



INSTITUTE OF PEDAGOGICAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
POST GRADUATE PROGRAM

**THE RELATIONSHIP OF PRINCIPALS' LEADERSHIP STYLE AND TEACHERS'
MOTIVATION IN SECONDARY SCHOOLS OF CENTRAL ZONE OF TIGRAI
REGIONAL STATE**

By
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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Master of Arts
Degree (MA) in School Leadership**

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TIGRAI MEKELLE

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I declare that “The Relationship of Principals Leadership Style and Teacher’s Motivation in Secondary Schools of Central Zone of Tigray Regional State” is my own original work and has not been presented for a degree in any other university and that all the sources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

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The thesis entitled “The Relationship of Principals Leadership **Style** and Teachers’ Motivation in Secondary Schools of Central Zone of Tigray Regional State” by Guesh Gebrest Gebremeskel is approved for the degree of Master of Arts in School Leadership.

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ABSTRACT

The major purpose of this study was to investigate the relationship between leadership style of principals and teachers' motivation in secondary schools of central zone of Tigray regional state. The study was carried out in five schools which were selected through proportional random sampling technique. From the total population of the teachers 184 teachers of the sampled were taken by using simple random sampling techniques. Descriptive survey design was employed to address the following research questions: which leadership behaviour is practiced by the school principals? to what extent does a principals leadership style influence teachers' motivation? And which leadership behaviour has a positive relation on teacher motivation in secondary schools in the Central Zone of Tigray region state? To address the questions two separate instruments, specifically Multifactor Leadership Questionnaire (MLQ) and Work Extrinsic and Intrinsic Motivation Scale (WEIMS), were used to measure leadership behaviour and Teachers' motivation. Statistical tools such as descriptive statistics, Pearson product-moment correlation coefficient, independents t-test and one-way ANOVA were used. The findings revealed that transformational leadership behaviour was highly practiced, which was followed by transactional leadership behaviour. Furthermore, laissez-faire leadership behaviour was the least practiced by the principals of the study area. The findings also suggest that principals may have flexibility in their behaviour and that no single leadership behaviour is effective in all situations. The three-leadership behaviour had positive effect on teacher's motivation. From the three-leadership behaviour, transformational leadership behaviour highly and significantly predicted the dimensions of employee motivation. Moreover, the researcher concluded that transformational leadership behaviour has a significant, very high and positive relationship with teachers' motivation, while transactional leadership behaviour has a positive, moderate and significant relationship with motivation. Finally, laissez-faire leadership behaviour has a positive, low and significant relationship with teachers' motivation. Based on the findings, the following recommendations were forwarded; ministry of education and regional educational bureau should give special attention to better understood both by the principals and teachers by giving appropriate trainings based on their division of work. School principals of the sampled schools should follow both transformational and transactional leadership behaviour as the findings confirmed that the teachers' motivation was having positive impact by transformational and transactional leadership behaviour. Principals need to attempt to maintain this transformational leadership behaviour as the schools can easily and effectively achieve its goals through motivated teachers.

Key Words: Extrinsic, Intrinsic, Motivation, Transformational, Transactional, Laissez-faire Leadership

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LIST OF ACRONYMS

ANOVA:	Analysis of Variance
ESDP:	Education Sector Development Program
IC:	Individualized consideration
II:	Idealized influence
IM:	Inspirational motivation
IS:	Intellectual stimulation
MLQ:	Multi factorial leadership questionnaire
MOE:	Ministry of Education
NLA:	National Learning Assessment
SPSS:	Statistical Package for Social Science
TREB:	TigrayRegional Education Bureau
WEIMS:	The Work Extrinsic and Intrinsic Motivation

CHAPTER ONE

INTRODUCTION

1.1 Background of The Study

It is evident that human capital and natural resources are the key pillars for the smooth journey of economic development of a country. To sustain their socio-economic development, many countries invest on education. In order education system to provide with a skilled, knowledgeable and highly committed citizen, provision of quality education in all stage of the system is essential. As a result, the Ethiopian government has formatted and implemented Education Sector Development Programs (ESDPs). Moreover, the education and training policy has clearly indicated that to ensure access, quality and efficiency, the education system requires effective management and leadership at all levels (MoE, 2007).

As indicated in ESDPsIV on the existence of clear and efficient system, teachers and school leader's development and their competency is one of the mandatory preconditions for provision of quality education for all children. This indicates that to ensure quality education, it demands a strong relationship between leadership and teachers which motivate workers and increase organizational performance. However, this is affected by leadership styles leaders adopted and motivation strategies used (MoE, 2012).

For successful implementation of educational activities in schools, teachers are the vital human factor. Motivating teachers is often a challenge. Motivation is encouragement or incentive to act or move. It is the process of inducing the teachers of the organization to act in a predetermined desired manner so as to achieve organizational goals (Ryan & Deci, 2000). In educational sector, teachers' motivation plays a very important role in increasing productivity, ensure organizational efficiency, ensure loyal workplace, ensure reactive workforce, facilitate direction, increase teacher's commitment and improve teachers' efficiency (Steers, Mowday & Shapiro, 2004).

Motivation is a goal-oriented behaviour that supports individual to accomplish their purposes. Its impulses a personal to work hard at realizing his or her goals. A leader should have the precise leadership behaviors to encouragement motivation. However, there is no distinct instruction for inspiration. As a leader, one should preserve an open outlook on human nature. Knowing diverse

wishes of followers will definitely make the decision-making process straightforward. Mutually a teacher as well as principals must own leadership and motivational personalities. An effective principal must have a thorough knowledge of motivational factors for followers. Principals must recognize the fundamental necessities of their followers, peers and their managers. Leadership is used as a means of motivating followers (Linh, 2017).

Effective principles should ultimately motivate their teachers. Motivated teachers are the outcome of effective principals. Hence, leadership and motivation are so much unified that they cannot be detached. Styles used in leadership have a larger influence in an organization. Employees who are well lead become self-motivated to perform their greatest endeavor. Therefore, it is convinced that divergence in leadership style can get better enthusiasm at place of work. According to Manning and Curtis 2000, as cited by UKEssays (2018) “there are two features of caring leadership: first is loyalty to assignment; second and evenly imperative, is concern for people”. Effective leaders have the possible to encourage employees in an organization and sequentially boost efficiency. Leaders entail to develop love among employees so that they can see meaning and sense in the diverse roles they are playing. Both love and encouragement are crucial elements in motivation. They can be cultivated by sound leadership styles (UKEssays, 2018). Leadership styles are many in number. According to Lewin, as cited in (UKEssays, 2018) leadership style are classification of how a person behaves while leading a group. Lewyn’s leadership styles are authoritarian (autocratic), participative (democratic), and delegative (Laissez-faire). In addition to the three styles identified by Lewin and his colleagues, researchers have defined several other characteristics forms of leadership namely: Transformational, Transactional and Situational leadership (Bass, 2008).

Before addressing the problem, it was vital to know why teachers are losing motivation and experiencing low job satisfaction. By identifying factors that improve teachers' motivation and morale, school principals can implement and apply effective leadership styles to ensure that teachers perform their responsibilities effectively, with enthusiasm and motivation within these changes (UKEssays, 2018). An acceptable leadership vogue gives authority that empowers instructors to make a top-level input to the nature of training. It is additionally accepted by numerous specialists that great authority is the most significant factor in planning instructive

plans, school projects, and backing of staff and offices with the point of cultivating the advancement and achievement of the school (Ryan & Deci, 2000).

The nature of initiative is the most significant factor for the accomplishment of schools and to impact the exhibition and inspiration of educators to accomplish the destinations of their schools (Franklin, 2016). School administrators are quick to make themselves as well as other people answerable for student uphold with the goal for them to learn and to improve the educators' ability to accomplish set objectives, which at last is learning with respect to the students. Therefore, this study tries to identify the relationship of principals' leadership styles on the motivation of teachers in secondary schools in the Central Zone of Tigray region state.

1.2 Statement of the Problem

School principals are responsible to initiate and inspire teachers in a workplace. The leadership style adopted in schools can affect the performance of the schools. If schools are good and effective, this is because of the effectiveness of the leadership in the school. On the other hand, if the leadership is not effective, it is difficult to be effective school. As a result, the performance of the school also ineffective (TREB, 2009). In line with this idea, the national Learning Assessments (NLA) indicates that, the shares of students scoring at least 50% and 75% in NLAs were set as targets. However, there is huge gap between what was planned and targeted and what has been achieved at all levels, with some progress made in grade ten but little elsewhere (MoE, 2015). This is strengthened by the finding of ministry of education by stating there is a quality challenge in the form of decline of student achievement and deterioration in the quality of school leader professional performance (MoE, 2012).

Weakness in school leadership and management is usually manifested in poor supervision, leadership and management process (MoE, 2012).

The above paragraph showed that, the latter critical input in the educational sector are leadership and teachers. Research findings indicates that leadership influences on instruction and performance (Franklin, 2016). The principal's leadership is vital in generating a school that value and eventually endeavors to accomplish academic excellence for students (MoE, 2012). Moreover, principals' effective leadership can meaningfully improve learners' achievement

(Franklin, 2016). This implies that strong and smooth communication of leadership and teachers in schools are the key pillar in improving organizational performance. In addition, to boost the organizational performance of educational institutions, school leaders should inspire and motivate their followers.

Despite the huge investment made in the education sector, the desired outcomes of the secondary schools in Tigray, particularly in central zone, the majority of the schools did not achieve the planned outcome of student achievement (TREB, 2006). The researcher believes that, even if there are different factors which affect student's outcome, the school principal's leadership style adopted and the encouragement approaches for teachers in schools have significant value. In this regard, findings of Idah and Jacob indicates that achieving school goals, however, is not adequate to preserve teachers motivated but supporting teachers to achieve their own individual and career goals is an important part of their motivation (Idah and Jacob, 2014). It is clear that the management and leadership styles that are implemented by a school and its leadership will have a decisive consequence on the motivation level, the morale and the job gratification of the teachers.

According to the researchers' experience as a teacher and school principal, the principals in the central zone in most case works like business as usual. Even if their educational qualification was educational leadership, they did not apply the leadership behaviours that was learned in the subject. Moreover, teachers were complaining for their career structure, leadership behaviour of principals, working condition of the schools, and there is a conflict between principals and teachers. In many schools there is low achievement of student national learning assessments. As a result, teachers were blame to school principals and the school principals also blame to teachers as the cause to failure of the students' academic achievement. Additionally, teachers are facing many challenges and the problem is demonstrated by teacher's turnover, low morale and becoming less motivated, absence of teachers from school. Meanwhile, the above-mentioned issues are not empirically evidence based that give a room for this study. Therefore, the main intension of this study is to investigate the relationship of principals' leadership styles adopted in schools and teaches level of motivation in secondary schools of central Zone Tigray Reginal State. Hence, the following research question is raised.

1. Which leadership Style is practiced by the school principals?
2. To what extent does a principals leadership style influence teacher's motivation?
3. Which leadership styles have a positive relation on teacher motivation in secondary schools in the Central Zone of Tigray region state?

1.3 Objective of the study

1.3.1 General Objective

The general objective of this study was to investigate the leadership behaviour adopted by school principals and their effect on teacher motivation in the Central Zone of Tigray Regional State.

1.3.2 Specific Objectives

The specific objectives of this study are to:

- Assess the leadership behaviour practiced by school principals in the central zone of Tigray region state.
- Examine the influence of principal's leadership style on teacher's motivation.
- Examine the leadership behaviour which have a positive relation on teacher motivation in secondary schools in the Central Zone of Tigray region state.

1.4 Significance of the study

It is anticipated that the result of this study will produce information on relationship between principal's leadership behaviour and teacher's motivation and will search and solve the gap in applying appropriate leadership behaviour to motivate teachers and improve school performance. The result of this study will serve as a base for further study in the area. This study will support school principals, vice principals, supervisors, and teachers who are the main role players in the school. In addition, this study will be an input for government or non-government organization and other stakeholder's contribution their value for the betterment of the school performance. This in turn may equip school principals with a resource to make certain which leadership behaviour may be relevant in motivating the teacher in such an instance. Moreover, the input to academia is that this investigation tried to determine to what extent leadership behaviour of school principals may have a relationship with the motivation of teachers in the teaching and learning practice in secondary schools.

1.5 Scope of the Study

This study was demarcated to assessing the relationship of principals' leadership style and teacher's motivation in secondary schools of central zone of Tigray regional state, it gives due emphasis on leadership style is being practiced by the secondary schools; how do teachers perceive the effect of leadership style practiced by their school principals on teacher's motivation and which leadership style have a positive relation on teacher motivation. Due to the location of the schools and spread settlement, this study was delimited to the five woreda and five government secondary schools of the specified Zone.

1.6 Limitations of the Study

This study was not totally free of limitations. Some of these limitations were: Due to the lack of, interview was not used in the study and was substituted by literature analysis; so, this limitation made the study to lack triangulation of its results.

1.7 Operational Definition of Terms

Leadership: is the ability of a person to influence the thoughts and behavior of others.

Leadership behaviour: refer to the underlying need structures of the head teachers that determine their behavior in various leadership situations.

Motivation: This is the attribute that moves us to do or not to do something.

1.8 Organization of the Study

The research report divided into five main chapters. The first chapter deal with the problem and its approach and it include background of the study, statement of the problems, significance and delimitation of the study, and limitation of the study. The second chapter reviews related literatures. The third chapter presents research design and methodology. In chapter four analyses and finding of data provided. The fifth chapter presents summary of major findings, conclusion and some modest recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Concept of Leadership

The perception of leadership has changed over time. Various researchers have been developed different leadership theory from its preliminary emphasis on Great Man and trait theory to the modern study of transformational leadership theory. Whether an organization is small or large, it demands leadership. Leadership is the key factor that determine the success or failure of an organization (Duze, 2012). Without quality leadership it is difficult to realize the mission and vision of an organization. To search a leader, a number of theories has proposed by different scholars. The advocates of the great man and trait theory believe that, quality leadership acquired with the assumption that leaders are born with leadership capacity and some intellectual traits. contingency theory believes that no leadership style is best in all situation. Moreover, in behavioral theories, leadership are based upon the belief that great leaders are made, not born. Transactional look from the perspective that the role of supervision made good leader, however, transformational theories, focus upon the connections formed between leaders and followers. Even though the hypothetical groundworks of leadership theory have transformed overtime, in numerous behaviors the basic functions of leadership providing path, decision making, formulating goals, collaborative, solving conflict have not (David, 2002).

Coming with a single definition of leadership is discouraging. Because, it is viewed as one of the most imperative and prevalent thoughts claimed across many fields of study, including political, educational, health and other disciplines. In addition, leadership is a subject of abundant printed work produced yearly (Blanchard, 2005). Some definitions of leadership include: definition by JohnSeaman Garns is that “leaders are just ordinary people with extraordinary determination.” Harvard Professor Rosabeth Ross Kanter suggests that leadership is “the art of mastering change the ability to mobilize others’ efforts in new directions.” Leadership is definitely in excess of “searching a parade and getting in front of it” (Rowe & Guerrero, 2015). According to Vance Packard, “leadership seems to be the fine art of receiving others to want to do something you are convinced should be done.” HarryTruman briefly explain, “Leadership is the capability to attain persons to do what they don’t need to do and like it.”

Other scholars also define as a leadership as influencing others, Blanchard more lately describe leadership as the potential to influence others by releasing their authority and potential to influence the better good (Blanchard, 2010). Similarly, Northouse's define as a process whereby individuals influence groups of individuals to achieve shared goals or commonly desired outcomes (Northouse's, 2011).

The other definition of leadership as leadership is Born to It or Nurtured? In this manner, numerous persons believe that some people derive into this world with a natural potential to lead, and everyone else doesn't, and there's not much you can do about it. Regardless of these universal observations to the contrary, leaders are not born; they are nurtured. It should be stated, however, that a many leader can be born with inborn talents that influence them to being leaders, such as natural cleverness and the capability to learn (Kolzow, 2014). Study has revealed evidently that outgoing person, which may be an innate behavior, have better leadership latent than solitaires. However, research evidences designate that only the socially skilled outgoing person develop as leaders, and it can perhaps be securely supposed that social skills are learned. Other researchers also define leadership as inspiration and facilitating the learning.

2.2 Theories of Leadership

Leadership theories find to elucidate in what way and why turn out to be a leader. Such theories frequently concentrate on the characteristics of leaders, but some made effort to detect the manners that people can implement to advance their own leadership capabilities in various circumstances. Premature arguments on the mindset of leadership frequently proposed that such skills were merely capabilities that people were born with. In other words, these theories anticipated that certain people were merely "born leaders." Some more current theories recommend that having certain traits might support to make people nature leaders, but that experience and situational variables also play an essential role. Premature leadership theories absorbed on what qualities differentiated between leaders and followers, while succeeding theories watched at other variables for instance situational factors and skill levels. Whereas numerous diverse leadership theories have developed, utmost can be categorized as the following (Northouse's, 2011).

