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The Principals' Leadership Practice and Teachers' Motivation in General Secondary Schools of Agnwa Zone, Gambella National Regional State

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Abstract

The main objective of this study is to analysis the principals' leadership practice and teachers motivation in general secondary schools of Agnwa zone in Gambella region. Thus, to conduct the study quantitative and qualitative research method was employed. So to accomplish the man purpose of the study explanatory co relational design was used. The study was carried out in 8 general secondary schools. A total of 150 individuals were participated in the study. Among them all 16 principals by using available technique were included in the study and 134 teachers were taken as a sample through simple random sampling technique (lottery) method. Questionnaires is the main instrument used for data collection. School principals' leadership practice and teachers motivation is identified as the independent variable and dependent variable respectively. The analysis of the quantitative data carried out by using different statistical tools such as frequency, percentages, mean standard deviation, and Pearson correlation. As a result of the study, it was determined that there is effective practice of principals leadership by the leaders in motivating teachers in general secondary schools. As the finding also indicates teachers were internally motivated by school leaders where as externally not motivated. At the end of the study there was a significant positive correlation was found between principal's leadership practice and teacher's motivation. Therefore, the researcher also concluded that there is effective practice of principal's leaderships in general secondary schools.

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The researcher also suggested that policy makers, educational experts, and political leaders advise to initiate and encourage principals' leadership practice and teacher's motivation as well to improve efficiency and quality of education in general secondary schools.

Key Words: Leadership; Practices; Teachers; Motivation.

1. Introduction

1.1. Background of the Study

School leadership and teachers motivation today are the basic concern for Ethiopia educational organizations policy [1]. Because, it is plays a significance role to make teaching and learning more effective and also to improve efficiency and quality of education. In fact, it should be pointed out that school leadership and teachers motivation are closely intertwined concepts which constitute an important part of the success of school. Thus, different countries around the world have been attempting to highlight and explain the concept of school leadership and teachers motivation in various ways base on their organizational context and own perspectives.

Objectives of the school and directs the school in a way that makes it more cohesive and coherent. Reference [2] describe that School leadership is the extent to which school principals provide climate, opportunity, capacity building resources and also provide support to teachers, parents and students to function at their best both academically and socially. According to [3] view that school Leadership is the ability of school principal to influence, motivate, and enable teachers and others to contribute toward the effectiveness and success of the organization. It is also a process by which a school leader influences the teachers and workers to accomplish.

School leadership is ability to inspiring teachers and others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision, and a shared success. It also is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal [4]. Reference [5] states that School leadership is a process whereby school principal influences the activities of a group of individuals or teachers willingly to achieve a common educational goals.

Therefore, the successes of school might be depending upon appropriate school leadership and principals who is highly sensitive to identify the needs and trying to meet the needs of the workers. Thus, for school leaders to motivate the teachers and staffs the school principal must understood and known the concepts and approaches of motivation.

Motivation is the willingness to do something and conditioned by the action's ability to satisfy some need of the individual [1]. Reference [7] argued that motivation concerns the willingness of somebody to behave in a certain way and this willingness is dynamic in the sense that it changes over time. Reference [8] also explain motivation can vary in the level as well as in the orientation of motivation. The level of motivation refers to how much motivation of one person feels. Reference [9] also defined Motivation as voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring. This definition refers to reasons that underlie behavior that is characterized by willingness and volition.

According to [10], define human motivation is the drives that cause people to behave the way they do. This implies that the concept of human motivation is a set of psychological processes causing an individual to initiate, direct, intensify, and persist in a particular behavior. Motivation involves an assemblage of closely related beliefs, perceptions, values, interests, and actions. Overall, the above definitions emphasize that motivation is more of a combined variable that include various behavioral, affective and environmental factors that drive someone toward actions.

Furthermore, to bring changes at school and to improve efficiency and quality of education transformational leadership is a pre request. Thus, transformational leadership is the process of influencing and directing the behavior of its followers [11]. Due to this reason, the role of transformational leadership behavior is very important in keeping up with scientific knowledge and technology at school, the adaptation of the school to changing environmental conditions and increasing the quality of education. Transformational leadership is the restructuring of the system in order for the mission and vision of people to be redefined and their responsibilities refreshed so that the goals could be reached [12]. Therefore transformational leadership aims to ensure that the staff identifies themselves with the goals of the organization [13]. According to [14] transformational leadership is a process in which leaders and their followers bring each other to a higher level of ethic and motivation. Transformational leadership is the process in which the leader and workers support each other to reach a high level of moral and supportive spirit [15]. Reference [16] also confirmed that transformational leadership raises the efficiency and the productivity of school, because of its flexibility and how it gives the followers the chance to be creative. Transformational leadership has four components such as charisma, inspirational motivation, intellectual stimulation, and individual consideration.

