating interaction and relationships and promoting a positive affective environment.

4. Promoting a Safe and Orderly Environment (Maintain buildings in good physical condition, reward students for appropriate behavior, engage students, staff and parents in planning school safety activities, increase number and accessibility of counselors, social workers, and mentors).

5. Facilitating Interaction and Relationships (Use smaller teacher-student ratios, use team teaching, provide multiple and varied opportunities to participate in extracurricular activities).

6. Promoting a Positive Affective Environment (Use summer school rather than retention in grade for failing students, promote cooperation rather than competition, avoid winners and losers, provide professional development on such issues as cultural and class differences, emotional needs of other children, parental involvement, and bullying and harassment).

2.5. Relationships between school climate and teachers' motivation

2.6 Conceptual Framework.

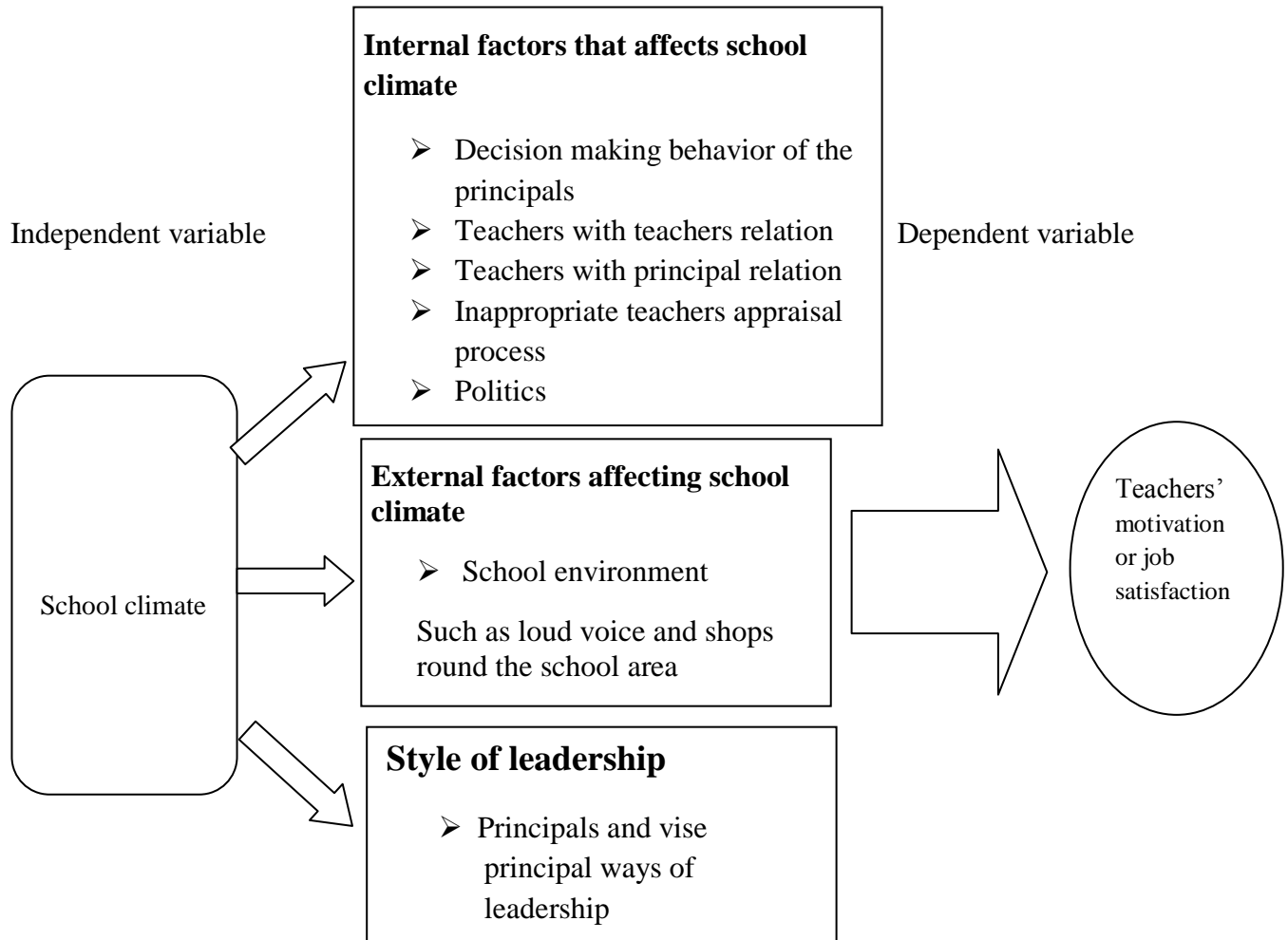


Figure 1 conceptual frame work (Source=Researcher 2020)

Summary

In the above chapter, nature, types, dimension school climate briefly discussed in relation to teacher's motivation and to enhance a positive school climate the roles of teachers, principals and different stakeholders discussed clearly moreover, strategies on enhancing school climate listed one by one. Motivation, types of motivation, motivational theories and leadership also discussed in the above chapter. Moreover, the importance of school climate also discussed and to set up a positive climate, the schools focuses upon and gets involved in series of initiatives in development of healthy and respectful relationships among members of the school community.

These initiatives should focus on parents engagement, character development, leadership development, school safety and healthy, equality and social inclusion, students safety and welcoming school environment which mainly contribute to the open climate.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The main purpose of the study was to assess school climate and describe its implication on teachers' motivation in government secondary schools of Kirkos Sub City, Addis Ababa. In the study, the researcher chose descriptive survey design for its appropriateness to collect the current information. It is concerned with condition or relationships that exist, opinions that are held, processes that are going on and effects that are evident. Kahn (2004). As a descriptive research, the study focused on the results from questionnaire and was supported by data from qualitative tools.

3.2 Sources of Data

3.2.1 Primary Sources

The primary sources of data used in the study were school teachers, principals and supervisors through questionnaire and structured interview for principals and supervisors. The researcher used both closed ended and open-ended questions to get available information.

3.2.2 Secondary Sources

Secondary sources of data were from school documents and reports from their record offices. The documents reviewed were supervisor reports, school annual and quarter reports. And Addis Ababa education bureau annual abstracts

3.3. Sampling and Sampling Techniques

3.3.1 The Population and Sample Size

The population of the study was 92, from these 80 teachers and 12 school leaders and supervisors

3.3.2 Sampling Techniques

To determine the sample size of the study area the researcher used Yamane's formula (1977) (cited in Israel, 1992), with 95 confidence levels. The reason for using formula is, this kind of formula is valid for survey researches which combine large population. Moreover, the population under investigation is homogenous in its socio-economic and geographic context and the formula enables to get manageable sample size.

$$n = \frac{N}{1+N(e)^2} \quad n = \frac{80}{1+80(0.06)^2} = 62$$

Where n=sample size

N=total population

e=acceptable error in social science

Out of 80 secondary school teachers in the sample schools, 62 (77.5%) respondents were selected from the schools by employing stratified random sampling which can be carried on by grouping teachers based on their age, service years, sex and departments using equal ratio.

All the three secondary school supervisors of the Sub City were taken by availability sampling and all of the 9 school leaders (principals and vice principals) were included in the sample. This is because they are so close to the issue of the study in that they are the official authorities as one of the main data sources. All school principals and supervisors selected decisively to carry on an interview so that it was used to compare the responses on the questionnaire with that of the interview.

The sampling and sampling technique of each group of respondents from the sample schools were displayed in Table 1 below.