2.2.1 The Great Man Theory

This theory was well known in the 19th century. Followers of this theory believe that the secret behind the famous leaders such as Abraham Lincoln, and Julius Caesar the Great, is that they were born with the ability to lead. This theory is based on the concept that eminent leaders are born and not made (Gençer & Samur, 2016). Similarly, Hackman and Wageman, (2005) describe that the “great man” theory supports the trust that leaders are born and not made to be leaders throughout their lifetime. In this theory, more emphasis is given to leaders as heroes. As precisely stated by Thomas Carlyle, heroic leaders are the outcome of their time and its predominant social conditions. Moreover, Thomas Carlyle stated that, effective leaders are those talented with heavenly encouragement and the right characteristics (Cherry, 2019). Advocators of this theory argue by looking to the leaders who were successful in their leadership practice. This theory clearly contributed to the idea that leadership is an inherited ability.

2.2.2 The Trait Theory

Trait theory is the extension of Great Man theory. The primary assumption of the theory was that leaders confidently had to possess some behavioral, temperamental, emotional and mental traits that characterize a unique individual personality. Trait theories give the impression analogous to great man theories but trait theories vary because they do not undertake that leadership is restricted to a rare heroic man (Grant, Gino, Hofmann, 2011). Carlyle's thoughts enthused early research on leadership, which approximately totally focused on inheritable traits. Carlyle's theory of leadership was based on the rationale that: convinced traits yield certain patterns of performance; Patterns are trusty crossways different conditions and People are "born" with leadership behavior. There were fairly few traits that could be used to differentiate between leaders and followers. Leaders incline to be great communicators and also incline to be higher in traits such as extroversion, self-confidence, and height, but these differences tended to be small (Hodgson and White, 2003).

There is a reasonable mistake in the trait-based theory. Whereas advocates recommend that certain traits are distinguishing of strong leaders, those who own the traits don't permanently become leaders. Some have recommended that this may be attributable to situational variables in which

leadership skills only appear when an occasion for leadership ascends (Hodgson and White, 2003).

2.2.3 The Situational Theory

In this theory there is a shift of thinking, that is from trait (internal behaviour) to external behaviour of the leader. This theory propose that leader is the outcome of their environment and their nature. In other word situation or context within the leadership exercise is important. Research findings (Grant, Gino, Hofmann, 2011). indicates that there are no definite personalities that could evidently be recognized as complete indications of leadership. Instead, it depends on which type of leadership and strategies are best-suited to the task. Accordingly, the researchers determined that there were no specific set of personalities or trait that could differentiate leaders from followers, and there is no trait that could forecast leader accomplishment. However, there was still no evenness in behaviours across tasks or situations. This leads to new concept contingency theory (Grant, Gino, Hofmann, 2011).

2.2.4 The Contingency Theory

According to contingency theory, what works for a leader in one situation may not work in another. This means that effective leaders are flexible and have the cognitive ability to adopt a different leadership style for a given situation. Leadership researchers White and Hodgson recommend that precisely effective leadership is not just about the qualities of the leader, it is about arresting the right balance between behaviors, needs, and context. Assess the needs of their followers, take stock of the situation, and then adjust their behaviors are the implication of effective leaders. Success depends on a number of variables including the leadership style, qualities of the followers, and aspects of the situation (Groves and LaRocca, 2011).

2.2.5 Transactional Theory

Sergiovanni (2007) describe transactional leadership by saying “it is the relationship or exchange of position between leader and followers so as to achieve their goal or desired”. Correspondingly, Kunhert and Lewis (1987) state that “transactional leaders give to followers something they want and in turn the leaders get what they want”. Transactional leadership entirely focused on, human being encourages by motivation and punishment. Workers performer

task effectively when the chain of command is definite and clear. Furthermore, the reward or punishment given to the workers should be contingent and based on their performance. The main intension of transactional leader on keeping status quo and the followers' task is performing the tasks given by the leader (Bass, 2008). Transactional theory also known as management theory. The main emphasis is on the role of supervision, organization and mutual performance of workers and leaders exchange. It is based on the principal that workers perform well when leaders follow the leadership style that emphasis on reward and punishment (Choi, Goh, Adam, Tan OK, 2016).

2.2.6 Transformational Theory

It is also known as relational theory. It is the affiliation between leaders and workers. This theory believe that leadership is a process in which persons integrated with others and form relationship (Choi, Goh, Adam, Tan OK, 2016). This type of relation forms between leaders and followers encourage and boost the moral and mutual cooperation individuals. This is comparable with charismatic leadership. leadership quality such as self-confidence, extroversion, clearly stated values take as motivational factors for followers (Blanchard Zigarmi, Zigarmi, 2013). Transformational leaders initiate, motive and encourages their followers through supporting, and incorporating evolution of their work performance and reward. Mostly focuses on the productivity of team member but sometimes focus on individual work to uphold the moral of employees.

2.3 Leadership Style

There are many approaches to leadership which extends, from Lewin's Leadership behaviour framework to the more current thoughts about transformational leadership. There are also many universal styles, encompassing servant and transactional leadership. Developing mindfulness of frameworks and styles can support persons to develop approach and to be a more operative leader.

Leadership style imitates a unique way of acting leaders. The various leadership styles that exist provide no guidance on the kind of leadership that leaders should offer; they purely reproduce what kinds survive. A style tends to contain what a particular leader has learned from other

leaders that served as role models, and this style is influenced strongly by this experience. The leadership style also is affected by the purpose or goal of the leaders (Kolzow, 2014). Another impact, which is frequently fairly strong, is the specific character of the leader and the competence of the cohorts being led, or the condition in which the leader is leading his or her individuals. Individual personality has a noteworthy influence on leadership style, and one's leadership style regulates to a great degree one's reaction to each condition. Successful leaders have capacity to adapt their style of behavior to the desires of their followers and to the nature of the condition. That is one of the ins and outs why there is no single prototypical for an effective leader.

2.3.1 Lewin's Leadership Style

Kurt Lewin was the founder of this theory developed in 1930. He was a psychologist and his idea of leadership style was the foundation for the recent theory of leadership. According to Lewin there are three types of leadership.

- 1. Autocratic Leaders:** even if the input of followers is very essential to the success of organization vision and mission, leaders of this type leadership style did not involve the idea of their followers in decision process. They alone decided every activities of the organization. This type of leadership is essential when the decision is quick and the participation of team members is not significant in the decision. However, this type of leadership demoralized workers and in turn turnover of workers increase.

The autocratic leader is all about "control" and managing the accomplishment of everyday jobs. Autocratic leaders frequently approach circumstances with the boldness that other people are naturally reluctant to get involved and are fundamentally untrustworthy. They incline to practice their authority to control their followers. In the autocratic style, furthermore procedures are determined by the leader. Decision-making for the Autocratic leader is usually despotic, which means no input from followers pending after the decision is made. This regularly outcomes in the deficiency of inventive solutions to challenges, which can eventually wound the efficiency of the organization.

2. **Democratic leaders:** make the ultimate decisions, but they comprise crew members in the decision-making process. They boost inventiveness, and people are frequently extremely involved in activities and decisions. Consequently, crew members incline to have high work gratification and high efficiency. The democratic style of leadership, therefore, tends to be more participative; policies evolve from group discussion and from a group decision-making process. By sharing decision-making and other responsibilities, the group is more likely to make full use of all the potential of its members, and individual self-esteem tends to increase. This is not at all times a successful style to employ, although, when you want to build a rapid decision.

3. **Laissez-faire leaders:** give their group members many independences in how they accomplish their job, and how they determine their targets. They offer help with properties and guidance if wanted, nevertheless they don't become involved in the activities of the team member task. This sovereignty can lead to high work gratification, nevertheless it can be harmful if crew members don't appropriately manipulate their time soundly, or if leaders of this type leadership don't have the acquaintance, capability, or individual motivation to do their job excellently. Lewin's framework is common and advantageous, because it inspires leaders to be less autocratic than they might instinctively be (Cherry, 2019).

2.3.2 Transformational Leadership

This was first published in 1978, and was then additionally developed in 1985. Transformational leaders have truthfulness and high expressive cleverness. They encourage persons with a common vision of the upcoming, and they perused well. They're also naturally self-aware, trustworthy, sympathetic, and modest (Bass, 1985).

Transformational leaders motivate their team members since they imagine the best from everybody, and they embrace themselves responsible for their activities. They established pure goals, and they have respectable open clash resolve talents. This primes to high efficiency and assignation. However, leadership is not a "one size fits all" thing; frequently, you must familiarize your style to fit the condition. This is why it's convenient to advance a thorough

empathetic of other leadership frameworks and styles; after all, the more methods you're acquainted with, the more flexible you can be (Kolzow, 2014).

A transformational leader is the consequence of substantial and nonstop education and affiliation structure. He or she involves employees by outlay a great deal of time constructing faith and representative a significant level of individual truth. The definitive goal is to “transform” the goals, dream, and sense of purpose of the subordinates, molding them into a unified group. This leadership style inclines to support encourage workers to be trustworthy and devoted employees, with the goal also of serving each member of the group be effective. Transformational leadership style frequently emphasizes on the “broad sense” and on concern for people and their personal desires. This type of leadership has four foremost components (the four “I’s”) leader of transformational endeavors to accomplish are:

Idealized Influence: this type of leadership becomes a role model for workers through exemplary conduct that inspires pride and faith among groups. Because groups faith and admiration the leader, they attempt to compete with this individual and personally accept his or her principles.

Inspirational Motivation: A transformational leader regularly has a wisdom of group soul, enthusiasm, desire, and hopefulness. This type of leader supports workers dedicate themselves to the institution’s apparition. Undoubtedly, leaders can’t encourage supporters, but they can offer an encouragement for success.

Intellectual Stimulation: proponent of this type or style of leadership must enquiry old assumptions, cast current difficulties in a new light, inspire inventiveness and modernization, and look at additional success ways to make decisions. In transformational leadership style, a leader solicits philosophies, and encourages and grows people who think individualistically and who cost learning.

Individualized Consideration: A transformational leader give consideration to the desires of persons, and search for advance supporters by auxiliary, mentoring, and training workers to

reach their full capacity (Kolzow, 2014). A concern happens to save lines of communication open so that supporters sense free to share thoughts in this helpful atmosphere. This type of leader also makes a robust struggle to identify groups for their exceptional charities.

These four elements are indispensable when it comes to changing an institutions and authorizing staffs. The transformational leader has to be fast to familiarize to vicissitudes within an organization. Actually, the intension of successful leadership is to make encouraging alteration organizational performance. Laterally with this, he or she devotes time and endeavors into transforming the organization's dream and job to everyone worker for purposes of enthusiasm, encouragement, and uniting the organization as an entire. To develop skill and knowledge of being a transformational leader is a progressively process (Kolzow, 2014).

2.3.3 Path-Goal Theory

House (1996) described, the path-goal leadership theory was used to design a way by which leaders could encourage and support their workers to realize goals already set by describing the route that the workers should track. House (1996) designates the four leadership styles as follows:

1. **Directive Leader:** - educates the all employees and offers the appropriate and vivid directions and thoughts to make their effort faultless and accomplish fine and finish their effort within the given timeline and the occupation restrained standard
2. **Supportive Leader:** - works more with the comfort and human want of his employees. And all employees are treated equally by the supportive leader
3. **Participative Leader:** - the word participative defines itself that the participative leader participates and involves in ideas, opinions, suggestions and offers with the all subordinates about their job.
4. **Achievement-Oriented Leader:** - the leader who inspires, boosts, and does the whole thing for nonstop performance and enhancement. The leader inspires for the goals and gives the self-assurance to his employees to get their inspiring goals.

The numerous path-goal leadership styles (the directive, supportive, participative and achievement-oriented styles) are going to be considered in this study to perceive the consequence each style has on the motivation of teachers.

2.3.4 Charismatic Leadership

Charismatic leadership look like transformational leadership: both types of leaders motivate and encourage their group followers. The “charismatic” leader is able to fluent a compelling vision that replies to the wants and ambitions of the cohorts. Through their affiliation with the charismatic leader, the subordinates attain the state of mind of power and develop their confidence. Charismatic leadership depend on the twin outcome of a leader's character and a strong trust by supporters that this distinct individual is the one to lead them in their hour of need. Charisma can be based on whatever from corporeal presence to past actions and successes (Kolzow, 2014).

The difference depends in their objective. Transformational leaders need to change their group and organizations, while leaders who depend on charisma frequently emphasis on themselves and their individual desires, and they may not need to transform anything. Charismatic leaders might have faith in that they can do no incorrect, even when others advise them about the path that they're on. This sensation of invulnerability can harshly harm a group or an organization (UKEssay, 2018).

2.3.5 Transactional Leadership

Transactional leadership style, undertakes that persons are inspired principally by prize and punishment. This style is very correlated to the autocratic style. The certainty is that workers accomplish their finest when the shackle of command is certain and clear, and that reward or punishment is contingent upon performance. They should be pleased to hand over all authority and accountability to a leader, which is the contrary thoughtful of an authorized worker. The emphasis of the transactional leader is on upholding the current situation, and the principal goal of the group followers is to conform the orders and instructions of the leader (Blanchard Zigarmi, Zigarmi, 2013).

Transactional leadership style flinches with the impression that group members reach agreement to obey their leader when they agree to take a career. The "transaction" regularly includes the organization paying group members in return for their energy and compliance on a short-term task. The leader has an authorization to "punish" group members if their effort doesn't encounter a suitable ordinary. Transactional leadership is present in many business leaderships circumstances, and it does deliver some reimbursements. For example, it elucidates every person protagonist and accountabilities. And, since transactional leadership judges' subordinates on performance, persons who are ambitious or who are interested by outdoor rewards counting reimbursement frequently thrive. The disadvantage of transactional leadership style is that, on its own, it can be frightening and immoral, and it can lead to turnover large member of staff. It also has thoughtful restrictions for knowledge-based or inspired work. Consequently, group members can frequently do slight to advance their work gratification (St. Thomas University, 2018).

Study has indicated that transactional leadership inclines to be furthest effective in circumstances where difficulties are humble and undoubtedly defined (Wongyanon, Wijaya, Mardiyono, 2015). It can also work properly in crisis circumstances where the attention desires to be on achieving certain farm duties. Leaders can safeguard that those things become complete through assigning evidently demarcated responsibilities to specific persons.

During predicament, transactional leaders can support preserve the current situation and "keep the ship afloat," so to speak. Transactional leaders' emphasis on the upkeep of the building of the team (St. Thomas University, 2018). Transactional leaders are tasked with letting team followers identify accurately what is anticipated, speaking the rewards of accomplishment tasks well, elucidation the consequences of letdown, and present criticism intended to retain employees on task. Whereas transactional leadership can be advantageous in some circumstances, it is well-thought-out inadequate in many cases and may prevent both leaders and followers from accomplishing their complete capacity (Cherry, 2019).

2.4 The Concept of Motivation

Nitin Nohria (2008). definition motivation as "it is a condition, or the creation of a condition, that encompasses all of those factors that govern the gradation of inclination on the road to

engagement in an activity”. This definition implies that motivation does not inevitably determine whether or not activity occurs, it wants only determine the extent to which persons sense tending towards activity. Recent studies define motivation as “a hypothetical paradigm to clarify the commencement, direction, strength, tenacity, and quality of behaviour, particularly goal-directed behaviour” (Golshan, Kaswuri, Agashahi, Amin, & Ismail, 2011). Motivation contains goals that deliver the energy for purposeful action with an envisioned way. Whether bodily or psychological, activity is an indispensable part of motivation. Essential in this description is the belief that motivation is a progression rather than an end outcome. This has consequences in terms of dimension of motivation. That is, because it cannot be perceived directly it must be inferred from actions such as choice of tasks, tenacity, endeavors and success, or from what persons talk about themselves (Saif, Nawaz, Jan, & Khan, 2012). Present-day interpretations connect motivation to persons’ reasoning and emotional processes such as judgements, opinions, goals and feelings and underline the situated, communicating affiliation between the learner and the learning atmosphere that is helped or inhibited by numerous social and circumstantial factors (Saif *et al.* 2012).

2.4.1 Theories of Motivation

Explain the notion of “Motivation” numerous theories of motivation that are developed. The motivation is a drive that forces a person to operate different task in different ways. It is the magnification that drive us to exert a lot of force to visualize vision, even though the status quo is not running our way. With the formation of human organization, people tried to discovery the answer to, what encourages a worker in the organization the utmost. This contributed to natal numerous content theories of motivation. The content theories explore with “what” motivates people. This, notions of motivation can be roughly categorized as:

2.4.1.1 Maslow Theory of Motivation

This is the earliest and most generally better-known theory of motivation, developed by Ibrahim Maslow (1943) within the Forties and 1950s. This theory condenses desires into 5 basic categories. Maslow ordered these needs in his hierarchy, starting with the essential psychological desires and continued through safety, happiness and love, esteem and self-actualization. In his theory, the bottom unhappy would like become the dominant, or the foremost powerful and

important would like. The foremost dominant need activates a personal to act to meet it. Glad desires don't motivate. Individual pursues to hunt a better would like when lower desires are fulfilled (Maslow, 1991).

1. Physiological Needs

It incorporates the foremost basic wants for humans to survive, like air, water and food. Maslow stressed, our body and mind cannot operate well if these needs don't seem to be satisfied. These physiological wants area unit the foremost dominant of all wants. Thus, if somebody is missing everything in his/her life, in all probability the most important motivation would be to fulfill his/her physiological wants instead of any others. an individual United Nations agency is lacking food, safety, love (also sex) and esteem, would most likely hunger for food (and additionally for cash, wage to shop for food) than for any price else (Rauschenberger, Schmitt, & Hunter, 1980).