School leadership nowadays becomes a top priority in Ethiopia education policy [1]. Because it is play a key role to make teaching and learning more effective and also to improve efficiency and quality of education. In addition, also provide support to teachers, parents, and students to function at their best both academically and socially. As [17] states transformational leadership has an overall positive relationship with an intrinsic motivation and no relationship with extrinsic motivation. From the review of various literatures on .school leadership and teachers motivation in general secondary schools more studies have been identified by different educational researchers worldwide.

However, in Ethiopia there is little attempt is made to identify under the topic of school leadership and teachers motivation. Thus [18] carried out the study in south wollo zone on Effectiveness of Principal Instructional Leadership in Preparatory and general secondary Schools, Base on the investigation under the topic mention above in the area, he never say something concerning the relationship between school leadership and teachers motivation.

The most recent research conducted in Gambela region by [19] on school leadership styles and performance. According to the researcher study in Gambella region he identifies various types of leadership styles in general secondary schools but he did not say whether the styles of the leader results to teacher's motivation or not. Therefore the main purpose of this study is to examine the relationship between school leadership and teachers' motivation in general secondary schools of Angwa Zone in Gambella National Regional State

1.2 Objectives of the Study

The main objective of this study is to examine the principal's leadership practice and teachers' motivation in general secondary schools of Agnwa zone, in Gambella national regional state.

- To determine the extent to which teachers are motivated in general secondary schools of Agnwa zone?
- To examine the extent to which principals exercise leadership so as to motivate teachers in general secondary schools of Agnwa zone?
- To determine whether teachers' motivated extrinsically by school leaders in general secondary schools of Agnwa zone?
- To determine whether teachers' intrinsically motivated by school leaders in general secondary schools of Agnwa zone?
- To analysis a significant relationship between principals' leadership practice and teacher's level of motivation in secondary schools of Agnwa zone.

1.3 Significance of the Study

The findings of this research is significant for the enhancement of general secondary school principals,, teachers, and students in Agnwa zone, Gambella, zegion ..Specifically the result of the study is important in the following ways. First, it might help the school principals, and teachers to now the current status of their schools leadership practice and leadership which is important for general secondary schools particular for their motivating approach to make the teachers more effective .Second, it might gives a clear picture of principal leadership practice which enhance teachers motivation in general secondary schools Finally, it might Serve as a reference and stepping stone for further study in the area, particularly principal school leadership and teachers motivation in general secondary schools .

1.4 Scope of the study

Due to time and budget constraints the scope of the study was delimited to Agnwa, zone general secondary schools in Gambella region .Because, of the researcher was easily communicated well with teachers, principals, and supervisors who have been working there to get concrete evidences. Moreover, the study also delimited to principals leadership particularly the transformational leadership which consists five aspects such as Vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition, and their relationship with teachers' motivation.

2. Research design and methodology

2.1 Research method

To accomplish this study, mixed method was employed. Because mixed method is very important to collect quantitative and qualitative data from study subject under the topic principals' leadership and teacher motivation in general secondary schools of Agnwa zone.

2.2 Research design

In order to examine the school principals leadership and teachers motivation explanatory co relational research design was employed. Because the design is assume to be more important to examining the association between dependent and independent variables. In other hand, it is also helps to measure the degree of relationship between two variables using quantitative co relational statistical analysis research procedure.

2.3 Sources of data

In order to conduct the study the data was collected from primary sources to determine the relationship between school leadership and teachers motivation in general secondary schools. The primary sources of data used in this study were included school principals, and teachers. Because teachers and principals are assumed that they have better exposure, experience and first hand information regarding the issue under the study.

2.4 Study site and population

Gambella national region state is structured in three zones namely, Agnwa zone, Mejang zone, Nuer zone and one special woreda (Itang) Agnwa Zone has five Woredas and eight secondary schools.. These secondary schools were located in Abobo Woreda (Abobo secondary school), Gambella Woreda (Abol secondary school), Gog Woreda (Pignwodo, Gog, and Thatha secondary schools), Jor woreda (Shentwa and ongogi secondary schools) and Dimma woreda (Dimma Secondary school). Thus, the total number of teachers and principals who have been working in eight general secondary schools of Agnwa zone is (217) and (16) respectively (ZEO ,2015). The determination of the study population and sample schools is based on 2015 annual statistics report. According to this report there are eight general secondary schools in Agnwa zone, in which the study was conducted. The specific population for this study comprises (134) teachers and (16) principals. The total population considered in the study was (150).

2.5 Sample size and sampling techniques

In this research in order to get relevant information about the school leadership and teachers motivation, the study population was selected by using various techniques. As mention above there are eight general secondary schools in Agnwa zone, which level from grade (9 – 10). To conduct the study, all general secondary schools and 16 principals who have been working in Agnwa zone by using available technique all included in the study. This is because, the number of general secondary schools and principals in the zone are few and can also easily managed by the researcher.