Table -1 Sampling and sampling techniques of respondents

Sample schools	Teachers			School leaders			Supervisor		
	Total population	Sample	%	Total population	Sample	%	Total population	Sample	%
Shimelis Habte	35	27	37.29	3	3	100	1	1	100
Yetebaberut	20	16	27.12	3	3	100	1	1	100
Gisa (Abyot Kirs)	25	19	35.59	3	3	100	1	1	100
Total	80	62	100	9	9		3	3	
Sampling techniques	Stratified random sampling			Availability sampling			Availability sampling		

3.4 Instruments of Data Collection

The data from the teachers, principals and supervisors were collected using descriptive survey questionnaire adapted from the Organizational Climate Index (OCI) developed by Hoy, Smith and Sweetland (2003) and community school climate self-assessment tool developed by National Center for Community Schools that contain close ended and some open ended questions. In addition, interview was held with the principals and supervisors and document analysis was employed for the study to be held in depth and detail the one that best represent their opinion” whereas open ended questionnaires has to be limited because they are difficult to code and analyze moreover some respondents may have difficulty in expressing themselves in their own words.

Since all respondents were secondary school teachers, school leaders and Supervisors, the questionnaires which had six parts were prepared in English. The first part was used to get background information about respondents; the second part to check if there is a policy and guide line to improve school climate and teachers motivation; the third and fourth part was designed to collect information about the views of teachers regarding school leadership and the main school climate that affect motivation; the fifth part was to see the degree of teachers involvement in improving school climate and the six part was constructed to get data about the problems faced in establishing a better school climate and in teachers’ motivation.

3.4.1 Questionnaire

A questionnaire was developed being the main instrument to seek information and opinions of teachers, school leaders and supervisors about school climate and its implication on teachers' motivation in secondary schools of Kirkos Sub City, Addis Ababa. Kaul (1996) suggested that questionnaire is widely used in educational research to obtain information about certain conditions and practices and to inquire into options and attitudes of individual or group.

The questionnaire developed by the researcher was more of closed ended with limited open-ended question due to the difficulty in processing the responses. Processing close ended questionnaire is easy and in it all likely responses are listed and the respondents simply choose

3.4.2 Interview

In qualitative research, interview is a prominent instrument of data gathering (Creswell, 2009). The interview was conducted as friendly dialogue (conversation) since it creates friendly atmosphere to get the real factor. Participates who are concerned to be interviewed were given the opportunity to see the basic interview schedule prior to the interview in order to have time to consider their responses.

3.4.3. Document Analysis

In order to examine the effect of school culture on teachers' motivation, the researcher reviewed documented information to seek data about the impacts, purposes, methods & challenges regarding school climate and its implication on teachers' motivation.

3.5 Methods and Procedures of Data Analysis

After collecting all the necessary information, the researcher started to interpret and analyze the results of the questionnaire. In doing so, each item of the quantitative data was coded and recorded in Tables in a way to respond the basic questions of the study. The analysis was made using the Statistical Package for Social Sciences (SPSS) Version 22 using descriptive statistics and cross tabulation. Descriptive statistics such as frequency counts, percentage and measures of central tendency (mean and median) were used to reduce, summarize, measure and provide

descriptive information to describe the characteristics of quantitative data obtained from empirical findings.

Likert -type rating scales with the five indicators (very high=5, high = 4, moderate =3, low =2 and very low =1) and the responses of the respondents were rated based on this scale. The interpretation of this most popular and reliable measurement scales were done by quantifying values of variables numerically using mean interval scale. The interval scale is a scale of measurement of data according to which the differences between values can be quantified in absolute but not relative terms which any zero is merely arbitrary.

The range in measuring each variable was calculated by breaking the values of the rating scale (1 to 5) as $(5-1)/5$. Then the interval between each scale level became 0.8 and the descriptive interpretation of mean score with median value is indicated in Table 2 below.

Table 2: Interval scale and its agreement

Mean scale	Median value	Agreement	Summarized agreement
4.20-5.00	5	Very high	High 3.40-4.19
3.40-4.19	4	High	
2.60-3.39	3	Medium	Medium =2.60-3.39
1.80-2.59	2	Low	Low =1.8-2.59
1.00-1.79	1	Very low	

(Source; -Temesgen, 2018)

Moreover, the qualitative data gathered from school leaders, teachers, and supervisors through open ended questionnaire, interview and document analysis were presented qualitatively by reviewing the written notes during interview, audio records and interpretations reflected on the basic interview questions. The data collected by interview was analyzed and interpreted by triangulating with the information obtained through questionnaire and the results were summarized, discussed, concluded and recommended.

3.6 Ethical Considerations

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

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

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

CHAPTER FOUR

4. DATA PRESENTATION , ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of data collected from 3 School leaders (3 secondary school principals, 6 Secondary school vice principals), 62 teachers, 3 Sub City education office supervisors.

The necessary data for this study were obtained through close and open-ended rating scale questionnaires, interview and documents. Both primary and secondary sources of data were used to answer the basic questions. 46 are close ended rating scale and some open-ended questions were distributed for 74 respondents but 5 of the papers were not filled properly. All closed ended items were properly responded and collected but some open-ended questionnaires were returned without the specific answer. Moreover, in order to answer the basic questions, the data collected from respondents through questionnaire were organized in tabular form and interpreted using mean value, median and percentage by using SPSS. Finally, the analysis was done based on the responses of the sample respondents to the questions and interview results as well as documents.

4.1 Characteristics of Respondents

Demographic variables of the respondents were extracted by asking questions on gender, age, education level and work experience in years. The respondents' demographic information was summarized and displayed in Table 3 below.

Table-3: Personal Information

Demographic variable		Teachers		School leaders		Supervisors		Total sum	
		F	%	F	%	F	%	F	%
Sex	M	45	78.9	9	100	2	66.7	56	81.2
	F	12	21.1	-	-	1	33.3	13	18.8
Age	<25	4	7.0	-	-	-	-	4	5.8
	26-35	47	82.5	6	66.7	-	-	53	76.8
	36-45	5	8.8	2	22.2	2	66.7	9	13.0
	≥ 46	1	1.7	1	11.1	1	33.3	3	4.3
Education level	Diploma	-		-		-	-	-	-
	Degree	54	94.5	4	44.4	2	66.7	60	87.0
	Masters	3	5.3	5	55.6	1	33.3	9	13.0
Work experience	1-3	6	10.5	-	-	-	-	6	8.7
	4-6	17	29.8	-	-	-	-	17	24.6
	7-9	19	33.3	4	44.4	-	-	23	33.3
	≥ 10	15	26.3	5	55.6	3	100	23	33.3

From the data in Table 3 above, the total number of respondents including teachers, school leaders and supervisors were 69 of which 81.2% of them were males and 18.8% were females. This showed that the teaching profession in secondary school level is dominated by males. In relation to the ages, most of the respondents 53 (76.8%) were of age between 26-35 years and very small number four of the respondents were aged below 25 years; nine of them were between 36-45 years and three of them were above 45 years old. In terms of the educational level, most of the respondents 60 (87.0%) were bachelor's degree holders and the rest nine were at Masters Level. Regarding the work experience, only six of the total respondents had 1-3-year service, 17 (24.6%) of them had 4- 6years experience, 23 (33.3%) had 7- 9 years' experience and 23 (33.3%) had 10 years and above experience.

Since a total of 62 (89.8%) were between the ages of 26-45 years of age and had above 4 years work experience, these group of respondents played significant role for the study in terms providing proper responses that contributed a lot in determining the motivation factors in school.

4.2 Policy and Guidelines to improve School Climate and Motivate Teachers

The respondents in the sample schools were asked some questions about policies and guidelines to improve the climate of the school and to motivate teachers. The responses of the teachers, the principals and the supervisors were summarized in Table 4 below.

Table 4: Schools policy and Guidelines related to school Climate and Motivation

No	Item	Measure	Rating scale			Mean	SD
			L	M	H		
1	There is a policy and guide line to improve climate of the school	F	14	26	29	3.25	1.12
		%	20.2	37.7	42		
2	There is a policy and guide line to motivate teachers	F	26	21	22	2.80	1.09
		%	37.7	30.4	31.9		
3	How is the involvement of stake holders	F	34	22	13	2.49	1.02
		%	49.28	31.88	18.8		
4	The extent the policy and guide line is practicable	F	20	34	15	2.90	0.82
		%	28.9	49	21.7		

(Level of Agreement: VH + H = High (3.40-4.19), M = Medium (2.60-3.39) and L + VL= Low (1.80-2.59)

As illustrated from Table4 above, respondents were asked about the policy and guidelines to improve school climate and to motivate teachers. For item 1, whether there is policy and guidelines to improve climate of the school, 29 (42.0%) were at high level of agreement, 14(20.2%) respond low and 26 (37.7%) were medium. The mean value of the respondents was 3.25 and the median of the values was 3 which show medium level of agreement. Based on these values, it could be possible to conclude that there is policy and guidelines to improve the school climate but about 26(37.7%) of the respondents somewhat rated moderately.