2. Safety and Security

If the physiological wants square measure comparatively well satisfied, new wants can seem, the therefore referred to as safety wants. Safety wants talk to a person's want for security or protection. Essentially, everything appearance lower than safety and protection. The healthy and lucky adults in our culture square measure mostly glad in their safety wants. The peaceful, sure, safety and unwavering society makes North American country feel in safety enough from criminal assaults, murder, unbelievable natural catastrophes, and so on. Therein case individuals now not have any safety wants as first-line motivators (Rauschenberger, Schmitt, & Hunter, 1980).

Meeting with safety wants incontestable as a preference for insurance policies, saving accounts or job security, etc., we expect regarding the dearth of economic safety. Youngsters have a bigger ought to feel safe. That's the rationale why this level is additional vital for youngsters.

Safety and security wants include: Personal security; monetary security; Health and well-being; Safety mesh against accidents, diseases and their adverse impacts. To tell the reality, in real dangers and traumas like war, murder, natural catastrophes, criminal assault, etc., the

requirements for safety become a full of life, first-line and dominant mobilize of persons (Maslow, 1991).

3. Belongingness and Love

If each the physiological and also the safety wants square measure consummated, the love, love and happiness wants inherit prominence. Maslow claimed individuals have to be compelled to belong and accepted among their social teams. Cluster size doesn't mean anything: social teams are often massive or tiny. Individual shave to be compelled to love and be wanted – each sexually and non-sexually – by others. Reckoning on the ability and pressure of the contemporaries, this want for happiness might overbear the physiological and security wants. Love wants involve giving and receiving affections. After they square measure unhappy, someone can like a shot eliminate the shortage of friends, peers and partner. Many folks suffer from social nervousness, loneliness, social isolation and conjointly depression thanks to the shortage of this love or happiness issue (Rauschenberger, Schmitt, & Hunter, 1980).

4. Esteem

In our society, the general public long for a stable and high valuation of themselves, for the esteem of others and for self-regard or shallowness. Esteem means that being valued, revered and appreciated by others. Humans have to be compelled to feel to be valued, like being helpful and necessary within the world. individuals with low shall own usually want respect from others. Maslow divided two sorts of esteem needs: a 'lower' version and a 'higher' version. The 'lower' version of esteem is that the want for respect from others: as an example, attention, prestige, standing and infatuated their opinion. The 'higher' version is that they want for self-respect: as an example, the person might have independence, and freedom or assurance. The most stable and so the healthiest shall own relies on respect from others. External fame or celebrity and unwarranted flattery won't cause shallowness, though you are feeling higher for a minute (Rauschenberger, Schmitt, & Hunter, 1980).

5. Self-Actualization

‘What humans may be, they need to be.’ (Maslow, 1954) Self-actualization reflects an individual wanted to grow and develop to his/her fullest potential. Individuals like opportunities, selecting his/her own versions, difficult positions or artistic tasks. Maslow represented this level because the ‘need to accomplish everything that one will, to become the foremost that one will be’. Maslow believed that folks should overcome their different desires represented higher than, not solely win them. At this level, individual variations area unit the biggest (Rauschenberger, Schmitt, & Hunter, 1980).

As every level is satisfactorily glad, we tend to area unit then actuated to satisfy subsequent level within the hierarchy, invariably new and better desires area unit coming back. This is often what we tend to mean, once the fundamental human desires area unit drawn sort of a pyramid, a hierarchy. Life experiences, together with divorce and loss of job, could cause a personal to fluctuate between levels of the hierarchy. These five completely different levels were additional sub-categorized into two main groups: deficiency and growth desires.

2.4.1.2 Herzberg’s Two Issue Model of Motivation

Frederick Herzberg’s two issues Theory of Motivation may be a content model of motivation that says that satisfaction and discontentedness in work are created by various factors. Herzberg uses the phrase “motivating factors” to explain things that, once gift, have the flexibility to create people glad or maybe happy at work. He additionally uses the phrase “hygiene factors” to explain things whose absence has the flexibility build people unhappy or sad at work. (Herzberg, Mausner, & Snyderman, 1959).

The core purpose of Herzberg’s two issues Theory of Motivation is that motivating and hygiene factors are terribly totally different. Hygiene factors are essential in serving to people to prevent being disgruntled at work. However crucially, notwithstanding however nice these factors are, they alone can’t facilitate a private reach high level of satisfaction at work. In several languages, hygiene factors are a per-requisite for a decent worker expertise and permanently worker engagement. Motivating factors are virtually the alternative. Motivating factors are essential in serving to people become extremely glad at work; however, their absence will never cause a private to become very unhappy at work (John and Herzberg, 1965).

2.4.1.3 McClelland's Theory of Needs

McClelland affirms that we have a tendency to all have three motivating drivers, and it doesn't rely on our gender or age. One among these drives is dominant in our behavior. The dominant drive depends on our life experiences.

The three motivators are: Achievement: want a requirement necessity to accomplish and demonstrate own competency folks with a high need for actionlike tasks that offer for private responsibility and results supported their own efforts. They additionally like fast acknowledgement of their progress.

Affiliation: a desire for love, happiness and social acceptance folks with a high would like for affiliation area unit motivated by being likeable and accepted by others. They have an inclination to participate in social gatherings and should be uncomfortable with conflict.

Power: want a requirement necessity for management own work or the work of others folks with a high need for power desire things within which they exercise power and influence over others. They aim for positions with standing and authority and have a tendency to be a lot of involved regarding their level of influence than regarding effective work performance (Herzberg, Mausner, & Snyderman, 1959).

2.4.1.4 ERG Theory of Motivation

ERG theory, developed by Clayton Alderfer, could be a modification of Maslow's hierarchy of wants. Alderfer, (1969). Associate in nursing empirical take a look at of a brand-new theory of human wants. Rather than the five wants that area unit hierarchically organized, Alderfer projected that basic human wants are also sorted below three classes, namely, existence, connation, and growth. Existence corresponds to Maslow's physiological and safety wants, connation corresponds to social wants, and growth refers to Maslow's esteem and self-actualization ERG theory (Alderfer, 1969).

ERG theory's main contribution to the literature is its relaxation of Maslow's assumptions. For instance, work unit theory doesn't rank wants in any explicit order and expressly acknowledges

that quite one would like operate at a given time. Moreover, the speculation contains a “frustration-regression” hypothesis suggesting that persons who are irritated in their tries to satisfy one would like could regress to a different. For instance, somebody who is pissed off by the expansion opportunities in his job and progress toward career goals could coworkers. The implication of this theory is that we want to acknowledge the multiple wants that will be driving people at a given purpose to know their behavior and properly inspire them. Regress to connation would like and begin disbursement longer socializing with Alderfer, (1969).

2.5 The Relationship Between Leadership Style and Motivation

Effective leaders have the functionality to boost personnel in an educational institution and in sequence improve output. Leaders ought to take heed to where they may be with a particular follower, and in which that follower is in his/her own degree of management development. Leaders crucial to make desire among personnel with a view to see meaning and intelligence inside the various roles they're playing. Both preference and inspire are critical additives in motivation. They may be planted by means of comprehensive management patterns.

Even though no specific style appears to exist this is exercised through effective leaders, but, in its place, diverse patterns to main are used at distinctive instances and in numerous instances. Leadership style which tries to proportion and bring the result of vision of an educational institution with the other employees may be very vital within the progression of motivating workers. As soon as each worker acknowledges the mutual purpose and targets of an institution as preserved in its vision announcement, it will be fairly clean for leaders to broaden motivation in them. Workers will simply have an influential want to accomplish the desires of an institution in the event that they recognize or classify themselves with its vision (UKEssay, 2018).

An effective leadership style will guarantee that employees are properly informed of the effect of the imaginative and prescient and task of the employer (Kolzow, 2014). They must be made to sense component and parcel of the entire process of attaining achievement as well as enjoying the beneficial results of their commitment. Once that is performed, workers can be motivated not simplest because they have attractive fringe benefits but also because they have a shiny destiny collectively with the employer. Poor leadership will cover pertinent information from workers.

This will cause them to have a feeling of alienation from the organization and turn out to be much less prompted. It is commonplace expertise that humans will have a tendency to have non-public pressure in the event that they recognize quite well that they have got something to benefit from or be enthusiastic about either within the short or long term. When such worker relation is performed, then the work of a leader may be very easy. Leaders who apprehend the reality that they need to create a close operating dating with personnel are frequently successful.

The affiliation between leadership and motivation has scarcely been researched upon in the past although each of the ideals has been studied at great length (St. Thomas University, 2018). The way in which the two components of organizational behavior engage is very crucial in ensuring tremendous successful in an educational institution.

Since it isn't always feasible to measure or enumerate motivation, its influences in an agency can only be felt or found out inside the overall performance of an educational institution over a given period of time. The procedure of motivation is complicated and unless the effect of management at the latter is delivered on board, it can no longer be a clean challenge. Nevertheless, it is miles every so often possible for a pacesetter in an organization to encourage people without translating to effective final results inside the employer (St. Thomas University, 2018).

There are plentiful initiatives which may be put in area with a view to encourage people. However, it's miles imperative to factor out that this kind of measures may be hampered or enhanced by using the leadership style in operation. For instance, most employees might be inspired to provide their offerings in the event that they have job pride. This cannot exist in an organization unless it is nicely cultivated. It is upon the leader to alternate the management style for personnel to derive pleasure at portraits. For example, one manner of making sure that employees are happy at their place of job is with the aid of lowering the extent of supervision. Effective leaders do no longer supervise their juniors too closely. This might also create an environment of pain and a sense of being threatened. Most people could usually opt to paintings with minimal manage. This is also essential due to the fact every one among them is made must be made responsible and responsible as well. Additionally, appropriate management will apprehend the extra effort via personnel. Exceptional performance via workers must be

rewarded. Both financial and verbal reputation from the management is welcome in order that motivation can be improved (Cherry, 2019).

When organizational contributors are prompted, it leaves an advantageous effect on the overall performance of the corporation. Further, theories of motivation like that of Maslow try and expound how management can be related to motivation. Leaders in an organization are directly correlated to the boom and motivation of employees relying at the style used. Much research suggests that the pinnacle leadership has a key role to play in the willpower of enterprise's performance. Positive boom can handiest be carried out in a case wherein workers are entirely dedicated and dedicated to the belief of the set goals and goals (Cherry, 2019).

However, there are a few times whilst leadership has been taken into consideration to be a subsidiary issue as far as organizational performance is worried. The argument is that junior personnel are the only who execute the real assignment in an enterprise even as leaders are mainly mandated to provide steering and route on what is meant to be done. It is possibly higher to bear in mind groups inside an agency and look into how team leaders can motivate employees.

There is vivid evidence that the presence of a team chief in an organization is a real motivating issue to workers (Kolzow, 2014). The level of motivation can be quite low on every occasion a group chief is absent. From this perspective, the overall belief is that leaders who steer small teams in corporations are extra influential to the groups they are leading compared to top executives. This can be explained from the fact they're very close to the rest of team contributors and could frequently concentrate and act expeditiously to bobbing up issues. Moreover, workers are located to be much less stimulated while their team chief has been substituted with some other one. It takes a sizable amount of time earlier than the crew can alter itself to the modifications. Nevertheless, it's far imperative to underscore the fact that it's far most effective transformational management that may usher complete motivation. Leadership patterns are one of a kind and so is the application (Kolzow, 2014).

One important element which frequently ends in crew individuals being inspired inside the presence in their leader is the team bonding spirit which develops with time. Members in a crew

have a tendency to bond emotionally with their chief to the volume that isolating the 2 becomes intricate. Even in instances in which an alternative team leader is delivered on board, she or he is greater or much less appeared as a manager but not a pacesetter. This means that the link between powerful management and motivation isn't instantaneous. It is a procedure which demands time and area.

However, there are demerits whilst leaders' bond too closely with team participants. For instance, charismatic leaders who appear to be all efficient and fail to delegate roles to participants may also show to be fruitless ultimately. Such leaders fail to empower group members leading to de-motivation. Leaders who take manipulate function in their teams and go away not anything to risk additionally fall into this class. Members of a group want to take delivery of the danger to work out their abilities bearing in mind that each one of them has precise capability distinctive from the rest. Nevertheless, this argument, businesses that have established a lifestyle of exemplary performance might not enjoy plenty of the impact of charismatic leaders. This is subtle via the boom momentum of the institution (St. Thomas University, 2018).

At this point, it's far important to note that there are some squad leadership styles which could uplift the team spirit of junior personnel. The subordinates additionally want to be empowered. This is one way through they may be made to experience a feel of belonging now not just inside a staff but also within the entire organization. The subordinate workers may even derive incredible job delight at their work location whilst this form of transformational leadership is followed. From the Social change viewpoint, real empowerment of group members results in the expertise that every member is crucial within the system of production and no person is dealt with as approach to obtain the stop product. This will genuinely enhance overall performance of the organization due to intrinsically motivated institution (St. Thomas University, 2018).

Leadership is a form of social movement that is advanced in a cohesive institution of human beings. If a team leader makes a decision to delegate obligations to the subordinate body of workers, then this should be executed in a manner that it will have the greatest positive impact on each worker. This is now wherein the difference between extraordinary and inefficient leadership

is observed. For example, a converted leader will to start with choose the capacity and potential of each staff member after which delegate assignment hence. Workers need to be assigned duties in areas of hobby and potential so that they can be motivated as they enjoy appearing their duties. A leadership style which tends to impose undertaking on workers without evaluating their capability will regularly omit the point. Workers who are pressured to carry out responsibilities are hardly ever motivated and this interprets to dismal performance.

Since leadership is perceived as a social process of creating influence, use of anti-social approaches whilst leading a team may additionally end result to de-motivation. For instance, leaders who favor to critically punish errant team contributors are surprisingly probable to de-inspire workers. A greater pleasant but company mode of correcting individuals needs to be followed. Besides, leaders who reward people with non-contingent stuff may not enhance motivation in them in any respect (Kolzow, 2014).

Workers tend to be more expertise whilst a pacesetter reasons out rationally with them in preference to taking a few moves in my opinion (St. Thomas University, 2018). It is obvious that management style used may additionally generate blended feelings among employees and their level of motivation at work area. Although no particular leadership style can be proved to be powerful in motivating people, it is vital to word that although leadership and motivation were treated inside the beyond as two separate and awesome entities, a close correlation can nonetheless be drawn between the two. There are folks that argue that leadership does not have any impact on motivation. If this were proper, then performance of an organization would not be tagged on the dedication and willpower of employees. Such argument can be deceptive because as mentioned earlier, management is a form of social affect. Therefore, the group chief has to be relational and accommodating to the workers. A leader is lots more than only a manager who dishes out ideas to be observed via people. Moreover, a pacesetter seeks to build the group through coordination and agency. In any case, management isn't best about displaying the manner however additionally leading the way. From this knowledge, a totally robust link is established between management and motivation (Kolzow, 2014).

The idea of motivational management is very handy in this dialogue. If modifications in sorts of leadership can improve overall performance at work region, then leaders who're motivational are very important for stepped forward performance in companies. For example, workers will generally tend to admire a frontrunner who's informed and skillful. They might be encouraged by a frontrunner who is confident enough and energetic in leading the team. The leader will also be valued relying at the capability to consider the person wishes of each member of the group in an employer. Workers will be motivated further if the chief is dynamic and able to starting up changes within a team or corporation. Static management patterns which do now not respond to current desires of an enterprise are can't decorate motivation.

A modified management style which seeks to deliver records definitely is an actual motivator at work vicinity. There are moments in the life of a business company whilst situations are hard and possibly the returns are marginal. An effective chief will attempt as a whole lot as viable to communicate with employees coherently and in manner they could without problems apprehend (St. Thomas University, 2018). Effective communicate will inspire people in spite of the state of affairs at hand. Employees will also be influenced if the fashion of management demonstrates self-belief. This will beautify safety level and people may even sense safe in their jobs (Cherry, 2019).

Another vicinity of importance in management and motivation is the choice-making manner inside small operating teams or the entire agency. Workers will sense an experience of price, recognize and dignity when they are actively involved inside the system of choice making in any respect levels of the organization. Workers who take part in passing vital choices affecting them will recognize an excellent deal and work even more difficult to acquire the goals of the selections made.

Committed leadership is fundamental within the consciousness of organizational goals and objectives. When thoughts are internalized, deliberated upon and in the end converted into movement, the best fine effect within the entire company is produced. Leaders who are not dedicated to their route of duty may ship the incorrect signals to subordinate group of workers. It is plain that the junior personnel will tend to emulate the leadership of the crew or organization.

Therefore, a much less committed leader will equally reverse the commitment of workers and eventually de-inspire them (UKEssay, 2018).

Transparent form of management is the only that operates on an open machine. Organizational management which runs the affairs of the whole team at the back of the curtains won't be favored by means of workers at all. This is also synonymous to directive management style whereby employees are purported to take orders from above and carry out their obligations irrespective of problems. This form of management does no longer permit an open forum in which every member of the organization can air reviews. A leadership fashion primarily based on such concepts will de-inspire people. It makes them belong to the outer edge and less extensive in the organizational methods (UKEssay, 2008).