Thus, the total population of teachers in all general secondary schools in the zone is (217) .To determines the sample size of teachers, sample size determination formula of Paler-Calmorin was employed. Because, this formula is one of the formulas in determining the sample size in probability sampling technique Therefore, out of (217) teachers only (134) teachers have been taken as a sample for the study from all general secondary schools to represent the population. Then the sample size has been computed using the formula display as follow:

$$n = \frac{NZ + (Se)^2 X(1+p)}{Se^2}$$

$$NSeZ^2XP(1-P)$$

Where; **n** = sample size **N** = total number of population (231) **Z**= the standard value (2.58) of 1% level of probability with 0.99 reliability **Se**= Sampling error or degree of accuracy (0.01) **p** = the population proportion (it is assumed to be 0.5 since this would provide the maximum sample size).

After, the determination of the sample size of teachers, simple random sampling technique (lottery method) were used to give equal chance for all respondents to participate in the research. To determine equal proportion of sample teachers from each secondary school proportional technique has been utilized. This can be done by dividing the targeted sample teachers (134) with the total number of teachers in the sample secondary schools (217) and multiplied by total number of teachers in each school. Mathematically; **X** (no of teacher in each school) Where, **P_s** = Proportional allocation to size, **n**= Total teachers sample size (150) **N** = Total number of teacher in the eight selected sample school (217). $P_s = \frac{n}{N} X$ (no of teacher in each school). Moreover, the respondents are available in the study to get relevant and real information regarding to the issue under the study is (134) teachers and (16) principals have been taken as a sample in this study. Hence, the total population of respondents included in this study is (150)

2.6 Data collection instruments

In this study to acquire the necessary information from participants, questionnaire and semi-structure interview were used to collect data from all general secondary schools of Agnwa zone.

2.6.1 Questionnaires

In order to collect data from study subject, researcher was used questionnaire. Because questionnaire is believe to be an instrument convenient to assess and acquire necessary information from participants with short period of time and with minimum cost. The questionnaire was prepared in English language, with assumption that all of the sample teachers and principals can read and understood the items written in the questionnaires. The questionnaire consists of two parts: The first part of the questionnaire, describes the respondents background information includes: sex, academic qualification, field of specialization, experience and responsibilities holding. Whereas the second part, contain the largest and the whole number of close-ended items that address the basic question of the study. The closed-ended items was prepared by using likert scales, which contain the value between one and five.

2.6.2. Structured interview

To collect data for this study, researcher used structured method of interview. Because, this method is flexible

and allowing new questions to be brought during the interview as a result of what the interviewee says. This means allows the researcher to explain the questions for respondents and in turn the respondents can ask questions for clarification. In addition, it has frame work of themes to be explored. The Contents of the interview is school leadership and teacher’s motivation, and the relationship between them.

2.9 Method of data analysis

In this research, various statistical tools such as frequency, percentage, mean, standard deviation, and correlation were used to analyze data. Furthermore, to analysis the strength of the relationship between principals’ leadership and teacher’s motivation; researcher was used co relational analysis to compare the two variables, in simple and understandable way and to make it easy for further interpretation. It also used to roughly judge whether independent variable has more or less relationship with dependent variable. Therefore, a correlation analysis performed by using Pearson correlation coefficient. This helped to see the relationship between school leadership and teachers’ motivation in general secondary schools of Agnwa, zone in Gambella region.

2.10 Ethical consideration

In order to conduct the study first, the researcher has gone to the study area with the letter of entry which was prepared by Jimma University, College of Education and Behavioral science, Department of Educational Planning and Management to Agnwa Zone Education department office. After the researcher has obtained letter of entry from the zone and explain the objectives of the study. Then, the study was conducted after getting permission from the selected sample of general secondary schools in the zone.

3. Presentation, analysis and interpretation of data

3.1 Level of principal’s leadership practice

It was necessary to measure the level of principal’s leadership practice in general secondary schools. Table 2, shows the level of principals leadership practice in general secondary schools of Agnwa zone in Gambella region.

Table 1: Frequency distribution of principal’s leadership

Leadership	Disagree		Undecided		Agree		Total	
	N	%	N	%	N	%	N	%
1.Vision	20	13.3	43	28.7	87	58.0	150	100
2.Inspiration	31	20.7	55	36.7	64	42.6	150	100
3.Intellectual	38	25.3	48	32.0	64	42.7	150	100
4.Supportive	32	21.4	48	32.0	70	46.6	150	100
5.Recognition	29	19.3	39	26.0	74	54.6	150	100

As shown in table 2, , 87(58.0%) of the respondents agree with the idea that principals are effective in setting

and communicating clear school vision while 20(13.3%) of the respondents disagree, with the idea that principals are effective in setting and communicating clear school vision in the same issue. Though 43(28.7%) of the respondents are not able to judge the effectiveness of their principals on the same issue. This means that principals are more effective in setting and communicating clear school vision.

