INFLUENCE OF PRINCIPALS’ LEADERSHIP SKILLS ON TEACHER MOTIVATION IN PUBLIC SECONDARY SCHOOLS IN ZOBA ANSEBA, ERITREA

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E55F/32314/2015

A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATIONAL ADMINISTRATION DEGREE IN THE SCHOOL OF EDUCATION, KENYATTA UNIVERSITY

JUNE, 2019
DECLARATION

I declare that this Thesis is my original work and has not been presented in any other university for consideration of any certification. This thesis has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works including internet are specifically accredited. References cited using current APA system and accordance with anti-plagiarism regulations.

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We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University Supervisors.

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DEDICATION

To Almighty God! Heartfelt thanks also to my lovely wife, Mrs. Tsigeweini Brhane, for her tireless encouragement, inspiration and support of holding the responsibility and coping with all the difficulties of life; and to my children Yohannes, Abraham, Mussie, Natnael and Solomie. May God keep them long and healthy to enjoy the hard-earned fruits!
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<td>Human Resource Development</td>
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<td>KU</td>
<td>Kenyatta University</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<td>NCHE</td>
<td>National Commission for Higher Education</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
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<td>TTI</td>
<td>Teacher Training Institute</td>
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ABSTRACT

The aspect of how leadership impacts on teachers’ motivation has attracted scholars’ interest globally. The purpose of this study was therefore, to examine the influence of principals’ leadership skills on teachers’ motivation in public secondary schools in Zoba Anseba, Eritrea. The main objectives were: to examine influence of principals’ technical skills on teachers’ motivation, to assess influence of principals’ human relation skills on teachers’ motivation, and to investigate influence of principals’ conceptual skills on teachers’ motivation. The skill theory of leadership developed by Katz (1955) was used to support this study. The study employed descriptive survey design that embraced both qualitative and quantitative approaches. The study was carried out in Zoba Anseba, Eritrea. The target population was 339 (18 principals, 55 departmental heads and 226 teachers). The 18 schools were 6 from Grade 1-11; 7 from Grade 6-11; and 5 from Grade 9-11. Hence, the schools (Grade 9-11) were selected purposively for the main study. Consequently, the 5 principals of these 5 sampled schools were selected purposively for interview. Simple random sampling technique was used to select 20 departmental heads while proportionate allocation method and simple random sampling technique were used to select 65 teachers. This accounts for a total sample size of 90. Data were collected using questionnaire and interview schedules. Content validity was established by seeking expert judgment from professionals in the field of educational management. The test-retest method was used to establish reliability of the instruments. Quantitative data were analyzed using descriptive statistics (frequencies and Percentages) and inferential statistics (Pearson correlation and multiple linear regression) while, the qualitative data were analyzed thematically. The study found that majority of the principals possesses the human relation skills to influence teachers’ motivation positively at the job. Indeed, the study established that majority of the principals were found incompetent to exhibit technical and conceptual skills at the job thus, exacerbated teachers’ demotivation. The study recommends that the MoE should appoint trained school principals as well as train and supervise those appointed principals through continuous follow-up as to boost teachers’ motivation at the job. Furthermore, the school principals should invest more time and efforts in their ultimate responsibility of helping teachers to facilitate students’ learning through continuous classroom supervision and solving teachers’ main challenges that closely hinder the motive of performing the daily activities at work.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents a description of the background to the study, the statement of the problem, objectives of the study, purpose of the study, research questions of the study, significance of the study, limitations and delimitations of the study, the theoretical and conceptual frameworks that underpin this research as well as operational definition of terms.

1.2 Background to the Study

Education for sustainable development is a global agenda. Most countries of the world are thus, giving much prominence to education for achieving sustainable development by promoting quality education and developing human capitals (Khan, Fauzee, & Daud, 2015). By doing so, human beings have made and are making progress in exploring the space, discovering miracles of medicine, developing on-the-spot communication and building exceptional ability to control natural forces. Thus, educational authorities should put efforts to promote quality education at all tiers of the educational system and invests capitals to produce human capitals.