It is actual that except people are glad, they will no longer be productive. Firstly, folks that are satisfied work well with others because they are intrinsically inspired (St. Thomas University, 2018). They create a warm working environment and fellow colleagues enjoy operating with them. As a result, a robust and well more advantageous team paintings is built. In the case of a pacesetter, a higher operating dating with employees is likewise harnessed and this helps clean walking of the agency.

Chapter Summary

Irrespective of largeness or smallness of the organization, an organization demands leadership. Leadership is the crucial issue that regulate the success or failure of an organization (Dayand Antonakis, 2011). Effective leadership has the capacity realize the mission and vision of an organization. In quest of the quality of leadership various leadership has been developed. Even though the theoretical groundworks of leadership theory have changed overtime, in many behaviors the basic functions of leadership providing direction, decision making, achieving goals, cooperative, resolving conflicts have not (David, 2002). There are many approaches to leadership which extends, from Lewin's Leadership Styles framework to the more current thoughts about transformational leadership. Kurt Lewin was the founder of this theory developed in 1930. He was a phycologist and its idea of leadership style was the foundation for the recent

theory of leadership. According to Lewin there are three type of leadership these are autocratic, democratic and laissez-faire.

The motivation is an energy that navies an individual to function different task in various ways. It is the intensification that initiative us to apply a lot of energy to imagine vision, even though the current situation is not running our way. Maslow ordered these needs in his hierarchy, starting with the essential psychological desires and continued through safety, happiness and love, esteem and self-actualization. Other motivation is Herzberg's motivation. The core purpose of Herzberg's two issues Theory of Motivation is that motivating and hygiene factors are terribly totally different. McClelland affirms that we have a tendency to all have three motivating drivers, and it doesn't rely on our gender or age. One among these drives is dominant in our behavior. The dominant drive depends on our life experiences. ERG theory's main contribution to the literature is its relaxation of Maslow's assumptions.

An effective leadership style will guarantee that employees are properly informed of the effect of the imaginative and prescient and task of the employer (Kolzow, 2014). Poor leadership will cover pertinent information from workers. This will cause them to have a feeling of alienation from the organization and turn out to be much less prompted. Committed leadership is fundamental within the consciousness of organizational goals and objectives. When thoughts are internalized, reflected upon and in the end transformed into movement, the best satisfactory result within the whole company is produced. It is genuine that except people are happy, they will no longer be productive. Firstly, people that are satisfied work well with others because they are fundamentally encouraged (St. Thomas University, 2018). They create a warm working environment and fellow colleagues enjoy operating with them. As a result, a robust and well more advantageous team landscapes is constructed. In the case of a pacesetter, a higher operating dating with employees is likewise harnessed and this helps clean walking of the agency.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Design

The main purpose of this study was to assess the relation between principals' leadership behaviour and teacher's motivation in secondary schools of central zone of Tigray Regional state. Descriptive survey design was employed for conducting this study. Descriptive design is useful because it can provide important information regarding the average member of a group. Specifically, by gathering data on a large enough group of people, a researcher can describe the average member, or the average performance of a member, of the particular group being studied. In this study one of the descriptive researches correlational research was specifically used. In this case the researcher attempts to determine whether there is a relationship that is, a correlation between two or more variables (Leadership behaviour and teachers' motivation). The leadership behaviour used in this study was Transformational, Transaction and Laisses Faire. To quantify it, under each leadership behaviour items were prepared to define the behaviour of the school principal, each item was summarized under its category to define summative behaviour of the leadership.

3.2 Research Method

In this study quantitative approach were used as the topmost approach. Quantitative approach was stressed because assessing the relation between principals' leadership behaviour and teacher's motivation in secondary schools can better understood by collecting quantitative data. Moreover, Quantitative method involves studies that make use of statistical analyses to obtain their findings. Key features include formal and systematic measurement and the use of statistics. The selected research design was descriptive researcher particularly correlational study, which is quantitative in nature. This approach is suitable as it examined to what extent leadership behaviour has a relationship with employee motivation. This study was a correlational study, whereby a relationship is recognized between two variables, specifically leadership behaviour and motivation. The main leadership behaviour notions that were acknowledged for this study emphasis precisely on leadership behaviour and Transformational, Transaction and Laisses Faire leadership behaviour. To collect data questionnaire was used and administered to school principals and teachers from five secondary school found in five woreda in central zone.

Thereafter, the data was insert into excel and SPSS for analysis. Finally, the finding of the analysis, conclusion and recommendation was reported.

3.3 Source of Data

Data for this research was collected from both primary and secondary sources. The primary data for the study was gathered from principles, and teachers. The secondary sources were school principals' feedbacks and reports. In order to get real information, the researcher used the above mentioned primary and secondary sources of data from the five secondary schools.

3.4 Population, Sample Population and Sampling Technique

3.4.1 Population

Since the purpose of this study is to examine the relationship between leadership behaviour and teacher's motivation by surveying teachers and leaders from selected governmental secondary schools, the population of this study was twelve woreda, all teachers and principals and vice principal in government secondary schools of Central Zone of Tigray Regional state. As per the data obtained from the education bureau of Tigray regional state, there are 54 governmental secondary schools in those governmental secondary schools and there are 2,567 teachers, 64 principals; and 98 vice principals. The targeted population in this study consisted of the teachers and school leaders. There was a total of 184 teachers and 15 school leaders which were selected from five secondary school.

3.4.2 Sample Population and Sampling Technique

Five woreda were selected from twelve woredas using Systematic random sampling method. According to Levy & Lemeshows (2002), as cited in Marczyk *et al.* (2005), among the total population 10-30% of sample well satisfied and represent the study. Accordingly, to select five woreda which was 41.67%, the researcher lists the woreda alphabetically. For example, Adwa, Adet, Adwa-Rular, Ahferom, Axum, Ayb-Adi, Kola-Temben, Laelay-Maychew, Mereb-Leke, Tahtay-Maychew, Tanka-Abergeleand Were-Leke. Based on the list the researcher selected five woreda using the following formula:

(Cohen, Manion and Morrison, 2005) Where f =the frequency interval

N = the total number of the wider population

sn = the $f = \frac{N}{sn}$ required number in the sample.

The researcher wants five woreda to include in the study, hence, $\frac{12}{5} = 2.4$ (which round in to 2). Hence the researcher would pick out every second name on the list of woreda. Accordingly, Adet, Adwa-Rular, Axum, Laelay-Maychew and Were-Leke were selected. To select schools from each sample woreda, five secondary school was selected through random sampling method. The determination of sample is based on the number of 54 government secondary schools and teachers found in such schools are 2567 in number which was called the population of the study. It was unreasonable and unmanageable to include all the population in the study but is advisable to come up with the representative sample and generalized the finding to the population. Thus, 5(10%) secondary government schools provided the sum of 184 teachers of sample were taken by using simple random sampling method. The participants of the study were school principals and teachers. There are 5 principals and 10 vice principals in the schools who were selected for the study, all were included in the study considering their small numbers. To determine the equal proportion of sample in each school the following formula was utilized.

$$n_h = \frac{nN_h}{N}$$

Where, n_h = sample size of school

N_h = Population of the school

n = Total sample size

N = Total population of sampled schools

Table 1: Lists of Sample Secondary Schools and Teachers in the Central Zone of Tigray

No	List of Schools	Teachers Population	Teachers Sample	Sampling Technique
1	Kinfe Secondary	82	41	Proportional Simple random Method
2	Kaleb Secondary	74	37	
3	Yeha Secondary	77	39	
4	Embasnaiti Secondary	70	35	
5	Laelay Machew Secondary	64	32	
	Total	367	184	

3.5 Data Collection Instruments

In this study data was collected from two groups of respondents. One group was the teachers' group and the second group were the school principals' group. In order to collect the required data, one data collection instrument was used namely, questionnaires. The questionnaire was administered to teachers and school principals. The detail is described below.

3.5.1 Questionnaire

Questionnaire was chosen because; it requires a little time and expense and permits collection of data from a large sample of respondents (Best and Kahni, 2003). Moreover, according to Kothari (2004) using questionnaire has the following advantage: There is low cost even when the universe is large and is widely spread geographically; It is free from the bias of the interviewer; answers are in respondents' own words; respondents have adequate time to give well thought out answers; respondents, who are not easily approachable, can also be reached conveniently and Large samples can be made use of and thus the results can be made more dependable and reliable. For the purpose of this research, the researcher adopted Multifactor Leadership Questionnaire by Avolio and Bass (1995), to determine the leadership behaviour practiced by principals of the sampled schools, and The Work Extrinsic and Intrinsic Motivation Scale (Tremblay et al., 2009) to examine the motivation of the teachers.

3.5.1.1 Multifactor Leadership Questionnaire (MLQ)

Multifactor leadership questionnaire is a psychological inventory consisting of 36 items pertaining to leadership behaviour and 9 items pertaining to leadership outcome (Bass and Avolio, 2004). It is a leading survey instrument used to assess leadership (Bass and Avolio, 2004). Initially known as the MLQ-5X, its strength depends on its ability to capture several leadership behaviours in a single measurement instrument. Even though several other instruments such as Leadership Style Questionnaire by Northouse (2011), and situational leadership questionnaires are possible measurement of leadership behaviors, priority was given to multifactor leadership questionnaire (MLQ from 5X) in this research. Though these instruments measure transformational and transactional leadership behaviors, the subscales and items do not focus on a separation or differentiation of these behaviors instead their emphasis is on identifying

the types of leadership behaviors that are most appropriate for the situation (Bass and Avolio, 2004). For these reasons, none of them are considered and being appropriate for this research.

The MLQ is designed as multi-rate (or 360-degree) instrument, meaning that the leadership assessment considers the leader's self-assessment alongside the assessments of their leadership superiors, peers, subordinates, and others. The leader (self) form and rater form of the MLQ can be completed and assessed separately, however validity is much weaker when assessing leadership using only the leader (self) form. Following the publication of the original MLQ in 1990, new versions of the MLQ were gradually developed to fit different assessment needs.

This study uses a combination of the Multifactor Leadership Questionnaire by Avolio and Bass (1995), and The Work Extrinsic and Intrinsic Motivation Scale (Tremblay et al., 2009). Using the combination of the surveys, this survey asked respondents on how their motivation within the workplace is affected by their employer's leadership behaviour. At the beginning of the survey, respondents were asked multiple questions regarding their demographics. These questions include age, gender, education, and services year.

The Multifactor Leadership Questionnaire is a survey that aims to measure the effective leadership traits the supervisor of respondents has and identify which leadership behaviour matches. The survey contains 36 items and mainly looks at transactional, transformational, and passive avoidance leadership behaviour. The MLQ is used to assess the impact different leadership behaviour have and looks to understand the pattern of communication leaders utilize. Using a Likert Scale, respondents are to rate their understanding of leadership qualities on a 1-5 scale representing, "not at all, once in a while, sometimes, fairly often, frequently." Numbers 2, 8, 9, 13, 15, 19, 26, 29, 30, 31, 32, and 36 represent transformational leadership questions. The numbers that represent transactional leadership are 1, 4, 11, 16, 22, 24, 27, and 35, while numbers 3, 5, 7, 12, 17, 28, 33 represent Laisses Faire leadership. This survey has been used in multiple countries for research, selection and promotion, development, and counseling.

3.5.1.2 The Work Extrinsic and Intrinsic Motivation (WEIMS)

The Work Extrinsic and Intrinsic Motivation Scale is used to assess one's motivation at work and the conditions that contribute. The WEIMS uses 18 items to assess the factors that affect motivation in the workplace. This questionnaire covers work self-determined motivation and non-self-determined motivation, both are essentially known as intrinsic and extrinsic motivation, as well as amotivation (Tremblay et al., 2009). The WEIMS has construct, content, and criterion validity in organizational settings, and is a predictor of the organization's effect on the employee's level of motivation (Tremblay et al., 2009). Intrinsic motivation is seen in questions 1, 4, 5, 7, 8, 10, 14, 15, and 18 on the questionnaire. Questions 2,6, 9, 11, 13, and 16 deal with extrinsic motivation. Questions 3, 12, and 17 assess amotivation.

3.6 Method of Data Analysis

Data that was gathered through questionnaire was analyzed using quantitative methods. The quantitative data gathered through questionnaire was analyzed using frequency counts, percentages, and mean. Since the items are many in number, they were analyzed and discussed following the presentation of each research questions. The analysis and presentation and discussion of results was continued based on the research questions. To analyze, the data collected and entered to a statistical package for social sciences (SPSS: version 25). Both descriptive and inferential statistics was used to describe different characteristics of the respondents and to describe and explore the relationships between principals and teachers, independent t-test was performed to test the differences in the level of teacher's motivation among groups. Pearson r was also used to test the strength of the relationship between the two variables. Moreover, regression analysis was used to examine the effect of leadership behaviour on teacher's motivation. Lastly, on the basis of the analysis summary and conclusion of the findings was made and suggestion was drawn.

3.7 Reliability of the Instrument

Reliability tests were performed to measure the internal consistency of each variable. Cronbach's alpha coefficients were used to measure the internal consistency for WEIMS and for MLQ leadership behaviour questionnaire. Cronbach's alpha coefficients were measured to estimate the reliability of MLQ and WEIMS of this research. Henceforth, the internal consistency and

reliability estimated using Cronbach's Coefficient of Alpha for MLQ and WEIMS were 0.861 for transformational leadership, 0.831 for transactional leadership and 0.74 for laissez-faire leadership. The average Cronbach's alpha reliability coefficient for MLQ instrument was 0.772. This finding was good according to Sekaran (2000) guideline for Cronbach's alpha coefficients. In support to this, literature recommend that, the Cronbach's Alpha result greater than 0.9 was excellent, greater than 0.8 is good, greater than 0.7 was acceptable, greater than 0.6 was questionable, and less than 0.5 was poor (Mallery, et al., 2003). This designates that the alpha coefficients for the individual factors of MLQ transformational leadership as well as transactional leadership was rated as good; however, laissez-faire is rated as tolerable. Regarding the WEIMS instrument, the reliability analysis for Intrinsic motivation was 0.843, 0.779 for extrinsic motivation and 0.881 for motivation, which was good according to Sekaran (2000) recommended guide line.

3.8 Ethical Consideration

The purpose of the study was clarified to the respondents and the researcher has requested their consensus to response questions in the surveys. The researcher also informed the respondents that the information they delivered was only used for the study purpose. Accordingly, the researcher used the information from the respondents only for the study purpose. In addition, the researcher guaranteed privacy by making the respondents anonymous.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section of the study deals with presentation, analysis and interpretation of data gained from questionnaire to search for applicable answer to the basic questions itemized in chapter one of this study. This chapter is divided into two main sections. The first section presents the demographic characteristics of the respondents and the second section deals with the presentation, analysis and interpretation of data regarding to the relationship leadership style and teacher’s motivation in central zone of Tigray regional state.

Based on the instrument adopted all the important data was collect through questionnaire. The questionnaire was distributed to 184 teachers, 5 principals and 10 vice principals, a total of 199 respondents. And the entire questionnaire was returned.

4.1 Characteristics of the Respondents

The main importance of this part is to provide some basic background of the sample population related to the demographic characteristics with the notion that it may have some relationship with the basic question raised in this study. The demographic characteristics of the respondents were analyzed and interpreted in table 2.

Table 2: Demographic Characteristics of the Respondents

R/N	Category		Principals		Vice Principals		Teachers		Total	
			N	%	N	%	N	%	N	%
1	Sex	Male	5	100	7	70	106	57.6	118	59
		Female			3	30	78	42.4	81	41
2	Age in Year	20-30					47	25.5	47	24
		31-40	2	40	7	70	97	52.7	106	53
		41-50	3	60	3	30	40	21.7	46	23
3	Service years	1—5			2	20	21	11.4	23	12
		6—10	1	20	5	50	99	53.8	105	53
		11—20	2	40	3	30	52	28.3	57	29
		above 20	2	40			12	6.5	14	7
4	Educational qualification	BA/BSC	1	20	4	40	178	96.7	183	92
		MA/MSC	4	80	6	60	6	3.3	16	8

Table 2 item 1 shows broad results of the collected and analyzed data concerning gender. 5(100%) of the school principals, 106(57.6%) of the teachers and 7(70%) of the vice principals were male. Whereas 78(42.2%) of the teachers and 3(30%) of the vice principals were female. The data illustrates an uneven gender split with majority male containing 59% and female 40.7%. This implies that there was male dominance in leadership, gender imbalance among teachers. Moreover, limited female representation in leadership and need for gender inclusive policies.

Regarding age in table 2 item 2, 2(40%) of the principals, 97(52.7%) of the teachers and 7(70%) of the vice principals age was between 31 to 40 years old. Whereas 3(60%) of principals, 40(21.7%) of the teachers and 3(30%) of the vice principals age was between 41 to 50 years old. Likewise, 47(25.5%) of the teachers age was between 20 and 30 years old. The age distribution tells us that the majority of the respondents which accounts 53% of the total respondents fell between the ages 31 to 40, followed by ages 41 to 50 years. This implies the education system has a lot of teachers and school leaders who stayed in the profession for long period of time.

Concerning to service years in the same table, 1(20%) of the school principals, 99(53.8%) of the teachers and 5(50%) of the vice principals had between 6 and 10 years of service; 2(40%) of the school principals and 52(28.3%) of the teachers had between 11 and 20 years of service. Likewise, 21(11.4%) of teachers and 2(20%) of the vice principals had 1-5 years of service. The results showed that there were more educators with teaching experience above 6 years. This implies that these teachers and principals had relatively long years of experience. Therefore, their experience enables them to distinguish the impact of community participation in building secondary schools.