As reveals in table 2, 64(42.6%) of the teachers agree with the idea that principals are effective in inspiring teachers in secondary schools while 31(20.7%), of the teachers disagree, on the issue that principals are effective in inspiring teachers. Though 55(36.7%), of the teachers are not able to judge the effectiveness of principals in inspiring teachers in general secondary schools. This mean, that principals are effective in inspiring and motivating teachers in general secondary schools.

As shown in table 2, 64(42.7%) of the respondents agree with the idea that principals are effective in intellectual stimulating of teachers. While 38(25.3%) of the respondents disagree, on the idea that principals are effective in intellectual stimulating of teachers. However, 48(32.0%) are not able to judge the effectiveness of principals in intellectual stimulating of teachers. .This means, that principals are more effective in intellectual stimulating of teachers in general secondary schools.

As shown in the table 2, 70(46.7%) of the respondents agree on the idea that principals are more effective inspiring teachers while 32(21.4%) of respondents disagree with the idea that principals are more effective in supporting teachers. Though, 48(32.0%) of the respondents are reluctant to give respond on the same issue that principals are more effective in supporting teachers. This mean, that principals are more effective in supporting teachers in general secondary schools.

As shown in table 2, 74(54.6%) of the teachers agree on the idea that principals are effective in providing effective recognizing for good work of teachers while 29(19.3%) of the teachers disagree, on the idea that principals are effective in providing effective recognizing for good work of teachers.. Though, 39(26.0%) of the teachers are not willing to respond on the issue that principals are effective in providing effective recognizing for good work of teachers. As the result shows, that principals are more effective in providing effective recognition for good work of teachers. The results generally shows that there is effective principals leadership practice which as measured by five dimension of their school principals leadership in general secondary schools of Agnwa zone. As teacher's interview on the current status of school principal's leadership practice from a sample of general secondary schools a few of the teachers said that " we are not effective in practicing principals leadership " where as the majority of the teachers said that "Even though, principals are not specialized in leadership but they perform well as compared with two decade's leadership practice in secondary schools of Agnwa zone " Because most of the Principals are well experienced and first degree holder. This mean, one can conclude that principals are more effective of practice of school principals leadership in general secondary schools of Agnwa zone. According to [20] transformational leadership is a process in which leaders and their followers bring each other to a higher level of ethic and motivation (21). Transformational leaders inspire trust in those they are leading, encouraging them to think critically and seek new ways to approach their jobs. [21] shows that transformational leadership is an important aspect of school principal's leadership. Transformational leadership has five important components such as vision, inspiration, intellectual stimulation,

personal recognition, and supportive leadership.

Vision: is a means leader’s determining institutions' vision and mission by incorporating the followers to the process Intellectual stimulation: followers are encouraged to question established ways of solving Problems. Or a means leader’s supporting the followers for being creative and innovative [22]. Personal recognition: is a means the leader give value or recognition to the followers. Supportive leadership: Understanding the needs and abilities of each follower; developing and empowering the individual follower. It is related to the creation of a suitable and supportive environment in which individual differences and needs are considered [23] and the thoughts of the followers are valued [24]. As a conclusion, transformational leadership level of school principals treated as partially in general secondary schools of Agnwa zone which is very resemble with other different studies conducted in different places which shows level of teacher’s motivation in general secondary schools partly satisfied whereas the transformational leadership level of school principals is rare.

3.2 Over view of principals’ leadership practice using mean and standard deviation

By comparing mean and standard deviation of the school principal’s leadership practice it is important to know the overall mean score of school principals leadership practice in general secondary schools. Therefore, the mean of school principal’s leadership practice is measure by considering five types of leadership components,, namely, vision, inspiration motivation, intellectual stimulation, supportive leadership and personal recognition. Table 3, shows the mean and the standard deviation of school principal leadership practice in general secondary schools of Agnwa zone in Gambella Region.

Table 2: Mean and standard deviation of principals’ leadership practice

School Name	V		INSP		INT		SUP		REG	
S.no	M	SD	M	SD	M	SD	M	SD	M	SD
1 Abobo	3.45	0.887	3.35	1.089	3.40	0.821	3.25	1.251	3.45	1.099
2 Gambella	3.38	0.805	3.67	0.856	3.05	0.865	3.38	0.973	3.33	0.913
3 Pignudo	3.62	0.637	3.11	0.864	3.15	0.925	3.11	0.993	3.35	0.936
4 Gog	3.60	0.632	3.33	0.976	3.13	0.990	3.40	0.821	3.47	0.743
5 Thata	3.10	0.737	3.11	0.937	3.47	0.772	3.21	0.918	3.26	0.806
6 Shentwoa	3.57	1.089	3.21	1.121	3.29	1.540	3.21	1.051	3.29	1.139
7 Ongogi	3.78	0.579	3.21	1.051	3.14	0.770	3.43	0.937	3.29	0.914
8 Okuna	3.38	1.11	3.04	0.865	2.95	1.117	3.19	1.209	3.52	0.981
Overall Average	3.47	0.83	3.25	0.95	3.20	0.97	3.26	1.02	3.37	0.93