For item 2 of Table 4, concerning the policy and guidelines to motivate teachers, 22(31.9%) were at high level of agreement, 26(37.7%) respond low and 21 (30.4%) were medium. The mean value of the respondents was 2.8 and the median of the values was 3 which show about medium level of agreement. Based on these values it could be possible to conclude that respondents had a moderate idea on the policy and guidelines to motivate teachers.

In item 3 of Table 4, it could be seen that 34(49.28%) of the respondents believed that there was low involvement of stake holders in producing policy and guidelines and only 11(15.9%) said stakeholders were involved. For this item, 22 (31.88%) were moderate. The mean value of the respondents was 2.49 and the median of the values was 2 which are low. The percentage values also favored that stakeholder's involvement were low. Based on this, it could be concluded that stakeholders were not involved in preparing the policy and guidelines to improve school climate and to motivate teachers.

Regarding item 4 of Table 4 which was about the extent of practicability of the policy and guidelines, 20(28.9%) of the respondents said the practicability is low, 15(21.7%) said high and 34 (49.3%) were undecided. The mean value of the respondents was 2.9 and the median of the values was 3 but the percentage values showed that about half of the respondents didn't decide whether the policy and guide lines were practicable or not. This led the researcher to conclude that the policy and guide lines to improve school climate and to motivate teachers were not properly responded.

One of the school's principal during the interview session said (P1) *"policy and guidelines to improve school climate and to motivate teachers were usually developed by government experts and higher officers of the education bureau."*(May 21/2020). The school supervisors argued that the school principals were responsible in creating awareness to teachers on the policy and guidelines to improve school climate and to motivate teachers.

In general, the researcher reviewed the policy documents and manuals in the schools and checked that the school leaders were trying to use the policy and guidelines but they missed the stakeholders' involvement in the process. More particularly the teachers in the schools were not confident on the practicability of the policy due to their doubt on fairness of the leaders.

In general, the standard deviation regarding the policy issue in the process of improving school climate, motivation of teachers, involving stakeholders show that in a moderate level. As a result, the written policy and guidelines were not able to bring the intended change to improve the school climate.

4.3 Views of Teachers on School Leadership

Table 5: The Attitude of Teachers on School Leaders

No	Item	Measure	Rating scale			Mean	SD
			L	M	H		
1	School leaders create conducive social environment that promote effective teachers development	F	24	24	21	2.97	1.06
		%	34.7	34.8	30.4		
2	School leaders give orientation to new teachers on their work	F	17	16	36	3.43	1.07
		%	24.6	23.2	52.2		
3	School leaders are open, trusted and committed to their work	F	17	25	27	3.19	1.03
		%	24.6	36.2	39.12		
4	School leaders encourage team work and participation in various activities	F	16	26	27	3.13	1.12
		%	24.2	37.7	39.1		
5	The opportunity school leaders made for teachers to get incentives, rewards and trainings	F	27	25	17	2.75	1.05
		%	39.1	36.2	24.6		
6	The extent vice principals follow teaching learning process, evaluation and giving feedback to teachers	F	17	22	30	3.23	1.06
		%	24.6	31.9	43.5		

(Level of Agreement: VH + H = High (3.40-4.19), M = Medium (2.60-3.39) and L + VL= Low (1.80-2.59)

As can be seen in Table5 above, the views of respondents about school leadership which consider the behavior, commitment and support of the leaders were assessed. For item 1of Table 5: the school leaders' commitment to create conducive social environment, 24(34.8%) of the respondents rated it low, 21(30.4%) respond high and 24 (34.8%) were undecided. The mean

value of the respondents was 2.97 and the median of the values was 3 which is moderate level of agreement. Based on these values it could be concluded that the school leaders' commitment was moderate in creating a conducive social environment.

For item 2 of Table 5; school leaders support in giving orientation to new teachers, 17(24.6%) rated the school leaders as low, 36(52.2%) said high and 16 (23.2%) were at medium level of agreement. The mean value of the respondents was 3.43 and the median of the values was 4 which is high. From the values of percentages as well as the mean and median, it can be concluded that respondents were at high level of agreement on school leaders in giving orientation of their work to new teachers.

In item 3 of Table 5, it could be seen that 17(24.6%) of the respondents said that school leaders were not open, trusted and committed to their work. But 27(39.1%) of the respondents rated them high and 25(36.2%) were at medium level. The mean value of the respondents was 3.19 and the median of the values was 3. Based on this, it could be concluded that the degree of openness, trust and commitment of school leaders was somewhat medium.

Item 4 of Table 5 was about the role of school leaders in encouraging teachers to work in team and participate in various activities. For this item 16(23.2%) of the respondents were at low level of agreement, 27(39.1%) said high and 26 (37.7%) rated medium. The mean value of the respondents was 3.13 and the median of the values was 3. This led the researcher to conclude that school leaders encourage team work and participation in various activities at medium level. This implies that regarding encouragement of team work and involving teachers in various activities need improvements.

For item 5 of Table 5 which was about the opportunity school leaders made for teachers to get incentives, rewards and trainings, 27(39.1%) of the respondents said no opportunity was made for them. 17(24.6%) highly agreed on this aspect and 25 (36.2%) were at medium level.

The mean value of the respondents was 2.75 and the median of the values was 3. From the percentage values, it could be clearly seen that favorable opportunity were not made to teachers in that only 17(24.6%) respondents rated high. In general, the opportunities created by school leaders were more or less at medium level.

Regarding item 6 of Table 5 which was about the extent of follow up, evaluation and feedback on teaching learning process made by vice principals, 17(24.6%) of the respondents said these activities were achieved at low level, 30(43.5%) said high and 22(31.9%) rated the activities as medium. The mean value of the respondents was 3.23 and the median of the values was 3. From these values, it could be concluded that the vice principals performed the task of following up, evaluating and giving feedback on the teaching learning process at medium level.

During the interview, one of the school principals of the government school said that he tried to be friendly with teachers in order to establish good relationship among teachers and administrators. At the interview session, the researcher noted that school leaders of the private school were doing their job more of under the shade of the owners. One of the supervisors (S3) explained that "*a serious of trainings was given to school leaders to increase the capability of their leadership performance.*"(May22, 2020).From the records in the Sub city, the researcher checked that trainings were given to school leaders on leader ship and on how to create a development army.

4.4 The Major School Climate Factors Affecting Teachers' Motivation

Table 6: Social Relationship as School Climate Factor

No	Item	measure	Rating scale			Mean	SD
			L	M	H		
1	The approach of school leaders with teachers, supervisors and Sub City heads	F	19	22	28	3.12	1.11
		%	27.5	31.9	40.6		
2	Extent of active communication and cooperation developed in the school	F	17	29	23	3.13	1.11
		%	24.6	42.0	33.3		
3	Integration of school supervisor with teachers that result in professional development	F	10	33	26	3.32	0.95
		%	14.5	47.8	37.7		
4	The extent school society respect for diversity between teachers and admin staff	F	17	23	29	3.22	0.95
		%	24.6	33.3	42.0		
5	The extent teachers share knowledge and work collaborate toward success	F	9	28	32	3.46	0.87
		%	13	40.6	46.3		
6	There are traditional rituals and celebrations on holidays and special events	F	17	24	28	3.09	1.09
		%	24.6	34.8	40.6		

(Level of Agreement: VH + H = High (3.40-4.19), M = Medium (2.60-3.39) and L + VL= Low (1.80-2.59))

Table 6 above presented the responses of the total respondents about social relationship as a climatic factor that affect teachers' motivation. For item 1 of Table 6 which is the approach of school leaders with teachers, supervisors and Sub City heads, 19(27.5%) of the respondents said the leaders had low approach with teachers, supervisors and Sub City heads. For this item, 28(40.6%) rated high approach and 22(31.9%) were moderate. The mean value of the respondents was 3.12 and the median of the values was 3 which show medium level of agreement. Though 28(40.6%) respondents rated high, the average value and the median of the data led to conclude that the school leaders' approach with teachers, supervisors and Sub City heads were at moderate level.