Regarding the qualification of the respondents in table 2 item 4, the majority, 178(96.7%) of teachers and 4(40%) of the vice principals were BA/BSC/BED holders. Whereas 4(80%) of the principals, 6(60%) of the vice principals and 6(3.3%) of the teachers were MA/MSc holders. This implies that most of them know what is expected of them. They have the capability to participate in the study meaningfully.

4.2 Descriptive Statistics of the Leadership Behavior

This topic discusses the leadership behavior of principals as perceived by teachers and principals themselves. This answers to the research question number one raised in chapter one. Here percentage, mean and standard deviations were used to identify the leadership behaviour of principals. The independent t-test was used to determine whether a statistically significant difference exist between the principals and teachers for each of the leadership behaviours. The correlation analysis, using Pearson's correlation coefficient (r) measured the strength of the relationship between leadership style of school leadership and the motivation of teachers. Moreover, linear regression analysis was used to examine the effect of the leadership behaviour of principals on teacher's motivation. All the above statistical procedures were applied to achieve the objectives of this study.

Table 3 below incorporates descriptive data (percentage, mean and standard deviation) for the five transformational leadership variables, three transactional variables, and laissez-faire variable. The distribution of scores for the sample contained reasonable variance and normality for usage in succeeding analyses.

4.2.1 Transformational Leadership Behaviour as Perceived by Principals and Teachers

Transformational leadership behaviour is further expanded into four core dimensions; which are Idealized influence, Inspirational motivation, intellectual stimulation and individualized consideration. These four dimensions are articulated in other diverse leadership behaviour as a modus operandi but they are generalized in transformational leadership behaviour. Here is the analysis of each dimensions in the next few tables. Moreover, the tables below incorporate descriptive data (percentage, mean and standard deviation) for the five transformational leadership variables. The distribution of scores for the sample contained reasonable variance and normality for usage in following analysis.

Table 3: Principals and Teachers Response of Idealized Influence (Attributed)

R o	Idealized influence (attributed)	Category	Respondents Rate					Mean	Std. dv	Significanc e Level at 0.05
			NA	OW	ST	FO	FR			
			N (%)	N (%)	N (%)	N (%)	N (%)			
1	Principals instill pride in me for being associated with him/her	P		1 (7%)	3 (20%)	6 (40%)	5 (33%)	4.0	0.9	(0.509) No significance
		T	3 (2%)	19 (10%)	32 (17%)	83 (45%)	47 (26%)	3.8	1.0	
2	Principals go beyond self-interest for the good of the group	P		2 (13%)	2 (13%)	10 (67%)	1 (7%)	3.7	0.8	(0.637) No significance
		T		22 (12%)	36 (20%)	86 (47%)	40 (22%)	3.8	0.9	
3	Principals act in ways that build others' respect for me	P			5 (33%)	7 (47%)	3 (20%)	3.9	0.7	(0.925) No significance
		T	1 (1%)	5 (3%)	46 (25%)	101 (55%)	31 (17%)	3.8	0.7	
4	Principals display a sense of power and confidence	P		2 (13%)	2 (13%)	10 (67%)	1 (7%)	3.7	0.8	(0.210) No significance
		T		9 (5%)	45 (24%)	75 (41%)	55 (30%)	4.0	0.9	

NB: not at all =NA, once in a while = OW, sometimes = ST, fairly often = FO, frequently = FR, T = Teachers, P = Principals

In response to item one in table three, 6(40%) of the principals and 83(45%) of the teachers were rated the item fairly often, moreover, 5(33%) of the principals and 47(26%) of the teachers rated the item frequently if not always. However, 3(20%) of the principals and 32(17%) of the teachers rated the item some times. Conversely, 1(7%) of principals and 19(10%) of the teachers responded once in a while that principal instilled pride in teachers for being associated with them. Moreover, the mean score 4.0 for principals and 3.8 for teachers confirms that, it is above the mean range 3 which was internationally suggested range of idealized influence (attributed). This indicates that majority of the principals and teachers were often or always that principals instilled pride for being associated with their teachers.

In response to item two in table three, principals and teachers asked to rate whether principals go beyond self-interest for the good of the group or not. In this regard, 10(67%) of the principals and 86(47%) of teachers rated the item fairly often, 40(22%) of teachers rated the item “frequently if not always”, 2(13%) of principals and 36(20%) of teachers rated the item sometimes. Conversely, 2(13%) of principals and 22(12%) of teachers rated the item once in a while. The obtained mean score 3.7 for principals and 3.8 for teachers. This is above the expected mean value (3) which was internationally suggested range of idealized influence

(attributed). This indicates that principals were going beyond self-interest for the good of the group.

Concerning to item three in table three, majority, 7(47%) of the principals and 101(55%) of teachers rated the item to fairly often, 3(20%) of the principals and 31(17%) of teachers also rated the item frequently if not always. Moreover, 5(33%) of the principals and 46(25%) of teachers rated sometimes. This indicates that majority of the respondents were confirming that principals act in ways that build others respect for teachers. The calculated mean value for this item 3.9 for principals and 3.8 for teachers also above the international suggested scores for idealized influence (attributed) as stated by Bass and Avolio (1997). This implies that Principals act in ways that build others' respect for teachers.

In response to item four in table three, principals and teachers asked to share their opinion if principals display a sense of power and confidence or not. Majority, 10(67%) of principals and 75(41%) of teachers rated fairly often, 1(7%) of the principals and 55(30%) of teachers rated frequently if not always and 2(13%) of principals and 45(24%) of teachers rated sometimes respectively. This indicates that majority of the principals and teachers agreed that principals display a sense of power and confidence. The calculated mean score for this item (3.7; 4.0) for principals and teachers respectively also was greater than the mean values suggested by Bass and Avolio (1997).

Generally, the overall mean values for idealized influence (attributed) of the transformational leadership component was 3.85 with Std. Deviation .41501. For the most effective leadership, Bass and Avolio (1997) suggest mean scores of greater or equal to 3.0 for idealized influence (Attributed). The overall scores of idealized influences (Attributed) obtained in this study was 3.85, which was slightly larger than what Bass and Avolio (1997) suggested.

This implies that principals in the study are respected and trusted, which is a core aspect of transformational leadership. This in turn shows that the principals leadership style positively impacts their schools. In order to investigate the difference between the response of teachers and principals independent t-test was used. Hence, the result of the analysis implies there are no

significance differences between leadership behaviors which are being practically exercised by principals and behaviors which are being perceived by the teachers of the schools at confidence interval of the difference is 95% (i.e., $p \leq 0.05$). The p-value of each item for idealized influence attributed was presented in table three.

Table 4: Principals and Teachers Response of Idealized Influence (Behaviour)

No	Idealized influence (Behaviour)	Category	Respondents Rate					Mean	Std.dev	Significance Level at 0.05
			NA	OW	ST	FO	FR			
			N (%)	N (%)	N (%)	N (%)	N (%)			
1	Principals talk about my most important values and beliefs	P		1 (7%)	5 (33%)	6 (40%)	3 (20%)	3.73	0.88	(0.574) No significance difference
		T	1 (1%)	5 (3%)	46 (25%)	101 (55%)	31 (17%)	3.85	0.75	
2	Principals specify the importance of having a strong sense	P	1 (7%)	2 (13%)	5 (33%)	5 (33%)	2 (13%)	3.33	1.11	(0.066) No significance Difference
		T	3 (2%)	19 (10%)	32 (17%)	83 (45%)	47 (26%)	3.83	0.98	
3	Principals consider the moral and ethical consequences of decisions	P	1 (7%)	3 (20%)	2 (13%)	5 (33%)	4 (27%)	3.53	1.30	(0.331) No significance Difference
		T		22 (12%)	36 (20%)	86 (47%)	40 (22%)	3.78	0.92	
4	Principals emphasize the importance of having a collective sense of mission	P		3 (20%)	2 (13%)	6 (40%)	4 (27%)	3.73	1.10	(0.583) No Significance Difference
		T	1 (1%)	5 (3%)	46 (25%)	101 (55%)	31 (17%)	3.85	0.75	

NB: not at all =NA, once in a while = OW, sometimes = ST, fairly often = FO, frequently = FR, T = Teachers, P = Principals

In response to item one in table 4, majority, 6(40%) of principals and 101(55%) of teachers rated the item fairly often. Moreover,3(20%) of principals and 31(17%) of teachers rated frequently if not always, 5(33%) of principals and 46(25%) of teachers rated the item sometimes. Conversely, few, 1(7%), of principals and 5(3%) of teachers rated the item not at all. The calculated mean value for this item were (3.73 for principals) and (3.85 for teachers), which is a little bit greater than the mean values suggested Bass and Avolio (1997) for idealized influence (behavior). This indicates that majority of the respondents believe that principals were fairly often and frequently to talk their important values and beliefs to their teachers. The calculated t-test also indicates that

there is no significance difference between the two means at p-value $p \leq 0.05$ as indicated in table 4.

Regarding to item two in table 4, principals and teachers were requested to rate whether principals were specifying the importance of having a strong sense of purpose to their teachers or not. Consequently, 5(33%) of principals and 83(45%) of teachers rated fairly often, 2(13%) of the principals and 47(26%) of teachers were rated frequently. Moreover, 5(33%) of principals and 32(17%) of teachers rated sometimes. The mean value for this item was (3.33 for principals and 3.83 for teachers), which is a little bit greater than the mean values suggested by Bass and Avolio (1997) for idealized influence-behavior. This indicates that majority of the principals and teachers believed that principals were fairly often and frequently if not always specifying the importance of having a strong sense of purpose to their subordinates. The calculated t-test p-value (0.066) indicates that there is no significance difference between the two mean of principals and teachers.

Concerning to item three in table 4, majority 5(33%) of principals and 86(47%) of teachers rated fairly often, 4(27%) of principals and 40(22%) of teachers rated frequently if not always. On the other hand, 2(13%) of principals as well as 36(20%) and 22(12%) of teachers rated the item sometimes and once in a while respectively. The calculated mean score for this item were (3.53 for principals and 3.78 for teachers) which is slightly greater than the mean score recommended by Bass and Avolio (1997) for idealized influence-behavior. This designates that majority of the teachers and principals confirm that principals fairly often and frequently if not always consider the moral and ethical consequences of decisions made on their teachers. The calculated t-test p-value (0.331) indicates that there is no significance difference between the two means of principals and teachers.

In response to item four in table four, respondents asked to show their consent whether principals were emphasizing the importance of having a collective sense of mission or not. Hence, 6(40%) and 4(27%) of principals, 101(55%) and 31(17%) of teachers were rated fairly often and frequently if not always, moreover, 2(13%) of the principals and 46(25%) of teachers were rated sometimes respectively. In contrast, 3(20%) of principals and 5(3%) of teachers rated the item

once in a while. The calculated mean score for this item was (3.73 for principals and 3.85 for teachers), which is somewhat greater than the mean score recommended by Bass and Avolio (1997) for idealized influence (behavior). This indicates that majority of the principals and teachers have confidence in that principals were emphasized the importance of having a collective sense of mission. The calculated t-test p-value (0.582) indicates that there is no significance difference between the two means of principals and teachers.

The overall scores of each item gained in this study (3.8 for principals and 3.85 for teachers) which are slightly greater than what Bass and Avolio (1997) recommended. This indicates that majority of the principals and teachers were ‘fairly often’ displaying the ideal levels of idealized influence-behaviour of transformational leadership sub-component.

Table 5: Principals and Teachers Response of Individualized Consideration

No	Individualized consideration	Category	Respondent's Rate					Mean	Std.dv	Significance Level at 0.05
			NA N (%)	OW N (%)	ST N (%)	FO N (%)	FR N (%)			
1	Principals spend time teaching and coaching	P			5 (33%)	7 (47%)	3 (20%)	3.87	0.74	(0.93) No Significance
		T	1 (1%)	5 (3%)	46 (25%)	101 (55%)	31 (17%)	3.85	0.75	
2	Principals treat others as individuals rather than just as a member of a group	P	0	2 (13%)	2 (13%)	10 (67%)	1 (7%)	3.67	0.82	(0.21) No Significance
		T	0	9 (5%)	45 (24%)	75 (41%)	55 (30%)	3.96	0.86	
3	Principals consider an individual as having different needs, abilities, and aspirations from others	P	1 (7%)	2 (13%)	5 (33%)	5 (33%)	2 (13%)	3.33	1.11	(0.07) No Significance
		T	3 (2%)	19 (10%)	32 (17%)	83 (45%)	47 (26%)	3.83	0.98	
4	Principals help others to develop their strengths	P		3 (20%)	2 (13%)	6 (40%)	4 (27%)	3.73	1.10	(0.58) No Significance
		T	1 (1%)	5 (3%)	46 (25%)	101 (55%)	31 (17%)	3.85	0.75	
NB: not at all =NA, once in a while = OW, sometimes = ST, fairly often = FO, frequently = FR, T = Teachers, P = Principals										

In response to item one in table five, majority,7(47%) of principals and 101(55%) of teachers rated the item fairly often. Similarly, 3(20%) of principals and 31(17%) of teachers rated

frequently if not always, while, 5(33%) of principals and 46(25%) of teachers rated the item some times. In contrast, 5(3%) of teachers rated the item once in a while. The obtained mean score for this item was (3.87 for principals and 3.85 for teachers). This implies that principals spent their time in teaching and coaching teachers under the schools. The calculated t-test p-value (0.93) indicates that there is no significance difference between the two means of principals and teachers.

Concerning to item two in table five, principals and teachers requested to share their consent whether principals treat teachers as individuals rather than just as a member of a group or not. Thus, 10(67%) of principals and 75(41%) of teachers replied fairly often. 1(7%) of principals and 55(30%) of teachers replied frequently if not always. While 2(13%) of principals and 45(24%) of teachers rated sometimes. On the other hand, 2(13%) of principals and 9(5%) of teachers rated once in a while. The mean scores for principals and teachers were 3.67 and 3.96 respectively. This indicates that Principals treat others as individuals rather than just as a member of a group. The calculated t-test p-value (0.21) indicates that there is no significance difference between the two mean of principals and teachers.

Concerning to item three in table five, the majority, 5(33%) of principals and 83(45%) of teachers rate fairly often. Moreover, 2(13%) of principals and 47(26%) of teachers replied frequently if not always. While 5(33%) of principals and 32(17%) of teachers replied sometimes. On the other hand, 2(13%) of principals and 19(10%) of teachers replied once in a while and 1 (7%) of principals and 3(2%) of teachers rated the item not at all. The mean scores for this study were (3.33 for principles and 3.83 for teachers) also indicates that principals consider an individual as having different needs, abilities, and aspirations from others. The calculated t-test p-value (0.07) indicates that there is no significance difference between the two means of principals and teachers.

With respect to item four in table five, the majority, 6(40%) of principals and 101(55%) of teachers replied fairly often and 4(27%) of principals and 31(17%) of teachers rated frequently if not always. While 2(13%) of principals and 46(25%) of teachers replied sometimes. In contrast, 3(20%) of principals and 5(3%) teachers opposed that principals help others to develop their

strengths. The result of the mean score for this item were (3.73 for principals and 3.85 for teachers), which was to some extent larger than the recommended mean score (3.0). This indicates that majority of the principals and teachers replied fairly often and frequently if not always. This implies that principals help teachers to develop their strengths for the sake of school achievement. The result of t-test p-value (0.58) indicates that there is no significance difference between the two mean of principals and teachers.

The result of total mean score for individual consideration element of transformational leadership were 3.65 for principals and 3.86 for teachers. This implies that principals were behaved the ideal levels of individual consideration element of transformational leadership behavior. This implies that principals mentoring teachers one-to-one, delegating difficult tasks to deserving people and maintaining a high level of communication with teachers. Each teacher is treated as an individual.

Table 6: Principals and Teachers Response Relating to Inspirational Motivation

No	Inspirational Motivation	Category	Respondents Rate					Mean	Std.dv	Significance Level at 0.05
			NA	OW	ST	FO	FR			
			N (%)	N (%)	N (%)	N (%)	N (%)			
1	Principals talk optimistically about the future	P		1 (7%)	3 (20%)	6 (40%)	5 (33%)	4.00	0.93	0.509 No significant
		T	3 (2%)	19 (10%)	32 (17%)	83 (45%)	47 (26%)	3.83	0.98	
2	Principals talk enthusiastically about what needs to be accomplished	P		2 (13%)	2 (13%)	10 (67%)	1 (7%)	3.67	0.82	0.637 No significant
		T		22 (12%)	36 (20%)	86 (47%)	40 (22%)	3.78	0.92	
3	Principals treat others as individuals rather than just as a member of a group	P		2 (13%)	2 (13%)	10 (67%)	1 (7%)	3.67	0.82	0.210 No significant
		T		9 (5%)	45 (24%)	75 (41%)	55 (30%)	3.96	0.86	
4	Principals articulate a compelling vision of the future	P		1 (7%)	5 (33%)	6 (40%)	3 (20%)	3.73	0.88	0.574 No significant
		T	1 (1%)	5 (3%)	46 (25%)	101 (55%)	31 (17%)	3.85	0.75	
5	Principals express confidence that goals will be achieved	P			3 (20%)	9 (60%)	3 (20%)	4.00	0.65	0.337 No significant
		T	1 (1%)	10 (5%)	55 (30%)	80 (43%)	38 (21%)	3.78	0.85	

NB: not at all =NA, once in a while = OW, sometimes = ST, fairly often = FO, frequently = FR, T = Teachers, P = Principals

Concerning to item one in table six, principals and teachers requested to rate whether principals talk optimistically about the future of the school or not. In this regard, 6(40%) of principals and 83(45%) of teachers replied fairly often, besides, 5(33%) of principals and 47(26%) of teachers rated frequently if not always, while, 3(20%) of principals and 32(17%) of teachers replied some times. In contrast, 1(7%) of principal and 19(10%) of teachers were replied once in a while. The result of the mean score for principals and teachers were 4.00 and 3.83 respectively. This implies that majority of the principals and teachers confirms that principals talk optimistically about the future of their school. The result of t-test p-value (0.509) indicates that there is no significance difference between the two means of principals and teachers.