Note=Vision, INSP=Inspiration, INT=Intellectual, SUP=Supportive, REG=Recognition

As depicted in table 3, the overall mean score of teachers on the effectiveness of school principals in setting clear vision is high (x=3.47, SD=0.83). The same table show that the overall mean score of teachers rating

regarding the effectiveness of principals in inspiring motivation is also high ($x=3.25$, $SD=0.95$). The mean score of teachers on the effectiveness of principals in intellectual stimulating the teachers is slightly above average ($x=3.20$ $SD=0.97$). The same table shows that teachers rating of school principals effectiveness in providing the necessary support to teachers is above average ($x=3.26$ $SD=1.02$). Finally, the same table shows that the overall mean score of teachers rating of the effectiveness of principals in recognizing teachers for their good work is also above average ($x=3.37$ $SD=0.93$). The results generally shows that teachers have positive view about their principals leadership effectiveness as measured by the five dimensions.

3.3 Level of teacher's motivation

The level of teacher's motivation could be measured by using different statistically instruments such as frequency and percentage. In general, teachers motivation is further disaggregated into two types of motivation namely, intrinsic motivation and extrinsic motivation. Therefore, the level of teacher's motivation in general secondary school is determined by measuring the level of intrinsic and extrinsic motivation of teachers. Table 4, shows the level of intrinsic and extrinsic motivation of teachers in general secondary schools of Agnwa zone in Gambella region.

Table 3: Items to measure the level of teachers' motivation

Motivation	Disagree		Undecided		Agree	
	N	(%)	N	(%)	N	(%)
Intrinsic	7	4.7	53	35.3	90	60.0
Extrinsic	65	43.3	62	41.3	23	15.3

As shown in table 4, 90(60.0%) of the respondents agree that principals are effective in motivating the level of internal motivation while 7 (4.7%) of respondents disagree, with the idea that principals are effective in motivating the level of internal motivation of the teachers. Though, 53(35.3%) are not able to judge on the effectiveness of their school principals in motivating the level of internal motivation of teachers. As the result shows that principals are effective in motivating the level of internal motivation of the teachers. As reveals in table 4, 23 (15.3%) of the respondents agree with the idea that principals are effective in motivating the level of external motivation of the teachers where as 65(43.3%) of respondents disagree with the issue that principals are effective in motivating the level of external motivation of the teachers. Though, 62(41.3%) of the respondents are not able to judge on the effectiveness of school principals in motivating the level of external motivation of the teachers. This means that principals are not effective in motivating the level of external motivation of the teachers. The results generally show that principals are effective in motivating the level of internal motivation of the teachers while they are not effective in motivating the level of external motivation of the teachers. As teachers interview on the current status of teacher's motivation in general secondary schools of Agnwa zone, some of the teachers said that "teachers are not internally motivated where as the majority of the teachers said that "teachers are internally motivated. On the other hand, teachers also ask on the external motivation of teachers. So Some of the teachers said that " teachers are externally motivated" whereas most of the teachers

said that “ teachers are not extrinsically motivated” This mean, interview result confirm that teachers in general secondary schools of Agnwa zone are internally motivated where as extrinsically not motivated. Because of: unfulfilled individual interest, improper evaluation of their work which was not directly related to what they were doing in the school, unequal treatment of teachers by school principals and luck of necessary teaching materials and absence of reward and certification. (6) state that motivation is the willingness to do something and conditioned by the action’s ability to satisfy some need of the individual. Reference [25] argue that making extrinsic rewards like monetary and payments contingent on performance reduces a person’s intrinsic motivation. The studies have shown that when a person with intrinsic interest performs a task where awards are added as incentive they showed less subsequent intrinsic interest in the target activity than when a person performed the same task without awards as incentive. [26] concluded that expected extrinsic rewards undermine the intrinsic motivation in previously enjoyable activities. People tend to be more focused on the reward than on the activity. In general [17] argue that leaders should or should not use contingent rewards to motivate their subordinates for their performances, because it seems relatively easier to influence extrinsic motivation and the outcome is less uncertain. Reference [27] states that in the majority of administrative settings, the allocation of extrinsic rewards based on performance, is a preferable method to alternative approaches. This is due to the fact that people work with some expectations with respect to extrinsic rewards which must be allocated equitably [27]. In conclusion; extrinsic motivation could indeed undermine intrinsic motivation, however, extrinsic rewards seem to be acceptable and useful in an administrative setting. As [17] the study carried out the study in US on leadership and motivation. According to the study result he found that transformational leadership has an overall positive relationship with an intrinsic motivation and no relationship with extrinsic motivation. This mean the result of the study was different with the current study conducted in general secondary schools of Agnwa zone in Gambella region which show that teachers are internally motivated in general secondary schools of Agnwa zone but externally not motivated.