From the numerical values in item 2 of Table 6, it could be said that the extent of active communication and cooperation developed in the school with in teachers, parents and school community was medium in that 17(24.6%) rated the extent of active cooperation and communication as low, 23(33.3%) said high and 29 (42.0%) rated it medium. Moreover, the mean value of the respondents was 3.13 and the median of the values was 3.

For item 3 of Table 6, it could be seen that 10(14.5%) of the respondents rated the integration of school supervisor with teachers which could result in professional development as low but 26(37.7%) of the respondents rated it high and 33(47.8%) were at medium level. The mean value of the respondents was 3.32 and the median of the values was 3. Based on this, it could be said that the level of integration of school supervisor with teachers was medium.

Item 4 of Table 6 was about the extent that school society respect diversity between teachers, administrator and staff. For this item, 17(24.6%) of the respondents said diversity was not respected by the school society but 29(42.0%) said high and 23(33.3%) rated medium. The mean value of the respondents for this item was 3.22 and the median of the values was 3. From the percentages, relatively a greater number of respondents 29(42.0%) believed that the school society had respect for diversity but the average values of responses of the total respondents showed that the extent school society respect for diversity between teachers, administrator and staff was medium.

For item 5 of Table 6, only nine of the respondents said the extent at which teachers shared knowledge and work collaborate toward success and student's achievement was low. But relatively a great number of respondents, 32(46.3%) argued that the extent of teacher's engagement in sharing knowledge and collaborate work toward success and achievement of students was high and 28 (40.6%) said it is moderate. The mean value of the respondents was 3.46 and the median of the values was 4. From the values in the discussion of this item, it could be concluded that teachers shared knowledge and work collaborate toward success and student's achievement at a relatively higher level.

Regarding item 6 of Table 6 which focused on whether there is a rich and healthy traditional rituals and celebrations on holidays and special events or not, 17(24.6%) of the respondents said

that it is at low level but 28(40.5%) said high and 24(34.8%) rated such activities as medium. The mean value of the respondents for this item was 3.09 and the median of the values was 3. From these values, it could be concluded that rich and healthy traditional rituals and celebrations on holidays and special events were held at moderate level.

A study by Rahel Ayalew, (2019 p.31) about Motivation of teachers Showed that the level of motivation 30.6% percent of the respondents agree.

21.2% Percent respondents are neutral, 18.2% percent respondents strongly agree, 12.9% percent disagree and 12.9% percent strongly disagree.

Another study by Desta Mersha (2019) found that, the overall school climate index and the subscales (collegial leadership, teacher professionalism, academic press and community engagement) of the two schools is less than 4 (which is quite a bit); that implies the two schools had poor school climate and is not conducive for the teaching learning process.

During the interview, the school principals argued that the welcoming and farewell programs, the nations and nationalities day and the Flag Day celebrations are sort of rich and healthy traditional rituals and celebrations. The researcher had seen photographs which were taken on these days.

Table 7: Safety as School Climate Factor

No	Item	Measure	Rating scale			Mean	SD
			L	M	H		
1	The extent the school provides facilities and materials to teachers	F	39	25	5	2.17	1.02
		%	56.5	36.2	7.2		
2	Applicability and acceptance of school rules and regulations fairly	F	11	27	31	3.36	0.93
		%	15.9	39.1	44.9		
3	The extent school plan is participatory for teachers to decide	F	22	30	17	2.93	1.00
		%	31.8	43.5	24.6		
4	The school values diversity and is welcoming to all cultures	F	13	24	32	3.41	0.89
		%	18.8	34.8	46.4		
5	Teachers feel that they are contributing to success of the school and are trusted by leaders	F	15	28	26	3.22	1.01
		%	21.7	40.6	37.6		
6	Interactions between teachers and leaders are caring, responsive and respectful	F	11	25	33	3.36	0.93
		%	15.9	36.2	47.9		

(Level of Agreement: VH + H = High (3.40-4.19), M = Medium (2.60-3.39) and L + VL= Low (1.80-2.59)

The above Table, Table 7 demonstrates several aspects of safety as a climatic factor that affect motivation of teachers. Item 1 of Table 7 pointed out the extent the school provides facilities (like furniture, internet, DSTV, sport fields, bath room and recreation areas) and materials (like soap, tissue paper and bags). For this item, the majority of respondents 39(56.5%) confirmed that the school didn't provide facilities and materials at all, only five of the respondents rated it high and 25(36.2%) were at medium level to this item. The mean value of the respondents was 2.17 and the median of the values was 2 which show low level of agreement. From such numerical data, it could be possible to conclude that the extent at which schools provide facilities and materials was low.

For item 2 of Table7, concerning the applicability and acceptance of school rules and regulations, 11(15.9%) rated low, 31(44.9%) responded that the fairness of school rules and regulations was at high level and 27 (39.1%) said it is medium. The mean value of the respondents was 3.36 and the median of the values was 3 which show about medium level of agreement. Based on the values, it could be concluded that the fairness of the applicability and acceptance of school rules and regulations was medium.

In item 3 of Table 7, it could be seen that 22(31.8%) of the respondents believed that teachers were not participated in decision of school plan. 17(24.6%) said there was participation of teachers and 30(43.5%) were in between. The mean value of the respondents was 2.93 and tat of the median was 3. The numerical value showed that many respondents were at moderate level in relation to the extent of teachers' participation in school plan.

Regarding item 4 of Table 7 which was about whether the school values diversity and was welcoming to all cultures, 13(18.8%) of the respondents said the school was not welcoming to all cultures and didn't value diversity. But 32(46.4%) said the school values diversity and is welcoming to all cultures at a higher level and 24 (34.8%) responded medium level. The mean value of the respondents for this item was 3.41 which is slightly above the boundary medium level and the median became 4. This led the researcher to conclude that the school values diversity and is welcoming to all cultures almost at high level.

For item 5 of Table 7, 15(21.7%) of the respondents said teachers don't feel that they were contributing to the success of the school and were trusted by the school leaders and students. Of the respondents 26(37.6%) of them highly agreed that teachers feel that they were contributing to the success of the school and were trusted and the rest 28 (40.6%) rated it as medium. The mean value of the respondents was 3.22 and the median of the values was 3. The numerical data favored the medium level of teachers' contribution to the success of the school and trust by the school leaders and students

Item 6 of Table 7 treated if the interactions between teachers and leaders were caring, supportive and respectful or not. For this item 11(15.9%) of the respondents said the interactions were at low level and 33(47.8%) said the interactions were highly caring, supportive and respectful whereas 25(36.2%) rated the interactions as medium. The mean value for this item was 3.36 and the median 3. Though 33(47.8%) of the respondents rated high, the numerical average value put this item as medium.

The same study by Rahel Ayalew, (2019 p.32) about safety of school environment for teachers showed the level of safety 51.2% percent of the respondents strongly agree, 27.6% percent respondents agree, 7.6%percent respondents are neutral, 8.8% percent disagree and 4.8% percent respondents strongly disagree. This implies that the safety of school environment is found at high level.

The same study by Rahel Ayalew, (2019 p.32) about safety of school environment for teachers showed the level of safety 51.2% percent of the respondents are strongly agree, 27.6% percent respondents are agree, 7.6% percent respondents are neutral, some respondents are 8.8% percent are disagree and few 4.8% percent respondents are strong disagree. This implies that the safety of school environment is found at high level.