In response to item two in table six, principals and teachers requested to rate whether principals talk enthusiastically about what needs to be accomplished or not. Majority, 10(67%) of principals and 86(47%) of teachers valued fairly often and 1(7%) of principal and 40(22%) of teachers rated frequently if not always. While, 2(13%) of principals and 36(20%) of teachers replied some times. In contrast, 2(13%) of principals and 22(12%) of teachers replied once in a while. The result of the mean score for principals 3.67 and 3.78 respectively. this result is bigger than the mean values recommended Bass and Avolio (1997). This indicates that majority of the respondents think that principals talk eagerly about what desires to be accomplished to their teachers. The result of t-test p-value (0.637) indicates that there is no significance difference between the two means of principals and teachers.

With respect to item three in table six, majority, 10(67%) of principals and 75(41%) of teachers replied fairly often, additionally, 1(7%) of principals and 55(30%) of teachers rated frequently if not always. Whereas, 2(13%) of principals and 45(24%) of teachers replied some times. The result of mean score for principals and teachers are 3.67 and 3.96 respectively. This indicates that majority of the teachers and principals have confidence in that principals articulate a compelling vision of the future. The result of t-test p-value (0.210) indicates that there is no significance difference between the two means of principals and teachers.

Regarding to item four in table six, teachers and principals requested to share their consent whether principal's express confidence that goals will be achieved or not. Majority, 6(40%) of

principals and 101(55%) of teachers rated fairly often, 3(20%) of principals and 31(17%) of teachers rated frequently if not always and 5(33%) of principals and 46(25%) of teachers rated some times. The result of the mean score for principals and teachers are 3.96 and 3.73 respectively. this value is greater than the mean score recommended Bass and Avolio (1997). This indicates that majority of the respondents think that principal's express confidence that goals will be achieved. The result of t-test p-value (0.574) indicates that there is no significance difference between the two means of principals and teachers.

The findings indicate that, the overall result of means score for inspirational motivation for this study was 3.813 for principals and 3.839 for teachers. The recommended mean score for inspirational motivation was greater or equal to 3.0. hence, the mean value for this study was somewhat more than what Bass and Avolio (1997) recommended. This implies that principals are exhibiting inspirational motivation element of transformational leadership behaviour. Therefore, principals promoting and willing to commit a vision, encourage team members to commit vision by raising team spirit, fostering community and a sense of purpose.

Table 7: Principals and Teachers Response Related to Intellectual Stimulation

N O	(Intellectual Stimulation)	Category	Respondents Rate					Mean	Std.dv	Significance Level
			NA	OW	ST	FO	FR			
			N (%)	N (%)	N (%)	N (%)	N (%)			
1	Principals seek different perspectives when solving problems	P		1 (7%)	4 (27%)	6 (40%)	4 (27%)	3.87	0.92	(0.926) No significant
		T	1 (1%)	5 (3%)	46 (25%)	101 (55%)	31 (17%)	3.85	0.75	
2	Principals suggest new ways of looking at how to complete assignments	P		1 (7%)	3 (20%)	7 (47%)	4 (27%)	3.93	0.88	(0.674) No significant
		T	1 (1%)	5 (3%)	46 (25%)	101 (55%)	31 (17%)	3.85	0.75	

NB: not at all =NA, once in a while = OW, sometimes = ST, fairly often = FO, frequently = FR, T = Teachers, P = Principals

With respect to item one in table seven, majority, 6(40%) of principals and 101(55%) of teachers rated fairly often, 4(27%) of principals and 31(17%) of teachers replied frequently if not always. Whereas, 4(27%) of principals and 46(25%) of teachers replied some times. The result of the mean score for principals and teachers are 3.87 and 3.85 respectively. This indicates that

majority of the respondents think that principals are seeking differing perspectives when solving problems. The result of t-test p-value (0.926) indicates that there is no significance difference between the two mean of principals and teachers.

Regarding to item two in table seven, teachers and principals asked to rate whether principals are suggesting new ways of looking at how to complete assignments or not. Majority, 7(47%) of principals and 101(55%) rated fairly often, 4(27%) of principals and 31(17%) of teachers replied frequently if not always. Whereas, 3(20%) of principals and 46(25%) of teachers replied some times. The mean scores for principals and teachers are 3.93 and 3.85 respectively. These mean scores for principals and teachers are to some extent greater than the mean score recommended by Bass and Avolio. This indicates that majority of the principals and teachers recommended new ways of looking at how to complete assignments. The result of t-test p-value (0.674) indicates that there is no significance difference between the two mean of principals and teachers.

The findings indicate that, majority of the principals and teachers replied for each item fairly often. This implies that principals seek differing perspectives when solving problems and suggest new ways of looking at how to complete assignments. Moreover, the overall mean value for the intellectual stimulation was 3.8518, which was greater than the mean values suggested by Bass and Avolio for intellectual stimulation. This implies that principals are exhibiting intellectual stimulation element of transformational leadership behaviour.

4.2.2 Transactional Leadership Behaviour as Perceived by Principals and Teachers

According to Bass et al. (2003), transactional leaders (principals) show activities related with constructive and corrective behaviours. The constructive behaviour is called Contingent Reward, whereas the corrective behaviour is called Management-by-Exception (active and passive). Contingent Reward and Management-by-Exception are two core behaviors associated with 'management' functions in organizations. The next three tables are respondents' rate on the MQL questionnaire concerning the transactional leader's style. The data obtained from principals and teachers of the sample schools were presented below.

Table 8: Principals and Teachers Response Related to Contingent Reward Behaviour

No	Contingent Reward Behaviour	Category	Respondents Rate					Mean	Std.dv	Significance Level at 0.05
			NA	OW	ST	FO	FR			
			N (%)	N (%)	N (%)	N (%)	N (%)			
1	Principals discuss in specific terms who is responsible for achieving performance targets	P				9 (60%)	6 (40%)	4.40	0.51	(0.054) Not Significance
		T	1 (1%)	9 (5%)	43 (23%)	76 (41%)	55 (30%)	3.95	0.88	
2	Principals make clear what one can expect to receive when performance goals are achieved	P	1 (7%)	2 (13%)	4 (27%)	5 (33%)	3	3.47	1.19	(0.643) Not Significance
		T	3 (2%)	28 (15%)	49 (27%)	64 (35%)	40 (22%)	3.60	1.04	
3	Principals express satisfaction when others meet expectations	P	1 (7%)	3 (20%)	7 (47%)	3 (20%)	1 (7%)	3.00	1.00	(0.015) Significance
		T	2 (1%)	11 (6%)	73 (40%)	93 (51%)	5 (3%)	3.48	0.70	

NB: not at all =NA, once in a while = OW, sometimes = ST, fairly often = FO, frequently = FR, T = Teachers, P = Principals

Regarding to item one table eight, the majority, 9(60%) of principals and 76(41%) of teachers replied fairly often, while, 6(40%) of principals and 55(30%) of teachers replied frequently if not always and 43(23%) of teachers rate sometimes. The result mean for principals and teachers, were 4.40 and 3.95 respectively. This indicates that principals initiated discussing in specific terms that is responsible for achieving performance targets. The result of t-test p-value (0.054) indicates that there is no significance difference between the two means of principals and teachers.

As indicated in item two table eight, teachers and principals rated the item. Hence, 5(33%) of principals and 64(35%) of teachers replied fairly often, 3(20%) of principals and 40(22%) of teachers replied frequently if not always, and 4(27%) of principals and 49(27%) of teachers replied sometimes. Few, 2(13%), of principals and 28(15%) of the teachers replied once in a while. The result of the mean score for principals and teachers were, 3.47 and 3.60 respectively. This implies that principals were made clear what one can expect to receive when performance goals are achieved. The result of t-test p-value (0.643) indicates that there is no significance difference between the two mean of principals and teachers.

As indicated in item three table eight, principals requested to show their agreement by rating the item whether principal’s express satisfaction when others meet expectations or not. Accordingly,

3(20%) of principals and 93(51%) of teachers replied fairly often. while, 7(47%) of principals and 73(40%) of teachers are replies sometimes. Few but not least, 3(20%) of principals and 11(6%) of teachers replied once in a while. The result of the mean score for principals and teachers were 3.00 and 3.48 respectively. This indicates that principals were expressing their satisfaction when others meet expectations to their subordinate. The result of t-test p-value (0.015) indicates that there is significance difference between the two mean of principals and teachers. The result suggested that a genuine difference between the groups, but always pair statistical significance with contextualor practical relevance.

The finding indicates that, majority of the principals exhibited contingent reward management behavior. The mean for contingent reward implies that majority of the principals perceived as discussing with teachers for better achievement of goals, rewarding when achieving and expressing their feeling when teachers accomplished their task property when compared to the international reference mean. The analysis indicates that principals who practice the transactional contingent reward leadership uses recognition and rewards for goals as motivating force for its teachers.

Table 9: Principals and Teachers Response Related to Management by Exception (active)

No	Management by Exception (active)	Category	Respondents Rate					Mean	Std.dev	Significance Level at 0.05
			NA	OW	ST	FO	FR			
			N (%)	N (%)	N (%)	N (%)	N (%)			
1	Principals focus attention on irregularities, mistakes, exceptions, and deviations from standards	P			5 (33%)	9 (60%)	1 (7%)	3.73	0.59	(0.31) Not significance
		T		8 (4%)	42 (23%)	84 (46%)	50 (27%)	3.96	0.82	
2	Principals concentrate my full attention on dealing with mistakes, complaints, and failures	P	1 (7%)	4 (27%)	7 (47%)	2 (13%)	1 (7%)	2.87	0.99	(0.95) Not significance
		T	7 (4%)	47 (26%)	103 (56%)	20 (11%)	7 (4%)	2.85	0.81	
3	Principals direct my attention toward failures to meet standards	P	1 (7%)	4 (27%)	7 (47%)	2 (13%)	1 (7%)	2.87	0.99	(0.95) Not significance
		T	7 (4%)	47 (26%)	103 (56%)	20 (11%)	7 (4%)	2.85	0.81	

NB: not at all =NA, once in a while = OW, sometimes = ST, fairly often = FO, frequently = FR, T = Teachers, P = Principals

With respect to item one in table nine, majority, 9(60%) of principals and 84(46%) of teachers rated fairly often, while, 1(7%) of principals and 50(27%) of teachers rate frequently if not

always, and 5(33%) of principals and 42(23%) of teachers rate sometimes. The result of mean value for principals and teachers were 3.73 and 3.96 respectively which was larger than the suggested mean value by Avolio and Bass for Management by Exception (active). Hence, one can say that principals were fairly often focus attention on irregularities, mistakes, exceptions and deviations from standards. The result of t-test p-value (0.310) indicates that there is no significance difference between the two mean of principals and teachers.

In response to item two in table nine, respondents were asked to reply whether principals concentrate their full attention on dealing with mistakes, complaints, and failures or not. Accordingly, 4(27%) of principals and 47(26%) of teachers were rated once a while, 7(47%) of principals and 103(56%) of teachers rated sometimes and 2(13%) of principals and 20(11%) of teachers were rated the fairly often. The result of mean value for principals and teachers were 2.87 and 2.85 respectively, which was less than the expected mean. This implies that principals were sometimes concentrate their full attention on dealing with mistakes, complaints and failures. The result of t-test p-value (0.95) indicates that there is no significance difference between the two mean of principals and teachers.

Regarding to item three in table nine, majority, 7(47%) of principals and 103(56%) of teachers were rated sometimes, 4(27%) of principals and 47(26%) of teachers rated once in a while and 2(13%) of principals and 20(11%) of teachers rated fairly often. The result of mean value for principals and teachers, were 2.87 and 2.85 respectively. This indicates that principals sometimes direct their attention toward failures to meet standards. The result of t-test p-value (0.95) indicates that there is no significance difference between the two means of principals and teachers.

The findings indicate that, majority of the principals of the sampled schools displayed sometimes management by exception-active behavior. In this regard principals practicing an active management use to keep track of mistakes concentrate on errors and exceptions from the rule and on the treatment of these overstep (Avolio and Bass, 2000). The leader will only take corrective actions when things go wrong. According to Bass (1990), management-by-exception can be active or passive in nature. Active: some leaders constantly monitor followers to avoid

mistakes and actively take corrective actions on committed errors and deviances. Passive: the leader does not take any action until obvious deviances and mistakes occur, which is then followed by corrective action. Based on the analysis transactional principals actively monitor the work of their teachers, watch for deviations from rules and standards and taking corrective action to prevent mistake.

Table 10: Principals and Teachers Response to Management by Exception (Passive)

Ro	Management by Exception (Passive)	Category	Respondents Rate					Mean	Std.dy	Significance Level at 0.05
			NA	OW	ST	FO	FR			
			N (%)	N (%)	N (%)	N (%)	N (%)			
1	Principals fail to interfere until problems become serious	P	1 (7%)	4 (27%)	7 (47%)	2 (13%)	1 (7%)	2.87	0.99	(0.952) Not Significance
		T	7 (4%)	47 (26%)	103 (56%)	20 (11%)	7 (4%)			
2	Principals wait for things to go wrong before taking action	P		2 (13%)	8 (53%)	4 (27%)	1 (7%)	3.27	0.80	(0.412) Not Significance
		T		44 (24%)	95 (52%)	31 (17%)	14 (8%)			

NB: not at all =NA, once in a while = OW, sometimes = ST, fairly often = FO, frequently = FR, T = Teachers, P = Principals

Regarding to item one in table ten, principals and teachers were requested to illustrate their agreement whether principals fear to interfere until problems become serious or not. To this end, 7(47%) of principals and 103(56%) of teachers were rated sometimes, 4(27%) of principals and 47(26%) of teachers rated not at all, 2(13%) of principals and 20(11%) of teachers were rated fairly often. The result of mean value for principals and teachers were 2.87 and 2.85. this implies that principals sometimes interfering until problems become serious. The result of t-test p-value (0.952) indicates that there is no significance difference between the two mean of principals and teachers.

In response to item two in table ten, majority, 8(53%) of principals and 95(52%) of teachers were rated some times, 2(13%) of principals and 44(24%) of teachers rated once in a while and 4(27%) of principals and 31(17%) of teachers rated fairly often. The result of mean value for principals and teachers were 3.27 and 3.08. The indicates that principals were waiting for things

to go wrong before taking action. The result of t-test p-value (0.412) indicates that there is no significance difference between the two means of principals and teachers.

The finding indicates that majority of the principals exhibited a greater level of management by exception-passive behaviours. Hence, principals of the sampled schools are those who intervene only when the work done or performance level is below the agreed or expected standard. The leader will only take corrective actions when things go wrong. The leader does not take any action until obvious deviances and mistakes occur, which is then followed by corrective action.

Table 11: Principals and Teachers Response Related to Laissez-faire

Ro	Laissez-faire	Category	Respondents Rate					Mean	Std.dev	Significance Level at 0.05
			NA	OW	ST	FO	FR			
			N (%)	N (%)	N (%)	N (%)	N (%)			
1	Principals avoid getting involved when important issues arise	P		3 (20%)	12 (80%)			2.80	0.41	0.939 not Significance
		T	3 (2%)	80 (43%)	62 (34%)	27 (15%)	12 (7%)	2.81	0.94	
2	Principals are absent when needed	P	1 (7%)	7 (47%)	7 (47%)			2.40	0.63	0.011 Significance
		T	11 (6%)	62 (34%)	67 (36%)	21 (11%)	23 (13%)	2.91	1.09	
3	Principals show that I am a firm believer in "If it ain't broke, don't fix it."	P	1 (7%)	6 (40%)	8 (53%)			2.47	0.64	0.034 Significance
		T	11 (6%)	59 (32%)	75 (41%)	19 (10%)	20 (11%)	2.88	1.04	
4	Principals avoid making decisions	P		3 (20%)	12 (80%)			2.80	0.41	0.939 not Significance
		T	3 (2%)	80 (43%)	62 (34%)	27 (15%)	12 (7%)	2.81	0.94	
5	Principals delay responding to urgent questions	P		10 (67%)	5 (33%)			2.33	0.49	0.001 Significance
		T	11 (6%)	66 (36%)	63 (34%)	21 (11%)	23 (13%)	2.89	1.10	

NB: not at all =NA, once in a while = OW, sometimes = ST, fairly often = FO, frequently = FR, T = Teachers, P = Principals

Concerning to item one in table eleven, respondents asked to show their agreement whether principals were avoid getting involved when important issues arise or not. To this end, 3(20%) of principals and 80(43%) of teachers rated once in a while, 12(80%) of principals and 62(34%) of teachers rated sometimes, 27(15%) of teachers rated fairly often. The result of mean value for

principals and teachers was 2.80 and 2.81 respectively this implies that principals avoid getting involved when important issues arise once in a while and sometimes. The result of t-test p-value (0.939) indicates that there is no significance difference between the two mean of principals and teachers.