Table 4. Mean and standard deviation of intrinsic and extrinsic motivation

It was necessary to determine the mean and the standard deviation of intrinsic and extrinsic motivation of teachers by using descriptive statistic .Table 5, determine the mean and the standard deviation of intrinsic and extrinsic motivation of the teachers. As depicted in table 5, the overall mean score of teachers on the effectiveness of school principals in motivating teachers intrinsically had an average (\bar{x} =3.56, SD =0.63).The same table show that the overall mean score of teachers on the effectiveness of school principals in motivating teachers extrinsically an average (\bar{x} =3.28, SD =0.79). The results general show that teachers are intrinsically motivated with the practice of principal’s leadership in general secondary schools and extrinsically are not motivated.

Table 4: Mean and standard deviation of intrinsic and extrinsic motivation

Motivation	N	Mean	Std. Deviation
Intrinsic	150	3.56	0.63
Extrinsic	150	3.28	0.79

Table 5: Inter correlation matrix between principal’s leadership and teachers’ motivation

Correlation	V	INS	INT	SUP	REG	INTR	EXT
V	1	.647**	.495**	.607**	.560**	.321**	.407**
INS		1	.501**	.654**	.689**	.397**	.387**
INT			1	.554**	.550**	.308**	.337**
SUP				1	.727**	.436**	.489**
REG					1	.434**	.524**
INTR						1	.422**
EXT							1

Note: V=vision, INS=inspiration, INT=intellectual stimulation, SUP=supportive leadership, REG=recognition, INTR=intrinsic, EXT=extrinsic

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

As shown in table 6, principal practice of setting and communicating clear school vision has significant positive correlation with their intellectual stimulation($r=0.50$, $p < 0.01$), supportive leadership ($r=0.65$, $p < 0.01$), personal recognition ($r=0.69$, $p < 0.01$), internal motivation ($r=0.40$, $p < 0.01$), and external motivation ($r=0.39$, $p < 0.01$).However, setting vision has significant positive correlation with the overall components of practice of school principals leadership. As the result shown in table 6, principal practice of inspiring of teachers has significant positive correlation with their inspirational motivation ($r=0.65$, $p < 0.01$), intellectual stimulation($r=0.50$, $p < 0.01$), supportive leadership ($r=0.61$, $p < 0.01$), personal recognition ($r=0.56$, $p < 0.01$), internal motivation ($r=0.32$, $p < 0.01$), and external motivation ($r=0.41$, $p < 0.01$).However, principals practice in creating and inspiration motivation of teachers has significant positive correlation with the overall components of practice of school principals leadership. As shown in table 6, principal practice of creating intellectual stimulation has significant positive correlation with their supportive leadership ($r=0.55$, $p < 0.01$), personal recognition ($r=0.55$, $p < 0.01$), internal motivation ($r=0.31$, $p < 0.01$), and external motivation ($r=0.34$, $p < 0.01$).However, principal leadership practice in creating intellectual stimulation has significant positive correlation with the level of supportive leadership, personal recognition, level of internal and external motivation of teachers in the practice of principals leadership. As shown in table 6, principal practice of supporting leadership has significant positive correlation with their personal recognition ($r=0.72$, $p < 0.01$), internal motivation ($r=0.44$, $p < 0.01$), and external motivation ($r=0.49$, $p < 0.01$).However, principal leadership practice of supporting leadership generally has positive correlation with their personal recognition, internal and external motivation of the teachers.

The result in table 6, shows that principal practice in promoting personal recognition of teachers has significant positive correlation with their internal motivation ($r=0.43$, $p < 0.01$), and external motivation ($r=0.52$, $p < 0.01$).However, as the result shows that principal leadership practice in promoting personal recognition of

teachers generally has positive correlation with their level of internal and external motivation of teachers. As shown in table 6, principal practice in promoting the level of internal motivation of teachers has significant positive correlation with their external motivation ($r=0.42$, $p < 0.01$). However, as the result shows that principal leadership practice of promoting the level of internal motivation of teachers has positive correlation with their level of external motivation of the teachers. The results generally shows that the overall five dimension of school principals leadership practice such as vision, inspiration intellectual, supportive, and recognition of teachers has significant positive correlation with the level of teachers motivation.

4. Summary of major findings, conclusion and recommendations

4.1 Summary of major findings

School Leadership seems to be one of the most important tools to encourage and to inspire teachers to perform in the most effective way and also to attract potential teachers. Therefore, where teachers are highly motivated, than teaching and learning activities become more effective which result to good efficiency and quality education.

To this end, the key to create the efficient school principals leadership is to answer the question what really enhance teacher's motivation. Thus, this research seeks to provide the current principal leadership practice on teacher's motivation. Therefore, the study aimed is to examine the relationship between school leadership and teachers' motivation in general secondary schools of Agnwa zone in Gambella, Region.

Finally the research came up with the following major findings.