Table 8: Teaching and Learning (Cognitive) as School Climate Factor

No	Item	Measure	Rating scale			Mean	SD
			L	M	H		
1	The extent teachers become initiated to conduct research that can solve problems	F	35	30	4	2.30	0.91
		%	50.7	43.5	5.8		
2	The extent of ongoing professional development provided for teachers	F	19	33	17	2.94	1.14
		%	27.5	47.8	24.6		
3	Progress and achievement are regularly monitored, assessed and shared with families	F	10	39	20	3.14	1.11
		%	14.4	56.5	28.9		
4	Results of assessment are used to evaluate and redesign teaching procedures and content	F	16	34	19	3.09	1.09
		%	23.2	49.3	27.5		
5	Emphasis is given to all type of intelligence and competence of students	F	11	31	27	3.26	1.10
		%	15.9	44.9	39.1		
6	Teachers are engaged in decision making on issues related to the teaching learning process	F	14	27	28	3.26	1.27
		%	20.2	39.1	40.5		
7	The extent teachers demonstrate skills and knowledge to engage and motivate students	F	14	26	29	3.32	1.14
		%	20.3	37.7	42.0		

(Level of Agreement: VH + H = High (3.40-4.19), M = Medium (2.60-3.39) and L + VL= Low (1.80-2.59)

In Table 8 above, one aspect of climatic factor, teaching and learning (cognitive) was assessed and presented. For item 1 of Table 8, 35(50.7%) of the respondents said teachers were not initiated to conduct research that can solve school related problems. Only four respondents that teachers were highly initiated and 30(43.5%) rated the initiation as moderate. The mean value of the respondents for this item was 2.30 and the median of the values was 2 which was at low level of agreement. Based on these values it could be concluded that the extent teachers become initiated to conduct research was low.

For item 2 of Table 8, 19(27.5%) respondents said the extent of ongoing professional development provided for teachers was low, 17(24.6%) of them rated it high and 33 (47.8%)

were at medium level of agreement. The mean value of the respondents was 2.94 and the median of the values was 3. From the values given, it can be concluded that the extent of ongoing professional development provided for teachers was medium.

In item 3 of Table 8 whether progress and achievement were regularly monitored, assessed and shared with families and partners or not, it could be seen that 10(14.4%) of the respondents rated it as low. But 20(28.9%) of the respondents rated it high and the majority 39(56.5%) of them were at medium level agreement. The mean value of the respondents was 3.14 and the median of the values was 3. Based on this, it could be concluded that the degree of monitoring, assessment and sharing of progress and achievement was at medium level.

Item 4 of Table 8 was whether or not the results of assessment were used to evaluate and redesign teaching procedures and content. For this item, 16(23.2%) of the respondents argued the extent results of assessment were used to evaluate and redesign the teaching process was low. 19(27.5%) rated the item as high and 34 (49.3%) said it was medium. The mean value of the respondents was 3.09 and the median was 3. Relatively great number of respondents, 34 (49.3%) as well as the mean and median values were enough to conclude that the usage of results of assessment to evaluate and redesign teaching procedures and content was medium.

For item 5 of Table 8, only 11(15.9%) responded that the level of encouragement to succeed and the emphasis given to each type of intelligence and competence was low. But 27(39.1%) of the respondents said students were highly encouraged to succeed and the teachers gave high emphasis on the intelligence and competence of the students. 31(44.9%) of the respondents were at medium level. The mean value of the respondents was 3.26 and the median of the values was 3. From the numerical values, it could be clearly seen that students were encouraged and got emphasis to their intelligence and competence at medium level.

Regarding item 6 of Table 8, teachers' engagement in decision making on issues related to teaching learning process was rated low by 14(20.2%) respondents. Relatively greater number, 28(40.5%) said there were high engagement of teachers in decision making on issues related to teaching learning process and 27(39.1%) rated the engagement as medium. The mean value of the respondents was 3.26 and the median of the values was 3. The average of these values

showed that the engagement of teachers on decision making on teaching learning issues were at medium level.

Regarding item 7 of Table 8, 14(20.3%) of the respondents said the extent to which teachers demonstrate skills and knowledge to engage and motivate students was at low level; 29(42.0%) rated it high and 26(37.7%) rated it as medium. The mean value of the respondents was 3.32 and the median of the values was 3. Despite 29(42.0%) respondents rated the extent at which teachers demonstrate skills and knowledge to engage and motivate students to participate in learning high, the percentage at medium level of rating together with the low rating draw the average value (mean) skills and knowledge demonstration to be at medium level.

During the interview, one of the principals (P3) said that *“great emphasis is given to creativity and skill demonstration of both students and teachers. (May 23/2020)”* the two supervisors also added *“the issue of creativity and skill demonstration is given priority by the government. Competitions used to be held among the works of individuals that could be followed by rewards.”(May 23/2020).*

While reviewing the documents of the schools, researcher got list of the items which were made in the workshops at the school in addition to the certificates and other prizes the schools had got.

Table 9: Physical Environment as School Climate Factor

No	Item	Measure	Rating scale			Mean	SD
			L	M	H		
1	The building, class rooms, the ground and the toilet are clean and well maintained	F	16	26	27	3.20	1.11
		%	23.2	37.7	39.1		
2	The extent school environment is free from external disturbances	F	11	23	35	3.54	1.10
		%	15.9	33.3	50.7		
3	Class size and student’s teacher ratio are conducive to learning	F	17	22	30	3.20	1.21
		%	25.1	31.9	43.5		
4	Library, IT room and media centers are accessible to every one	F	20	25	24	3.17	1.18
		%	28.9	36.2	34.7		
5	Class rooms and school compound are visible and inviting	F	29	19	21	2.87	0.98
		%	43.1	27.5	30.4		

(Level of Agreement: VH + H = High (3.40-4.19), M = Medium (2.60-3.39) and L + VL= Low (1.80-2.59)

As can be seen in Table 9 above, the ratings of the total respondents about physical environment as a climatic factor that affect teachers' motivation were tabulated. For item 1 of Table 9; whether the building, class rooms, the ground and the toilet are clean and well maintained, 16(23.2%) of the respondents rated this aspect as low whereas 27(39.1%) said the cleanliness and maintenance level was high and the rest 26(37.7%) were at medium level of rating. The mean value of the respondents for this item was 3.20 and the median was 3. From the values of percentages, mean and median of the data, it is possible to conclude that the cleanliness and maintenance level of the building, class rooms, the ground and the toilet were medium.

From the values in item 2 of Table 9, it could be seen that only 11(15.9%) respondents said the extent to which school environment is free from external disturbances and noises is low; 35(50.7%) respondents rated high in regard to which school environment is free from external disturbances and noises and 23 (33.3%) argued it as medium. When we saw the mean value of the respondents, it was 3.54 and the median of the values was 4. These sets of values led to conclude that the extent that school environment is free from external disturbances and noises was high.

For item 3 of Table 9, 17(24.6%) of the respondents said that the class size and student teacher ratio were not as such conducive to learning but 30(43.5%) of the respondents rated it high and 22(31.9%) responded that it was medium. The mean value of the responses to this item was 3.20 and the median of the values was 3. The total average to the class size and student teacher ratio being conducive to learning was found medium.

Item 4 of Table 9 was about the accessibility of the library, IT room and media center to everyone. For this item, 20(28.9%) of the respondents said these centers were not easily accessible by everyone. But 24(34.7%) rated it high and 25(36.2%) of responses were at medium level. The mean value of the respondents for this item was 3.17 and the median of the values was 3. From the values summarized as in the Table, the percentage, the mean and median values, the accessibility level of the library, IT room and media center by everyone was medium.

For item 5 of Table 9, 29(42.0%) of the respondents said the class rooms and school compound were not visible and inviting that they rated low. Of the respondents, 21(30.4%) argued it as high

that the class rooms and school compound were visible and inviting due to students work and print rich displays. 19 (27.5%) respondents said it is moderate. The mean value of the respondents was 2.87 and the median of the values was 3. The values in the discussion of this item, it is possible to conclude that the level at which class rooms and school compound were visible and inviting was medium.

During the interview, some of the school principals explained that the schools allocated budget and tried to make the compound and class rooms became attractive by doing digitally printed banners and painted drawings as teaching aid.