Regarding to item two in table eleven, majority, 7(47%) of principals and 67(36%) of teachers rated some times, 7(47%) of principals and 62(34%) of teachers rated once in a while, 1(7%) of principal and 11(6%) of teachers rated not at all and 21(11%) and 23(13%) teachers rated the item to fairly often and frequent if not always. The result of mean value for principals and teachers were 2.40 and 2.91 respectively, “principals are sometimes absent when needed”.. However, the result of t-test p-value (0.011) indicates that there is a statistically significant evidence that the two group means are different.

Regarding to item three in table eleven, principals and teachers were requested to share their agreement whether principals void making decisions or not. To this end, 8(53%) of principals and 75(41%) of teachers valued the sometimes, 6(40%) of principals and 59(32%) of teachers rated the item once in a while, whereas, 19(10%) and 20(11%) of teachers rated fairly often and frequently if not always respectively. The result of mean value for principals and teachers was 2.47 and 2.88. This implies that principals sometimes believe I am a firm believer in “If it isn’t broke, don’t fix it.”.

Concerning to item four in table eleven, principals and teachers were requested to express their agreement whether principals avoid making decisions or not. Majority, 12(80%) of principals and 62(34%) of teachers were rated some times, 3(20%) of principals and 80(43%) of teachers were rated once in a while, 27(15%) and 12(7%) of teachers were rated the item fairly often and frequently if not always. The result of mean value for principals and teachers, were 2.80 and 2.81 respectively. This implies that principals sometimes avoid making decisions. the result of t-test p-value (0.939) indicates that there is no significance difference between the two means of principals and teachers.

Concerning to item five in table eleven, principals and teachers were requested to express their agreement whether principals delay responding to urgent questions or not. Majority, 5(33%) of

principals and 63(34%) of teachers were rated some times, 10(67%) of principals and 66(36%) of teachers were rated once in a while, 21(11%) and 23(13%) of teachers were rated the item fairly often and frequently if not always. The result of mean value for principals and teachers, which was 2.33 and 2.89 respectively. This implies that principals once in a while delay responding to urgent questions. the result of t-test p-value (0.939) indicates that there is no significance difference between the two means of principals and teachers.

The findings indicate that, majority of the principals some time exercise the laissez faire leadership behaviour and few but not least of the principals exercise the ideal level of laissez faire leadership behaviour. Mean scores for laissez-faire suggested that principals did not tend to wait too long before resolving a problem or taking corrective action.

4.3 The Summery Response of Leadership Style of Principals

Table 12: Principals and Teachers Response Related to Leadership Behaviour

No	Leadership Behaviour	Category	Respondents Rate					Mean	Rank	Significance Level at 0.05
			NA	OW	ST	FO	FR			
			N (%)	N (%)	N (%)	N (%)	N (%)			
1	Transformational Leadership	P			2 (13.3%)	13 (86.7%)		3.867	1	0.875 Not Significance
		T			31 (16.8%)	143 (77.7%)	10 (5.4%)	3.886		
2	Transactional Leadership	P			11 (73.3%)	4 (26.7%)		3.267	2	0.181 Not Significance
		T		3 (1.63%)	94 (51.1%)	87 (47.3%)		3.457		
3	Laissez-faire Leadership	P			11 (73.3%)	4 (26.7%)		2.400	3	0.042 Significance
		T		3 (1.63%)	94 (51.1%)	87 (47.3%)		2.870		

NB: not at all =NA, once in a while = OW, sometimes = ST, fairly often = FO, frequently = FR, T = Teachers, P = Principals

Table twelve, item one indicates, majority, 13(86.7%) of principals and 143(77.7%) teachers were rated fairly often as transformational leadership, while 2(13.3%) of principals and 31(16.8%) of teachers rated as sometimes as transformational. Moreover, the result of mean

value for principals and teachers were 3.867 and 3.886. this indicates that principals of the sampled schools display transformational behaviour. Moreover, the data in table eleven item two also shows majority, 11(73.3%) of principals and 94(51.1%) of teachers perceived that principal of the sampled schools sometimes displayed transactional leadership behaviour. Similarly, 4(26.7%) of principals and 87(47.3%) of teachers also confirms that principals of the sampled school displayed transactional leadership behaviour fairly often. Conversely, 11(73.3%) of principals and 94(51.1%) of teachers displayed laissez faire. Moreover, 4(26.7%) of principals and 87(47.3%) of teachers also confirms principals were fairly often displayed laissez faire leadership behaviour. When it was compared the mean transformational, transactional and laissez faire, Transformational leadership behaviour was found to be the highest mean score followed by Transactional leadership behaviour and Laissez faire leadership behaviour being placed on the third place. From this it can be concluded that the dominant leadership behaviour in the sampled schools were Transformational leadership behaviour followed by Transactional leadership style. These behaviours included provoking trust, inspiring a shared vision, generating enthusiasm, encouraging creativity and providing coaching, next transactional leadership behaviours and then laissez faire leadership behaviours respectively. Therefore, transformational leadership behaviour was the most dominant leadership behaviour used by the principals of the sampled schools.

4.4 Intrinsic and Extrinsic Motivation of Teachers

Motivation is crucial to both a teacher and the school. For teachers, motivation is a critical factor that inspires teachers to accomplish personal goals. Within a school, motivation is called a factor that leads to teacher's satisfaction. The more motivated the teachers are, the more involvement they bring, thus the more efficient and successful is the school. The two types of motivation is intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome. The following two table presents the data obtained from teachers because here the purpose is to determine the perception of teachers to principal's leadership behaviour and teacher's motivation.

Table 13: Teachers Response Related to Intrinsic Motivation of Teachers

No	Intrinsic Motivation	Respondents Rate					Mean	Std. Deviation	Rank
		NA	OW	ST	FO	FR			
		N (%)	N (%)	N (%)	N (%)	N (%)			
1	Because this is the type of work, I chose to do to attain a certain lifestyle		36 (19.6%)	74 (40.2%)	61 (33.2%)	13 (7.1%)	3.3	0.86	4
2	Because I derive much pleasure from learning new things		12 (6.5%)	85 (46.2%)	38 (20.7%)	49 (26.6%)	3.6	0.94	1
3	Because it has become a fundamental part of who I am		24 (13.0%)	62 (33.7%)	73 (39.7%)	25 (13.6%)	3.6	0.89	1
4	Because I chose this type of work to attain my career goals		25 (13.6%)	60 (32.6%)	75 (40.8%)	24 (13.0%)	3.5	0.89	2
5	For the satisfaction I experience from taking on interesting challenges		36 (19.6%)	60 (32.6%)	75 (40.8%)	13 (7.1%)	3.4	0.88	3
6	Because it is part of the way in which I have chosen to live my life		36 (19.6%)	62 (33.7%)	48 (26.1%)	38 (20.7%)	3.5	1.03	2
7	Because it is the type of work, I have chosen to attain certain important objectives		12 (6.5%)	97 (52.7%)	37 (20.1%)	38 (20.7%)	3.6	0.89	1
8	For the satisfaction I experience when I am successful at doing difficult tasks		12 (6.5%)	123 (66.8%)	12 (6.5%)	37 (20.1%)	3.4	0.88	3
9	Because this job is a part of my life		24 (13.0%)	73 (39.7%)	74 (40.2%)	13 (7.1%)	3.4	0.80	3

NB: not at all =NA, once in a while = OW, sometimes = ST, fairly often = FO, frequently = FR, T = Teachers, P = Principals

In table thirteen, nine (9) Intrinsic Motivation characteristics are ranked. From these “Because I derive much pleasure from learning new things, Because it has become a fundamental part of who I am and Because it is the type of work, I have chosen to attain certain important objectives” was ranked first with the mean score of 3.6 for each item, items like “Because I chose this type of work to attain my career goals and Because it is part of the way in which I have chosen to live my life with the mean score of 3.5 for each item were secondly ranked which were consequently followed by another double characters taking the third place which are “For the satisfaction I experience from taking on interesting challenges, For the satisfaction I experience when I am successful at doing difficult tasks and Because this job is a part of my life scoring a mean value of 3.4 and “Because this is the type of work, I chose to do to attain a certain lifestyle with the mean score of 3.3 ranked last which is the fourth place.

Table 14: Teachers Response Related to Extrinsic Motivation of Teachers

N0	Extrinsic Motivation	Respondents Rate					Mean	Std. Deviation	Rank
		NA	OW	ST	FO	FR			
		N (%)	N (%)	N (%)	N (%)	N (%)			
1	Because I want to succeed at this job, if not I would be very ashamed of myself.	10 (5.4%)	49 (26.6%)	67 (36.4%)	48 (26.1%)	10 (5.4%)	2.69	0.735	5
2	Because it allows me to earn money	19 (10.3%)	40 (21.7%)	48 (26.1%)	58 (31.5%)	19 (10.3%)	2.99	0.983	2
3	Because I want to be very good at this work, otherwise I would be very disappointed	9 (4.9%)	68 (37.0%)	50 (27.2%)	48 (26.1%)	9 (4.9%)	3.09	1.164	1
4	Because I want to be a “winner” in life	28 (15.2%)	58 (31.5%)	20 (10.9%)	69 (37.5%)	9 (4.9%)	2.89	1.007	3
5	Because this type of work provides me with security.		86 (46.7%)	68 (37.0%)	30 (16.3%)		2.85	1.217	4
NB: not at all =NA, once in a while = OW, sometimes = ST, fairly often = FO, frequently = FR, T = Teachers, P = Principals									

In table fourteen, five (5) Extrinsic Motivation characteristics are ranked. From these Because I want to be very good at this work, otherwise I would be very disappointed was ranked first with the mean score of 3.09, items like Because it allows me to earn money with the mean score of 2.99 was secondly ranked which was consequently followed by another double characters taking the third place which are For the satisfaction Because I want to be a “winner” in life, scoring a mean value of 2.89, items like Because this type of work provides me with security with the mean score of 2.85 ranked fourth place and lastly items like Because I want to succeed at this job, if not I would be very ashamed of myself was ranked fifthly.

Table 15: Summary of Intrinsic and Extrinsic Motivation of Teachers

Descriptive Statistics						
Motivational Item	N	Minimum	Maximum	Mean	Std. Deviation	Rank
Intrinsic Motivation	184	1.00	5.00	3.5713	1.03583	1
Extrinsic Motivation	184	2.00	4.40	2.9065	0.59978	2

Table fifteen indicates that the teachers working in the sampled schools are more of Intrinsic motivated than Extrinsic with the Intrinsic motivation scoring a mean value of 3.57 and a standard deviation of 1.03 and Extrinsic motivation following by a mean score of 2.90 and a standard deviation of 0.599 showing that the teachers of the sampled schools are merely working by internal rewards, or engaged in behaviour that arises from within the individual rather than from without. This implies that teachers are merely finding satisfaction within themselves rather than involving avoiding external punishment or seeking reward. However, human motivation is inherently different from person to person, which means the types of effective motivation will also vary from team to team. While one person may respond better to intrinsic factor, another might respond better to extrinsic factor. The key is to consider your team's needs and what best for their well-being. Therefore, even if teachers of the sampled schools show more intrinsic motivated behaviour there are more teachers that extrinsically motivated teachers.

4.5 The Effect of Leadership Behaviour on Teacher's Motivation

In order to examine the effect or influence of the leadership behaviour of principals on teacher's motivation regression analysis was used. According to Andy (2013), Regression is a statistical measurement that attempts to determine the strength of the relationship between one dependent variable (usually denoted by Y) and a series of other changing variables (known as independent variables). So as to determine the effect leadership behaviour on motivation multiple linear regression analysis was used. It gives that the number of determinant /independent variables to predict the dependent variables.

Regression analysis shows that independent variables explain the dependent variable, a regression analysis was performed. The regression was made between the independent variables which are the three different dimensions of Leadership style (transformational, transactional and laissez-faire leadership) with Motivation. The multiple regression model consists of a table that provides the R, the R-square, the Adjusted R-square and the standard of error of the estimate, which can be used to determine how well a regression model fits the data. The multiple correlation coefficient, R, can be considered to be one measure of the quality of the prediction of the dependent variable. The R^2 value (also called the coefficient of determination) is the

proportion of variance in the dependent variable that can be explained by the independent variables.

A multiple regression was performed to evaluate the predictive ability of transformational, transactional and laissez faire on motivation. Multifactor Leadership Questionnaire (MLQ) was used to assess the variables of transformational, transactional and laissez faire. Teachers' motivation was measured using the Work Extrinsic and Intrinsic Motivation Scale (WEIMS; Tremblay et al., 2009). Data were screened for accuracy and then for missing data; the dataset was complete.

Table 16: Model Summary of Regression Analysis Leadership Behaviour and Motivation

Model Summary								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Durbin-Watson
					R Square Change	F Change	Sig. F Change	
1	.808 ^c	.653	.558	.33710	.069	2.200	.166	1.89
c. Predictors: (Constant), Transformational, Transactional, Laissez Faire								
d. Dependent Variable: Motivation								

The coefficient of determination denoted by R^2 (R Square) is a key output of regression analysis. It is interpreted as the proportion of the variance in the dependent variable that is predictable from the independent variable. An R^2 of 0 means that the dependent variable cannot be predicted from the independent variable. An R^2 of 1 means the dependent variable can be predicted without error from the independent variable. An R^2 between 0 and 1 indicates the extent to which the dependent variable is predictable. The adjusted R square explain that 55.8% change in motivation can be predicted by the combination of the three leadership behaviour.

Table 17: ANOVA of the Regression Analysis Leadership Behaviour and Motivation

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.350	3	.783	6.893	.001 ^b
	Residual	1.250	11	.114		
	Total	3.600	14			
a. Dependent Variable: Motivation						
b. Predictors: (Constant), Transformational, Transactional, Laisses Faire						

According to Mugenda (2013), ANOVA is a data analysis procedure that is used to determine whether there are significant differences between two or more groups or samples at a selected probability level. An independent variable is said to be a significant predictor of the dependent variable if the absolute t-value of the regression coefficient associated with that independent variable is greater than the absolute critical t-value. In this study, the significance value is .000 which is less than 0.05 thus the model is statistically significant in influencing the motivation of employee's with leadership behaviour.

The F-ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. In the above table the results for ANOVA reveals that F is 6.893 with a p value of 0.001 implying that there is a significant influence of value-based leadership on teachers' motivation. The ANOVA table shows the overall significance/acceptability of the model from a statistical perspective. As the significance value of F statistics shows a value (.001), which is less than $p < 0.05$, the model is significant. This indicates that the variation explained by the model is not due to chance.

Table 18: Coefficients of the Regression Analysis Leadership Behaviour and Motivation

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.750	1.254		-.598	.562		
	Transformational	.850	.341	.102	-.367	.721	.408	2.450
	Transactional	.750	.223	.564	2.803	.017	.779	1.283
	Laisses Faire	.250	.169	.444	1.483	.166	.353	2.833
Dependent Variable: Motivation								

Exploratory data analysis using a Kolmogorov-Smirnov test showed that the outcome variable of teacher's motivation was normally distributed, $D(199) = .046$, $p = .20$. Residuals met the assumption of independence (Durbin-Watson statistic = 1.89). Linearity and homoscedasticity were assessed by a plot of standardized residuals against the predicted values. Collinearity statistics indicated that multicollinearity was not a problem (Transformational, tolerance = .408, VIF = 2.450; Transactional, tolerance = .779, VIF = 1.283; Laissez Faire, tolerance = .353, VIF = 2.833), and no bivariate outliers were detected (Std. Residual Min. = -1.112, Std. Residual Max. = 1.854).

These findings imply that Transformational leadership behaviour, Transactional Leadership behaviour and Laissez Faire leadership behaviour were positively related to employee's motivation. The unit improvement in transformational leadership would lead to about 0.875, 0.750, 0.250 respectively increases in employee's motivation which in this case Laissez-faire leadership behaviour have less influence to increase employee's motivation. The findings encourage the sampled schools to consider hiring transformative leaders because their characters increase employee's motivation and it is found to be significant compared to the other two leadership behaviours while it is an alert to the sampled schools not to get rid of transactional leadership in favor of other behaviour, but instead needs to improve the supervision of teacher's performance, to ensure that schools goals are met in time.

4.6 The Relationship Between Leadership Behaviour and Motivation

Correlation deals with the relationship between two or more different groups of data in order to ascertain whether any relation exists between them or not and to obtain a numerical expression of the degree of such a relationship. Correlation have mainly three types. Positive Correlation, Negative Correlation and Zero Correlation. Positive Correlation occurs in that condition when increase in one variable causes increase in another variable. Negative Correlation occurs at that condition when increase in one variable cause decrease in another variable. Zero Correlation occurs at that condition when increases or decrease of one variable has no effect. In educational field mostly two series of marks are needed to determine the amount of relationship. It can be expressed as coefficient of correlation.