- As shows in table 2, the majority of the respondents agree that there is effective principals leadership practice which as measured by five dimension of their school principals leadership in general secondary schools of Agnwa zone.(table 2)
- As the study result shows in table 4,, 60.0% of principals agree that principals are effective in motivating the level of internal motivation of the teachers while they are not effective in motivating the level of external motivation of the teachers (table 4).
- As depicted in table 5, the overall mean score of teachers on the effectiveness of school principals in motivating teachers intrinsically and extrinsically had an average ($\bar{x}=3.56$, $SD=0.63$) and ($\bar{x}=3.28$, $SD=0.79$) respectively. The results general show that teachers are intrinsically motivated by principal's leadership in general secondary schools and extrinsically are not motivated (table 5).
- As the result show statistically in table 6, on correlation between principal's leadership and teachers' motivation there is a significant positive correlation of principals' leadership with the level of teacher's motivation (table 6)

4.2 Conclusion

Based on the findings of the study the following conclusions were drawn.

- As the finding result shows in table 2, the majority of the respondents agree that there is effective principals leadership practice which as measured by five dimension of their school principals' leadership. Therefore, the researcher concluded that in Agnwa zone there is effective principals leadership..
- As the study result shows in table 4,, 60.0% of principals agree that principals are effective in motivating the level of internal motivation of the teachers while they are not effective in motivating the level of external motivation of the teachers (table 4). Therefore, one can conclude that teacher' in general secondary schools of Agnwa zone they are intrinsically motivated by principals leadership while they are not motivated extrinsically by school principals leadership..
- As depicted in table 5, the overall mean score of teachers on the effectiveness of school principals in motivating teachers intrinsically and extrinsically had an average ($\bar{x}=3.56$, $SD=0.63$) and ($\bar{x}=3.28$, $SD=0.79$) respectively. The finding general shows that teachers are intrinsically motivated by principal's leadership in general secondary schools and extrinsically are not motivated (table 5). Therefore, the researcher can conclude that teacher' in general secondary schools of Agnwa zone they are not motivated extrinsically by school principals' leadership.
- The study result shows in table 6,, on correlation between principal's leadership and teachers motivation statically there is a significant positive correlation of principals leadership with the level of teacher's motivation. Therefore, the researcher conclude that principals leadership and teachers motivation they directly propositional with the level of teachers motivation.

4.3 Recommendations

Based on the above conclusions, the following recommendations were forwarded to be the remedy of the effect by concerned bodies to alleviate and to improve the school principal leadership practice which are associated with teachers' motivation in general secondary schools of Agnwa zone.

- As the researcher concludes in table 2, there is effective principals' leadership in general secondary schools of Agnwa zone. Therefore, the researcher advises woreda education office to support teachers and principals to continuous exercise of principals' leadership in secondary schools.
- As the researcher conclude in table 4, teacher' in general secondary schools of Agnwa zone they are intrinsically motivated by principals' leadership while they are not motivated extrinsically by school principals' leadership. Therefore, the researcher suggested that educational experts and political leaders' advice to initiate the level of both internal and external motivation of teachers by provide additional fair incentive to teachers.
- As the researcher also conclude in table 5, teacher' in general secondary schools of Agnwa zone they are not motivated extrinsically by school leaders. Therefore, the researcher suggested that woreda education office advice to provide fair incentive to teachers and principals to initiate the level of external motivation of the teachers and principals in secondary schools.
- In table 6, the researcher conclude that there is a significant positive correlation of principals leadership with the level of teacher's motivation Therefore, the researcher suggested that woreda education office advice to work effectively on principals' leadership practice to improve efficiency and quality of

education.

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Apendices

Apendix: a

Jimma university

College of education and behaioral science

Department of educational planning and management

Questionnaires to be filled by teachers and principals

Dear Respondents: This questionnaire is designed to collect relevant information on the topic: The principals Leadership practice and Teachers Motivation in General Secondary Schools of Agnwa Zone in Gambella Region .The questionnaire is prepared for teacher and principals like you who is expected to perform well in the school duties.

I request for your co-operation by helping to answer the questionnaire as per the instructions at the beginning of each section. Be honest in giving your responses to each question. Your responses will be highly respected and accorded the highest confidentiality. Thank you.

Part I: Background Information

This part of questionnaire contains the personal information. Please fill the necessary answer for each item properly by writing in the space provided. Note: - put right mark in the box provided to indicate your answer and give only one answer for one question.