4.5. Teachers' Involvement in Improving School Climate

Table 10: Role of Teachers in Improving Climate

No	Item	Measure	Rating scale			Mean	SD
			L	M	H		
1	Teachers treat students equally regardless of ethnicity, gender and disability	F	4	23	42	3.83	1.07
		%	5.7	33.3	60.9		
2	Teachers create opportunity for students to participate in leadership and decision-making roles	F	7	40	22	3.26	0.81
		%	10.1	58.0	31.8		
3	Teachers collaborate with staff to motivate students toward high academic achievement	F	11	21	37	3.52	0.92
		%	15.9	30.4	53.6		
4	Teachers use strategies to increase social, emotional and civic learning	F	13	33	23	3.22	0.81
		%	18.8	47.8	33.3		
5	Teachers take part in conflict resolution and in planning school activities	F	8	32	29	3.32	0.93
		%	11.5	46.4	42.0		
6	Teachers take self-initiations to make the school compound neat, clean and attractive	F	20	29	20	2.96	1.01
		%	28.0	42.0	29		

(Level of Agreement: VH + H = High (3.40-4.19), M = Medium (2.60-3.39) and L + VL= Low (1.80-2.59)

As illustrated from Table 10 above, respondents were asked to rate the involvement of teachers in improving school climate. For item 1, whether teachers treat students equally regardless of ethnicity, gender and disability or not, very small number which was only four respondents said that teachers' treatments toward students were low. Most of the respondents 42(60.9%) rated high toward teachers' equal treatment on students regardless of ethnicity, gender and disability and the other 23 (33.3%) believed that the treatment of teachers was moderate. The mean value of the respondents for this item was 3.83 and the median of the values was 4. The numerical data clearly confirmed teachers were rated high in their equal treatment of students regardless of ethnicity, gender and disability.

For item 2 of Table 10, concerning the opportunity teachers create for students to participate in leadership and decision making roles; seven of the respondent said that the opportunity created were low, 22(31.8%) responded high and 40 (58.0%) were rated the opportunity teachers create for students to participate in leadership and decision making roles be medium. The mean value of the respondents was 3.26 and the median of the values was 3. The average values indicated that the opportunity teachers create for students to participate in leadership and decision-making roles were at medium level.

In item 3 of Table 10, it could be seen that 11(15.9%) of the respondents believed that there was low collaboration of teachers with staff to motivate students toward high academic achievement as well as to address student behavior. For this item 37(53.6%) of the respondents said that there is high level of teachers' collaboration with staff and 21(30.4%) responded at medium. Since the mean value of the respondents was 3.52 and the median of the values was 4. Based on this, it could be concluded that teachers were at high level of collaboration with staff to motivate students toward high academic achievement as well as to address student behavior.

Regarding item 4 of Table 10, which was about the strategy's teachers used to increase social, emotional and civic learning. For this item, 13(18.8%) of the respondents said the strategies teachers used was at low level, 23(33.3%) said it was high and 33 (47.8%) rated it at medium level. As shown in the Table, the mean value of the respondents was 3.22 and the median of the values was 3. All the values led to conclude that the strategies teachers used to increase social, emotional and civic learning was medium.

For item 5 of Table 10, only eight respondents responded that the level in which teachers take part in conflict resolution and in planning school activities was low. But 29(42.0%) of the respondents said teachers highly involve in conflict resolution and in planning school activities and 32(46.4%) of the respondents were at medium level.

The mean value of the respondents was 3.32 and the median was 3. The average value of the respondents clearly described that teachers were at medium level of involvement in aspects of conflict resolution and planning school activities.

Regarding item 6 of Table 10, teachers' self-initiation to make the school compound neat clean and attractive was rated. Out of the respondents, equal amount 20(28.9%) respondents rated for each low and high level. Relatively greater number, 29(42.0%) rated the self-initiation of teachers as medium. The mean value of the respondents was 2.96 and the median was 3. The average of these values showed that teachers were at medium level of self-initiation to make the school compound neat clean and attractive.

From the documentations at the school, the researcher had seen written documents which are used to select 'best teachers of the year'. As the principal explained to the researcher, such teachers are going to be selected mainly due to their relentless effort in developing students, their cooperativeness and initiation to support the administration.

4.6 Challenges Faced in Establishing a Better School Climate

A better working climate is vital in bringing excellence in that it holds the motivation of teachers but some challenges might arise in establishing a workable environment. The challenges faced in the sample schools as the researcher assessed from the respondents were summarized and presented in the preceding Tables

Table-11 Freedom and involvement of teachers

Item	Measure	Degree of freedom		
		Forced	Control	Independent
1. How was the independence of teachers in their duties?	V	10	40	19
	%	14.5	58.0	27.5
	Degree of involvement			
2. To what level did teachers involve in school leadership?		No participation	Limited	Active involvement
	F	4	52	13
	%	5.8	75.4	18.8

The result in Table item1, 11 showed that 40 (58.0%) of respondents believed that secondary school teachers used to perform their duties under various controls of principals. And 19(27.5%) of respondents said teachers were given freedom on their duties whereas relatively small number of respondents, 10(14.5%) pointed out that teachers work under high authority of the leaders.

From interview responses, *it was found that giving complete freedom to teachers was difficult in that some teachers lack professional behavior.* And one of the supervisors (S1) noted some challenges in this respect as *“though very small in number, teachers seemed careless that they were found leaving the class as they need and some principals were poor in follow up of such unprofessional behaviors.”* (May 21, 2020)

As can be seen in Table 11, item 2 the result showed that teachers had a limited participation on school leadership. Of the total respondents, 52 (75.4%) of them confirmed that secondary school teachers had less involvement on leadership. 13(18.8%) pointed out that teachers were actively involved in school leadership and four of the respondents said teachers had no participation at all.

From interview responses of the supervisor (S2), it was found that *most of the teachers had limited involvement on leadership due to their lack of interest or cooperativeness.* But one of the school principals described about those teachers whom they said were involved in leadership.

Most of the teachers who participated in school leadership were department heads. The other principal (P2) said that “*some teachers need financial motivation to carry on additional responsibilities than their ordinary teaching task.*” (May 22/2020)

Table 12: level and source of motivation

Item	Measure	Level of motivation				
		Highly unmotivated	Unmotivated	Neither	Motivated	Highly motivated
1. How was the average level of motivation of teachers?	F	7	14	18	24	6
	%	10.1	20.2	26.1	34.8	8.7
	Sources of motivation					
	Measure	Rewards	Students' achievement	Peer acceptance	Admin recognition	Community recognition
2. What was the source of internal motivation of teachers?	F	12	42	2	6	7
	%	17.4	60.9	2.9	8.7	10.1
3. What types of motivations were widely applicable in the school?	Types of motivation					
	Rewards	Promotion	Education opportunity	Incentive	Welcoming and farewell programs	
	F	24	10	7	13	15
	%	34.8	14.5	10.14	18.8	21.7

The data in Table 12 item 1 above showed the level teachers motivation as viewed by respondents. Of the total of 69 respondents, 30(43.5%) agreed that teachers were motivated in the work place and 21(30.3%) of the teachers were on the unmotivated side of the scale. The results in the Table also showed that 18(26.1%) of the respondents replied that teachers are neither motivated nor unmotivated. The mean value for the level of motivation of teachers was 3.12 and the median became 3. The result showed that the teachers' motivation in the work place was moderate.

From the data in Table 12 item 2, 42 (60.9%) of the respondents said that the most important source of internal motivation for teachers were students' achievement. 12 (17.4%) of the total respondents pointed that rewards given brought internal motivation for teachers and very few numbers of respondents two of the respondents said that peer acceptance were sources of internal

motivation. On the other hand, six of them said teachers became motivated when they got recognition from school leaders and the rest seven of them community recognition.