This part of the analysis section provides an appropriate answer to question provided in relation to the principals' leadership behaviour and teachers motivation in the research question section in chapter one. The relationship between leadership behaviour and teachers was examined using a two-tailed Pearson analysis. It delivered correlation coefficients which indicated the strength and direction of linear relationship. The p-value indicates whether the likelihood of the relationship is significant or not. LPU (2014) delivered a guideline for measuring resultant correlation coefficients as follows: coefficients range from .00 to $\pm.20$ is characterize as negligible, coefficients range from $\pm.21$ to $\pm.40$ characterize as low relationship and coefficients range from $\pm.41$ to $\pm.70$ characterize a moderate relationship, coefficients range from $\pm.71$ to $\pm.90$ characterize as high relationship, coefficients range from $\pm.91$ to $\pm.99$ characterize a very high and coefficients ± 1.00 characterize as perfect relationship. Therefore, to make the analysis clear and to the point the correlation coefficients was analyzed based on the suggested guideline made by LPU (2014).

Table 19: The Correlations Between Leadership Behaviour and Motivation

		Correlations			
		Transformational	Transactional	Laisses Faire	Motivation
Transformational	Pearson Correlation	1			
	Sig. (2-tailed)				
	N				
Transactional	Pearson Correlation	.705**	1		
	Sig. (2-tailed)	.000			
	N	199	199		
Laisses Faire	Pearson Correlation	.682**	.877**	1	
	Sig. (2-tailed)	.000	.000		
	N	199	199	199	
Motivation	Pearson Correlation	.940**	.622**	.334**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	199	199	199	199

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

To seek answer to the third research question which stated that which leadership behaviour have a positive relation on teacher motivation in secondary schools in the Central Zone of Tigray region state? As indicated in the table 19, a significant, very high and positive relationship was

achieved between the transformational leadership behaviour and motivation ($r = .940$, $p = .001$). This implying that teachers would be motivated if principals of the sampled schools would follow transformational leadership behaviour. The finding show principals of the sampled schools can influence their teachers by showing and clearly explaining to them for what common goal they are striving and what the schools they are working in is trying to achieve which in return will prove to them that they are important and what they do matters. It will also create a strong relationship bond between the principals and teachers of the schools. The results are supported by Theory of transformational leadership is really significant in the study of leadership and many studies prove that there is positive relationship of transformational leadership and other dependent variable like satisfaction, dedication, motivation and performance of the employees (Kane & Tremble, 2000). Cheung and Wong (2010) say there is a positive relationship between transformational leadership and employee creativity. Similarly, Afshari, Siraj, Ghani and Alfashri (2011) stated that, transformational leadership increases creativity, intrinsic motivation, psychological empowerment, and supports innovation, which are totally essential in increasing performance.

Regarding to the relationship between principal's leadership behaviour and teacher's motivation, as indicated above there is a positive, moderate and significant relationship between transactional leadership behaviour and motivation ($r = .622$, $p = .001$). Infer that teachers of sampled schools would be motivated if leaders were to transactional leadership behaviour being second to transformational leadership behaviour. Regarding transactional leaders Bass (2000), reported that viable leaders suit the interests of their subordinates by giving contingent incentives, respect and guarantees for the individuals who promisingly succeeded in satisfying the duties of the leaders of the organization.

Regarding to the relationship between principal's leadership behaviour and teacher's motivation, as indicated above there is positive low significant relationship was obtained between the laissez-faire leadership behavior and motivation ($r = .334$, $p = .001$). Generally, effective leaders typically display both transformational and transactional characteristics, as evidenced by the positive correlations between these two behaviours of leadership. This supports previous findings in the literature and suggests that effective executives use a combination of distinct leadership styles, each in the right measure and at the right time (Naidu & Van Der Walt, 2005).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter the researcher presents a synthesis of the findings by indicating the main objective, the research questions and the strategies used to find answers to the questions. The chapter provides a concise summary of the findings in relation to the research questions and conclusions in respect of each of the questions. Then follow practical recommendations.

5.1 Summary of Findings

The main objective of the study was to assess the relationship of principal's leadership Style and teacher's motivation in secondary schools of central zone of Tigray regional state with specific reference to five secondary schools. In order to accomplish the general and specific objectives of the study, the following basic research questions were raised and replied in this study.

1. Which leadership behaviour is practiced by the school principals?
2. To that extent is the effect of leadership behaviour practiced by their school principals on teacher's motivation?
3. Which leadership behaviour have a positive relation on teacher motivation in secondary schools in the Central Zone of Tigray region state?

For the purpose of investigation, Descriptive survey design was employed for conducting this study. Descriptive survey design was useful because it can provide important information regarding the average member of a group. Moreover, one of the descriptive researches correlational types of research was specifically used. In this case the researcher attempts to determine whether there is a relationship that is, a correlation between two or more variables (Leadership behaviour and teachers' motivation). To this effect, five secondary schools were selected employing different sampling techniques. Teachers were selected through proportional sampling random technique, principals and vice principals were selected through availability selection method. The assumption behind that was the entire population were sufficient in number, and it helps the researcher to gain adequate and necessary information due to their participation in leadership of secondary schools.

Data was collected from the principals and teachers using Multifactor Leadership Questionnaire (MLQ) for leadership behaviour and The Work Extrinsic and Intrinsic Motivation (WEIMS) for teacher's motivation. The return rate of the questionnaires was 100% for teachers and 100% for principals. To infer the data obtained through both types of questionnaires descriptive statistics percentage, mean and standard deviation; inferential statistics particularly t-test, Pearson correlation, and regression analysis were used to run the quantitative data obtained from the questionnaires. And this was done through the help of SPSS version 25. Finally, based on the analysis of the data and interpretation the following major findings were obtained from the study in reply to the basic research questions.

1. Which Leadership Style is Practiced by the School Principals?

To answer the first research question, data obtained from principals and teachers were calculated and evaluated with comparison to the international mean score suggested Bass & Avolio. Respondent's data were assessed using mean score and the result shows that, the mean score of transformational leadership behaviour was (3.88) with no significance difference between principals and teachers, the mean score of transactional leadership behaviour was (3.36) with no significance difference between principals and teachers and the mean score of laissez-faire leadership behaviour was (2.64) with a significance difference between principals and teachers respond. Therefore, the overriding leadership behaviour practiced by principals in the sampled schools were transformational leadership behaviour. Transactional leadership behaviour was followed the transformational leadership behaviour. This finding was in congruent with that of Bass and Avolio (1997) and they suggested that, the scores for transformational leadership behaviour include a mean of 3.0 or greater.

2. The Effect of Leadership Style Practiced by their School Principals on Teacher's Motivation?

To attain the second objective of the study multiple regression analysis was carried out to investigate the effect of leadership behaviour on employees' motivation under the sampled schools. Thus, the results of regression revealed that there were a total 55.8% of the variation in motivation was explained by the three predicting variables of this study. The values of coefficient of determinations are found as 0.875, 0.750, and 0.250 for Transformational

leadership behaviour, Transactional Leadership behaviour and Laisses Faire leadership behaviour respectively. Since the t-values for all the independent variables remained more than 1.084 showing significant relatedness and predicting values of the coefficient. Accordingly, these finding imply that Transformational leadership behaviour, Transactional Leadership behaviour and Laisses Faire leadership behaviour have positively related to employee's motivation. From the three-leadership behaviour, transformational leadership behaviour highly and significantly predicted the dimensions of employee motivation. The regression analysis indicated that 55.8% of the motivation depends upon the predicting variables while the rest 44.2% dependence was on the other variables which were not taken in this study. This shows that the principals of the selected sampled schools practice the behavior of inspiring a shared vision, encouraging creativity, recognizing accomplishments and rewarding the best performer/s, the employees become motivated.

3. Which Leadership Style have a Positive Relation on Teacher Motivation?

To seek answer to the third research question which stated that which leadership behaviour have a positive relation on teacher motivation in secondary schools in the Central Zone of Tigray region state? The results of Pearson's coefficient of correlation indicated that a significant, very high and positive relationship was achieved between the transformational leadership behaviour and motivation ($r = .940$, $p = .001$). This implying that teachers would be motivated if principals of the sampled schools would follow transformational leadership behaviour. There is a positive, moderate and significant relationship between transactional leadership behaviour and motivation ($r = .622$, $p = .001$). Infer that teachers of sampled schools would be motivated if principals were having transactional leadership behaviour being second to transformational leadership behaviour. Moreover, there was positive low significant relationship was obtained between the lasses-faire leadership behaviour and motivation ($r = .334$, $p = .001$). Generally, effective leaders typically display both transformational and transactional characteristics, as evidenced by the positive correlations between these two behaviours of leadership.

5.2 Conclusion

The success of school's goals requires effective principals and motivated teachers. To motivate their teachers, principals should try to practice an appropriate leadership Style that equally treats all teachers. The leadership behaviour that does not inspire teachers cannot come to success. Based on the results of this study, the researcher concluded that transformational leadership Style was highly practiced, which was followed by transactional leadership style. Furthermore, laissez-faire leadership style was the least practiced by the principals of the study area. The findings also suggest that principals may have flexibility in their behaviour and that no single leadership style is effective in all situations. The three-leadership style had positive effect on teacher's motivation. From the three-leadership style, transformational leadership style highly and significantly predicted the dimensions of employee motivation. Moreover, the researchers concluded that transformational leadership behaviour has a significant, very high and positive relationship between teacher's motivation, while transactional leadership style has a positive, moderate and significant relationship with motivation. Finally, laissez-faire leadership style has a positive, low and significant relationship with teacher's motivation. Generally, principals of the study area have some sort of problem solving, creating and innovative thinker, adaptable, inspirational and team-oriented characteristic which encourage teachers in the workplace (school).

5.3 Recommendation

Based on the conclusions of the study the following main recommendations that might have long lasting impact in the improvement of the practice leadership styles and organizational commitment were forwarded.

The finding implies that principles of the sampled schools shows that transformational leadership behaviour was highly practiced and have a strong positive relationship with motivation. Therefore,

ministry of education, regional education bureau and higher institution should:

- Give special attention to better understood both by the principals and teachers by giving appropriate trainings based on their division of work.

- Schools should train and support principals in adopting transformational leadership styles, as it has been shown to highly motivate teachers.
- Leadership development programs should emphasize vision-building, inspiration, and individualized support for teachers
- School principals of the sampled schools should follow both transformational and transactional leadership style as the findings confirmed that the teacher's motivation was having positive impact by transformational and transactional leadership style.
- Since no single leadership style is effective in all situations, principals should be trained to adopt their leadership style based on the context and teacher's needs.
- Since laissez-faire leadership style was found to have the least impact on teachers' motivation, principals should avoid excessive delegation without guidance. Moreover, school leaders should actively engage with teachers, provide support and take an active role in decision making and problem solving.

The findings designated that the strong positive relationship effect to teacher's motivation came from the behaviour related with transformational leadership. Therefore:

- Principals need to attempt to maintain this transformational leadership style as the schools can easily and effectively achieve its goals through motivated teachers.
- Schools should implement reward and recognition programs that align with transactional leadership to enhance motivation.
- Regular feedback, career development opportunities, and professional growth initiatives should be encouraged to keep teachers engaged.

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APPENDIX -A
MEKELLE UNIVERSITY
INSTITUTE OF PEDAGOGICAL SCIENCES DEPARTMENT
OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Teachers and Principals

Dear respondent

The intention of this questionnaire is to collect data and conduct research on “The Relationship of Principals Leadership Style and Teacher’s Motivation in Secondary Schools of Central Zone of Tigray Regional State”. Your sincere comprehension and readiness in filling the questionnaire will make the study more unbiased, educative and valuable. Hence, please take a few minutes to fill the questionnaire and be honest and complete in your responses. Your responses will be kept confidential and will be used for the purpose of this study only.

Thank you.
Guesh Gereset

Graduate student at Mekelle University

General Directions

1. Do not write your name
2. Put your answer in the given box through mark (✓).

Part I: Respondents Background

1. **Gender:** Male Female
2. **Age:** 20-29 30-39 40+
3. **Education:** Degree Master Doctorate
4. **Service Year:** 1-5year 6-10year above 10year

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Part Two: The following questions are aimed at determining your perceptions of your principal’s leadership behaviour. Please complete this section by selecting the number that reflects the degree to which you agree or disagree with each statement. There is no right or wrong answer only your personal reactions. It is important to be as honest as possible in your responses.

Not at all = 1, Once in a while = 2, Sometimes = 2, Fairly often = 4, Frequently if not always = 5

S/N	Principals Leadership Behaviour	Respondents Rate				
		1	2	3	4	5
1	I provide others with assistance in exchange for their efforts					
2	I re-examine critical assumptions to question whether they are appropriate					
3	I fail to interfere until problems become serious					
4	I focus attention on irregularities, mistakes, exceptions, and deviations from standards					
5	I avoid getting involved when important issues arise					
6	I talk about my most important values and beliefs					
7	I am absent when needed					
8	I seek differing perspectives when solving problems					
9	I talk optimistically about the future					
10	I instill pride in others for being associated with me					
11	I discuss in specific terms who is responsible for achieving performance targets					
12	I wait for things to go wrong before taking action					
13	I talk enthusiastically about what needs to be accomplished					
14	I specify the importance of having a strong sense of purpose					
15	I spend time teaching and coaching					
16	I make clear what one can expect to receive when performance goals are achieved					
17	I show that I am a firm believer in “If it ain’t broke, don’t fix it					
18	I go beyond self-interest for the good of the group					
19	I treat others as individuals rather than just as a member of a group					
20	I demonstrate that problems must become chronic before I take action					
21	I act in ways that build others’ respect for me					
22	I concentrate my full attention on dealing with mistakes, complaints, and failures					
23	I consider the moral and ethical consequences of decisions					
24	I keep track of all mistakes					
25	I display a sense of power and confidence					
26	I articulate a compelling vision of the future					
27	I direct my attention toward failures to meet standards					
28	I avoid making decisions					
29	I consider an individual as having different needs, abilities, and aspirations from others					
30	I get others to look at problems from many different angles					
31	I help others to develop their strengths					
32	I suggest new ways of looking at how to complete assignments					
33	I delay responding to urgent questions					

S/N	Principals Leadership Behaviour	Respondents Rate				
		1	2	3	4	5
34	I emphasize the importance of having a collective sense of mission					
35	I express satisfaction when others meet expectations					
36	I express confidence that goals will be achieved					
37	I am effective in meeting others' job-related needs					
38	I use methods of leadership that are satisfying					
39	I get others to do more than they expected to do					
40	I am effective in representing others to higher authority					
41	I work with others in a satisfactory way					
42	I heighten others' desire to succeed					
43	I am effective in meeting organizational requirements					
44	I increase others' willingness to try harder					
45	I lead a group that is effective					
46	I lead a group that is effective					

Thanks for Cooperation

APPENDIX-B
MEKELLE UNIVERSITY
INSTITUTE OF PEDAGOGICAL SCIENCES DEPARTMENT
OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Teachers

Dear respondent

The intention of this questionnaire is to collect data and conduct research on “The Relationship of Principals Leadership Style and Teacher’s Motivation in Secondary Schools of Central Zone of Tigray Regional State”. Your sincere comprehension and readiness in filling the questionnaire will make the study more unbiased, educative and valuable. Hence, please take a few minutes to fill the questionnaire and be honest and complete in your responses. Your responses will be kept confidential and will be used for the purpose of this study only.

Thank you.
Guesh Gebreset

Graduate student at Mekelle University

General Directions

1. Do not write your name
2. Put your answer in the given box through mark (✓).

Part I: Respondents Background

1. **Gender:** Male Female
 2. **Age:** 20-29 30-39 40+
 3. **Education:** Degree Master Doctorate
 4. **Service Year:** 1-5year 6-10year above 10year
- ;

Part Two: The following questions are aimed at determining the perceptions of teachers on motivation. Using the scale below, please indicate to what extent each of the following items corresponds to the reasons why you are presently involved in your work.

It is important to be as honest as possible in your responses.

The Likert-scaled response ranges from:

1 = Never true, 2 = Usually not true, 3 = Sometimes, 4 = Usually true, 5 = Always true

S/N	Work Extrinsic and Intrinsic Motivation Scale	Respondent Rate				
		1	2	3	4	5
1	Because this is the type of work, I chose to do to attain a certain lifestyle					
2	For the income it provides me					
3	I ask myself this question, I don't seem to be able to manage the important tasks related to this work					
4	Because I derive much pleasure from learning new things					
5	Because it has become a fundamental part of who I am					
6	Because I want to succeed at this job, if not I would be very ashamed of myself					
7	Because I chose this type of work to attain my career goals					
8	For the satisfaction I experience from taking on interesting challenges					
9	Because it allows me to earn money					
10	Because it is part of the way in which I have chosen to live my life					
11	Because I want to be very good at this work, otherwise I would be very disappointed					
12	I don't know why; we are provided with unrealistic working conditions					
13	Because I want to be a "winner" in life					
14	Because it is the type of work, I have chosen to attain certain important objectives					
15	For the satisfaction I experience when I am successful at doing difficult tasks					
16	Because this type of work provides me with security					
17	I don't know, too much is expected of us					
18	Because this job is a part of my life					

Thanks for Cooperation