1. Sex: 1. Male 2. Female

2. Academic qualification 1. Master 2.First Degree 3 .Diploma 4. Certific

3. Field of your specialization: 1. Management 2.leadership 3.others

4. Experience: a) Below 5 years b) 6-10 years 11 - 15 years 16 -20 years e)
 .21 - 25 years f) 26 years & above

5. Responsibility: 1. HRT 2.HD 3.CC & UL 4.CPD

Note: HRT=Home Room Teacher HoD=Head of Department CC\$UL=Club Committee and Unit Leader
 CPD=Continuous professional development Coordinator

PART II: INDEPENDENT VARIABLE: SCHOOL LEADERSHIP

This part of the questionnaire containing close ended items that focus on the transformational leadership aspects of school principal’s leadership under the investigation. Based on the concept of each item, please select the option that directly represent your opinion on transformational leadership of school principals and rate the following using a scales where; 1=Strong Disagree (SD); 2=Disagree (D) 3= Undecided 4= Agree (A); 5=Strong Agree (SA)

1. Items related to transformational leadership of school principals

Table 6

S.No	Statement	Responses				
		1=SD	2=D	3=Undecided	4=A	5=SA
I	Vision					
1.1	The school principal has a clear understanding of where we are going					
1.2	The school principal has a clear sense of where he/she wants our unit to be in 5 years					
1.3	The school principal can clearly articulate our school strategic vision and objectives					
1.4	I feel my school is moving in the right direction toward achieving its goals					
	Total					
II	Inspirational motivation					
2.1	The school principal says things that make teachers proud to be a part of this school					
2.2	The school principal says positive things about the work unit					
2.3	The school principal encourages teachers to see changing environments as situations full of opportunities					
2.4	The school principal helps others find meaning in their work					
	Total					

Table 7

II	Intellectual stimulation	1=SD	2=D	3=Undecided	4=A	5=SA
3.1	The school principal challenges me to think about old problems in new ways					
3.2	The school principal has ideas that have forced me to rethink some things that I have never questioned before					
3.3	The school principal has challenged me to rethink some of my basic assumptions about my work					
	Total					
IV	Supportive leadership					
4.1	The school principal considers my personal feelings before acting					
4.2	The school principal behaves in a manner which is thoughtful of my personal needs					
4.3	The school principal sees that the interests of teachers are given due consideration					
4.4	The school principal facilitates consensus building in work group sessions					
	Total					
IV	Personal recognition					
5.1	The school principal commends me when I do a better than average job					
5.2	The school principal acknowledges improvement in my quality of work					
5.3	The school principal personally compliments me when I do outstanding work					
5.4	The school principal listens to me when I have problem					
	Total					

PART III: DEPENDENT VARIABLE: TEACHER MOTIVATION

2. Items to measure intrinsic motivation

Table 8

		Responses				
S.NO	Statement	1=SD	2=D	3=Undecided	4=A	5=SA
2.1	I can be depended upon to do a good job.					
2.2	I am personally responsible for part of the education of every student I teach.					
2.3	Teaching is usually challenging					
2.4	One of the best things about teaching is seeing the students learn					
2.5	I set goals for myself and achieve them.					
2.6	I like to spend a lot of energy to make my classes interesting.					
2.7	I would like my students to learn more.					
2.8	Teaching is an important job.					
2.9	My attitude toward work is to work only as hard as I					

	have to.					
2.10	My students think I am a good teacher					
2.11	I set tougher standards for myself than my principal sets for me.					
2.12	My principal values my educational opinion					
2.13	My peers respect my work.					
1.14	I spend some of my free time on a regular basis for self-improvement for teaching by reading professional articles, attending workshops and meeting.					
2.15	Participating in opportunities for professional growth is important to me.					
2.16	My co-workers think I am a good teacher.					
	Total					

B.3.Items to measure extrinsic motivation

Table 9

		Responses				
S.NO	Statement	1=SD	2=D	3=Undecided	4=A	5=SA
3.1	The policies of my school system allow me to do my job effectively.					
3.2	The principals for whom I have taught appreciated the effort I invested in teaching.					
3.3	I have the support of the entire staff in doing my work.					
3.4	My job as a teacher requires too much of my time after the close of the regular school day.					
3.5	Positive aspects about teaching outweigh the negative aspects.					
3.6	I think teachers should be paid on experience					
3.7	My salary is reasonable for the amount of work I do					
3.8	I am satisfied with my salary.					
	Total					

APPENDEX: B

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview questions for teachers and principals

The main purpose of this interview is to gather information on: The Relationship between School Principals’

Leadership and Teacher's Motivation in Agnwa Zone. You are, therefore kindly requested to give necessary information on the issue related to the study. The successes of this study directly depend upon your honest and genuine response to the interview. The information that will be obtained from response to this interview will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only. Thank you in advance for your cooperation

Part I: Interview questions for teachers

- a) How do you see your school principal's leadership practice in your school?
- b) Do you think that your school principal motivates teachers in their work? If yes how?
- c) Do you think that the way your school principal lead the school affects teachers' motivational level? How? Can you give example?

Part II: Interview questions for principals

- a) How do you observe that your school leadership practice in your school?
- b) Do you believe that teachers are motivated from your school leadership practice? If yes how can you motivate teachers? Can you give practical example?
- c)) Do you think that the way you lead your school affects your teachers' motivation? If yes how? Can you give example?