Table 12 item 3 above presented the motivation techniques that were widely applicable in the school. Most widely used technique of motivation as viewed by 24 of the respondents that took up about 34.8% was giving rewards in kind and in terms of money. Welcoming and farewell programs got 15 (21.7%) of the respondents and giving incentives took up 13 (18.8%) of the respondents being the technique of motivation practiced in the schools. Of the respondents, 10 (14.5%) agreed that promoting teachers is the widely used technique. The least practiced method as found from the study, seven respondents were provided educational opportunity. Since it is a tool to upgrade the quality and capability of teachers and students more over the teaching learning process, providing educational opportunity should have been used better.

A study journal on school climate and teacher’s performance by Ibarra Maximino V. Villarino (2018) v.23 stated that

The calculated F value of 12.07 was greater than the critical value of 3.84. Based on this result, the null hypothesis was rejected in favor of the alternative. This implies that principals’ leadership style significantly influences teachers’ job performance.

Table 13. Challenges of teachers

Item	Measure	Teachers related challenge					
		Absence	Lack of punctuality	Failure to apply Training	Lack of preparation	Reaching only Top Students	Poor attitude toward students
What kinds of unprofessional behavior were common in the school?	F	15	21	11	11	4	7
	%	21.7	30.4	15.9	15.9	5.8	10.1

Table 13 above showed the commonly observed unprofessional behaviors in the school. Of the total respondents, equal number of respondents 11(15.9%) pointed out for each two teachers related challenges: failure to apply training and lack of preparation. Lack of punctuality were a problem commonly observed on teachers in view of 21 (30.4%) of the respondents and

absenteeism was teachers' unprofessional behavior due to the responses of 15(21.7%) respondents. Seven of the respondents noted that teachers had poor attitude towards students whereas another four of them responded that teachers neglect slow learners and focus only on top students.

From the results found while interviewing supervisors and principles, most of them focused on the problems on lack of punctuality and continuous absenteeism. As to them, these two in turn leads to unprofessional behaviors like lack of preparation which highly affect the teaching learning process in the class. During this time, they neglect passive students and focus on the top ones for the teacher became in rush to meet task completion. Finally, other prominent teachers in addition to low achieving students would be de motivated.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings

The general objective of this study was to assess school climate and investigate its implication on teachers' motivation in secondary schools of Kirkos Sub City, Addis Ababa. To examine the issue, the researcher attempted to answer the following basic questions.

1. How do stake holders involve in producing policy and guidelines to improve school climate and to motivate teachers in secondary schools of Kirkos Sub City, Addis Ababa?
2. What are the views of teachers on main school climatic factors and school leadership affecting motivation in secondary schools of Kirkos Sub City sub city, Addis Ababa?
3. To what level do teachers involve in improving school climate in secondary schools of Kirkos Sub City Addis Ababa?
4. What are the major problems faced in establishing a better school climate in secondary schools of Kirkos Sub City, Addis Ababa?

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

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

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

Views of Teachers on School Leadership

The quality of school leaders to create conducive social environment, to encouraging team work and participation in various activities and the extent of follow up, evaluation and feedback was

not satisfactory and they also lack openness (transparency), trust and commitment. On the other hand, most of the respondents agreed that school leaders support new teachers by giving orientation of their work.

The data obtained from open ended question indicated that school leaders of the private school were doing their job more of under the shade of the owners. In addition to this the documentation in the Sub City education office and interviews with supervisors revealed that a serious of trainings was given to school leaders to increase the capability of their leadership performance.

The Major School Climate Factors Affecting Teachers' Motivation

a. Social Relationship

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

b. Safety

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

c. Teaching Learning (Cognitive)

The level of continuous professional development given to update teachers' knowledge was limited and teachers were not initiated to conduct action researches. Moreover, Teachers' engagement in decision making on teaching learning issues and in demonstration of skills and knowledge motivate students was moderate. The schools' system to monitor, assess and share

progress and achievement with the stake holders and usage of results of assessment to evaluate and redesign teaching procedures and content was inadequate.

The encouragement and emphasis given to intelligence and competence of students were medium but during interview, the school principals said that great emphasis was given to creativity and skill demonstration of both students and teachers. In addition to that the school supervisors also added that the issue of creativity and skill demonstration is given priority by the government.

d. Physical Environment

The physical environment of the schools was free from external disturbances and noises. The class size and student teacher ratio, the cleanliness and maintenance level of the building, class rooms, toilet and the ground were all medium. Moreover, during interview, the school principals explained that the schools allocated budget to make the compound and class rooms attractive and colorful.

Teachers' Involvement in Improving School Climate

Majority of the respondents confirmed that teachers treat students equally regardless of ethnicity, gender and disability. They collaborate with staff to motivate students toward high academic achievement as well as to address student behavior. But the teachers lack self-initiation to make the school compound neat clean and attractive and to take part in conflict resolution and in planning school activities.

The efforts made by teachers to create opportunity for students' participation in leadership and decision-making roles and the strategies teachers used to increase social, emotional and civic learning was partially a success. In addition to these documents at the school revealed that best teachers used to be selected mainly due to their persistent effort in developing students, their cooperativeness and initiations to support the administration.

Challenges Faced in Establishing a Better School Climate

The challenges faced in building conducive to school climate as obtained through open and closed ended questions and interview were mainly related to teachers' freedom and involvement in leadership, poor student achievement, techniques and types of motivations applied and some other teacher related challenges. The others non-school (external) factors like limited support from Sub City supervisors, insufficient budget allocation for teaching learning purpose and absences of clear guideline to motivate and retain teachers also affect teachers' satisfaction in the school.

The teachers work under environments that were controlled by the leaders. The school principals' interview responses revealed that giving complete freedom to teachers was difficult in that some teachers lack professional behavior and the supervisors noted that the challenge in this respect was that some teachers carelessly leave the class as they need and some principals were poor in follow up of such unprofessional behaviors. And most of the respondents argue that the teachers were at the boundary level of motivation in their work place due to the negative attitude of the community toward teachers and teaching profession, poor family and school relations.

The most important source of internal motivation as agreed by teachers was students' achievement prior to the other internal factors. The respondents admitted that teachers had limited participation on school leadership due to unfair treatment by principals and lack of regular support from supervisors. But the school principals and supervisors during interview said that most of the teachers had limited involvement on leadership due to their lack of interest or cooperativeness. Some teachers need financial motivation to carry on additional responsibilities.

The respondents viewed that the motivation techniques that were widely applicable in the school was giving rewards in kind and in terms of money followed by the welcoming and farewell programs held at the schools. Of the teachers related challenges, lack of punctuality and absence from the work place were commonly observed problems on teachers that highly affect the teaching learning process in the class. While interviewing, supervisor and principals explained that these two problems led to unprofessional behaviors like lack of preparation and affects the culture of the teaching learning environment.

5.2 Conclusions

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

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

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

The school leaders should give attention in creating a conducive school climate that could motivate teachers. The same way, different actions should be taken to make teachers satisfied

and be cooperative. Finally, School leaders should prepare trainings to let teachers conduct action research.

5.3 Recommendations

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

a. For Policy Makers

The study under the involvement of stakeholders in the process of developing policy, showed that in a moderate level. The percentage values also favored that stakeholder's involvement were low. Therefore, Policy makers should give attention and make it participatory for the involvement of stake holders in producing policy and guidelines that are used to improve school climate as well as to motivate teachers.

b. For the school Leaders and Supervisors

School leaders and supervisors should have to work hard to reduce leadership related problems and develop high level of teachers' motivation which could be achieved by improving work related factors such as teachers' recognition, rewards and promotion policies, transparency, fairness, support, good relationship, freedom and participation on different school activities.

School leaders and supervisors should work cooperatively with stakeholders and supportive organizations in order to keep the welfare of teachers that could enhance students' learning and conducive school environment. And they should support teacher successive and planned supervisions and give continuous feedbacks. In addition, they need to create a better opportunity for peer evaluation and team works in a manner that it can build values to one another.

The school leaders should give appreciations and letters of recognitions for better jobs in a way that it creates good competition between teachers which can promote students learning. They have to promote an accepted reward system by teachers with a committee on which the teachers rely on. Moreover, supervisors and school leaders are recommended to organize continuous

short-term capacity building trainings that can create professional developments and make teachers able to conduct action researches that can solve school related problems. And the school should prepare clear, applicable and acceptable rule, regulation and guidelines of the school with the involvement of selected teachers to treat every individual equally and create smooth relationship with teachers.

School leaders should focus closely work with prominent teachers to devise strategies to help passive and low achieving students rather than focusing on top ones. For one thing, the students learning would be improved and on the other hand it can establish the teacher leader interaction with greater trust.

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

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Appendix
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Leadership and Management
Program: MA in Educational Leadership and Management

Dear Respondent,

The questionnaire is prepared by Elisabeth Sheleme a Post graduate student (Educational Leadership and Management) in Addis Ababa University in partial fulfillment for Masters degree. The objective of the questionnaire is to collect data on “An Assessment of School Climate and its Implication on Teachers’ Motivation in Secondary Schools of ‘Kirkos Sub City’”. The information you deliver will provide has both academic and policy related values. I will ask you about several issues related to the subject of the study. I confirm you that all data will be used for academic purpose only, and therefore you are not exposed to any harm because of the information you give. I highly appreciate in advance to your kind cooperation in providing the necessary information accurately and honestly by considering the importance of the study.

Thank you in advance for your cooperation!!

Elisabeth Sheleme

Name of the School _____

A questionnaire for Teachers and vice principal

Part I: Personal Back Ground of Respondents

1.1 Gender: Male Female

1.2 Age: < 25 years 26 -35 years 36-45 years 46 and above years

1.3 Educational Level: Diploma First Degree Masters Degree

Other specific _____

1.4 Years of Service in Teaching:

Less than 5 years 6 to 10 years 11 to 15years 16 years and above

Position: Teacher V. Principal Department head Other _____

General Instruction: Please put tick mark (√) in the provided box in front of items in order to rate your level of agreement or disagreement using the following five point's scale of ratings. (Very Low=VL, Low=L, Medium =M, High=H, Very High=VH)

Part II: Policy and Guide Lines to Improve School Climate & Teachers motivation.

Questions	VL	L	M	H	VH
1. The extent to which is policy and guidelines exist to improve climate of the school climates.					
2. The extent to which is policy and guidelines to motivate teachers in your school.					
3. The level of involvement of stake holders (teachers, students and parents) in producing school policy and guidelines.					
4. The extent to which policy and guidelines are practicable in the school.					

General Instruction: Please put tick mark (√) in the provided box in front of items in order to rate your level of agreement or disagreement using the following five point's scale of ratings. (Strongly Agree=SA, Agree=A, Medium =M, Disagree =, D strongly disagree=SD)

Part III: Views of Teachers on School Leadership

Questions	SA	A	M	DA	SDA
1. The extent school leaders create conducive social environment that promote effective teachers' development in the school.					
2. The extent school leaders give orientation of their work for new staff					
3. In your opinion the extent school leaders are open, trusted and committed to their work.					
4. The extent school leaders treat teachers equally and encourage team work and activities.					
5. The extent school leaders create opportunity for teachers to get incentives, rewards and trainings.					
6. The extent vice principals follow teaching learning process, evaluation and give feedback for teachers					
7. The extent school leaders support teachers' participation in various school activities.					

Part IV: The Main School Climate factors that affect Teachers' Motivation

A. Social relationship

Questions	SA	A	M	DA	SDA
1. The approach of school leaders with teachers, supervisors and sub city heads.					
2. Extent of active communication and cooperation developed in the school within teachers, parents and school community.					
3. The extent and integration of school supervisors with teachers that result in professional development.					
4. The extent school society respect for diversity between teachers, administrators and staff.					
5. The extent to which teachers share knowledge and work collaboratively towards success and achievement of students.					
6. The extent traditional rituals and celebrations on holidays and special events exist /practiced in the school					

B.Safety For Teacher

Questions	SA	A	M	DA	SDA
1. The extent the school provides facilities (like furniture, internet, DSTV, sport field, bath room and recreation areas) and materials (like soap, tissue paper and bag) to teachers.					
2. The level and applicability and acceptance of school rules and regulation fairly.					
3. The extent school plan is participatory for teachers to decide.					
4. The extent school values diversity and is welcoming to all cultures.					
5. The extent teachers feel that they are contributing to the success of the school and are trusted by school leaders and students.					
6. The current level of interactions between teachers and leaders are caring, supportive and respectful in the school.					

C.Teaching and learning (Cognitive)

Questions	SA	A	M	DA	SDA
1. The extent teachers become initiated to conduct research that can solve school related problems.					
2. The extent of ongoing professional development provided for teachers in the school.					
3. The extent progress and achievement are regularly monitored, assessed and shared with families and partners in the school.					
4. The extent results of assessment are used to evaluate and redesign teaching procedures and content in the school.					
5. The extent students are encouraged to succeed and emphasis is given to all types of intelligence and competence of students.					
6. The statues of participation teachers in decision making on issues related to teaching learning process in the school.					
7. The extent teachers demonstrate skills and knowledge to engage and motivate students to participate in learning in the school.					

D. Physical Environment

Questions	SA	A	M	DA	SDA
1. The building, class rooms, ground and toilet are clean & well maintained.					
2. The school environment is free from external disturbances (sound pollution or noise level).					
3. Class size and students - teacher ratio are conducive to learning.					
4. Library, IT room & media center are accessible to everyone.					
5. Class rooms and school compound are visible and inviting (e.g. print rich displays and work created by students and families).					

Part V: Teachers' Involvement in Improving School Climate

Questions	SA	A	M	DA	SDA
1. Teachers treat students equally regardless of ethnicity, gender and disability.					
2. Teachers create opportunity for students to participate in leadership and decision making roles.					
3. Teachers collaborate with staff to motivate students toward high academic achievement and to address students' behavior.					
4. Teachers use strategies to increase social, emotional and civic learning.					
5. Teachers take part in conflict resolution and in planning school activities.					
6. Teachers take self-initiations to make the school compound neat, clean and attractive.					

Part VI: The Challenges Faced in Establishing a Better School Climate

1. Teachers degree of freedom on duties (independence):

Forced Somewhat Controlled Independent

2. Current level of motivation of teachers:

Highly Unmotivated Somewhat Unmotivated Neither

Somewhat Motivated Highly Motivated

3. Source of internal motivation for teachers:

Questions	SA	A	M	DA	SDA
1. Rewards					
2. Students Achievement					
3. Peer Acceptance					
4. Administrator Recognition					
5. Community Recognition					

4. Type of motivation widely applicable in the school:

Questions	SA	A	M	DA	SDA
1. Reward					
2. Promotion					
3. Education Opportunity					
4. Incentive					
5. Welcoming and farewell programs					

5. Teachers involvement in leadership:

Questions	SA	A	M	DA	SDA
1. No Participation					
2. Limited					
3. Active involvement					

6. Teacher related challenges:

Questions	SA	A	M	DA	SDA
1. Absenteeism					
2. Lack of Punctuality					
3. Failure to apply training					
4. Wasting Work Time					
5. Lack of Preparation					
6. Targeting only top students					
7. Targeting only top students					
8. Poor attitude toward students					
9. Abusing students' behavior					

7. Other challenges or Recommendations:

Thank you!!

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Leadership and Management

Program: MA in Educational Leadership and Management

Name of School _____

Date _____

Time of interview _____

Place _____

Position of Interviewee _____

Interview Questions for principals and supervisors

1. What is your opinion on the relationship between the school climate and teachers motivation?
2. Is there a policy and guide line to improve school climate to maintain the motivation of teachers?
3. What initiations are made in improving school climate to make it conducive to teachers?
4. How does the school maintain the motivation of teachers? What is the extent of motivation?
5. What problems are faced in improving school climate and supporting teachers?
6. To what level does team work, creativity and knowledge and skill demonstration be encouraged?
7. What supports are given by Woreda and sub city education offices to improve school climate?
8. What attempts are made by Woreda and sub city education offices to enhance teachers' motivation?
9. What are the main challenges faced in motivating teachers? In building a better school climate?
10. What do you think are the possible strategies that could increase teachers' motivation in relation to school climate?