Eritrea is a country located in the horn of Africa that was badly affected by war and conflicts for many years. After independence from Ethiopia in May 24, 1991, Eritrean education policy set education provision among the first priorities of the government. As a result, schools were rehabilitated, reconstructed and opened at different places to ensure education access for every citizen (Ministry of Education (MoE) of Eitrea, 2003; 2008).
Schools are built to accomplish a purpose in the larger society (Olorisade, 2011) and attainment of this purpose depends on willpower of the people working there. Particularly, teachers are the crucial human assets who empower schools to realize their core assignments (Kruger & Van Schalkwyk, 1997). Thus, teachers’ motivation is essential for putting extra energies to attain the school purposes.

According to Syarwani (2012), leading teachers effectively promote school effectiveness; and this effectiveness depends on school principal’s leadership skills (Shamir, Zakay, Breinin, & Popper, 1998). At this core point, principals who are appointed to hold principalship position must have the skills that help them make use of the position to influence teachers positively otherwise, they exacerbate teachers’ demotivation. In concurrence to this, Abbas and Agar (2010) noted that skillful principals create ground for teachers to work hard and feel delighted at the job whereas, ineffective ones damage teachers’ motivation and breed resentment that hamper goal attainment.

Leadership skills are skills and capabilities that school principals require for motivating and directing teachers towards achievement of the school goals. To do so, school principals need a multitude of skills (Kochamba & Murray, 2010) - technical, human and conceptual skills (Katz, 1955; Katz, 1974, Okumbe, 1998). Demonstrating these leadership skills effectively and properly at the job enables school principals to keep teachers motivated and teachers in turn, perform their jobs with optimum efforts which is an indication of their motivation at the job.

School principals with technical skills promote an exciting, healthy and reinforcing school environment which is favourable for promoting better classroom instruction
(Gamage, Adam, & McCormack, 2009). Such environment waters teachers’ commitment who are keen to perform their assignments. This will enable teachers to build self-confidence and readiness to face all types of classroom situations (Muhammad & Sabeen, 2011). On the contrary, schools with poor principals characterized by teachers’ laziness, rebellion and teachers’ low determination (Dye, 2006). Such condition can lower teachers’ happiness and morale causing teachers to hate or leave the profession or develop unwillingness to successfully manage classrooms and improve performances.

Principals with technical skills provide professional guidance for teachers to develop high level of self-confidence, effectiveness, and enthusiasm (Blasé & Blasé, 1994). Principals are leaders and supervisors of the school operations that is, invest hours of the day on doing requisite activities, stay highly visible in the workplace and make foundational observations of school operations. Such activities enable them to supervise actual situations, make remedy for challenges, anticipate future problems and thus, provide direct and immediate feedback (Honig, Copland, Rainey, Lorton, & Newton, 2010). In turn, this enables teachers to fully concentrate and tune their attention on instructional process. On the contrary, weak principals do not ensure visibility thus, lack know-how about what is going on, how things are going on, what is needed and how to handle issues which make the environment a reward scarce and put teachers in challenges beside the stress of teaching.

Moreover, principals’ technical skills are vital to administer and utilize available instructional resources effectively for the best of the school which ensures a unified and well-ordered school (Ololube, 2013) which then, translates into teachers’ motivation. School principals’ responsibility is thus, to ensure environment of
learning assisted with good infrastructure and instructional resources (Chirwa, 2012). On the other hand, lack of instructional resources is predicament to instructional processes and exacerbates teachers’ demotivation. Despite familiarity to curriculum content, teachers are struggling with shortage of instructional resources to teach the subject content they are assigned to teach (Najjumba & Marshall, 2013) which led them to work under deplorable conditions (Nzambi, 2012). Such conditions break the heart of good motive of the teachers to work zealously.

Human relation skills of principals are core instruments for effective and smooth school operations in which, enable the school principals to work with teachers effectively. In this regard, great principals share positive regard, warm interpersonal relationship and staff friendship (Kouraogo & Ouedraogo, 2009; Hedges, 2002). In line with this, maintain quality relationship that promotes professionalism, affirmative and respectful attitude with teachers and similarly, enable teachers to develop the same habit with their teammates and enjoy work (Lussier, 2013). Principals thus, should show respect, build friendship, communicate properly and listen attentively to teachers’ ideas which enable teachers to stay delighted on the job. Furthermore, effective principals allow teachers to take initiatives and involve in decision making that promotes healthy relationship and sense of ownership (Bogler, 2001).

On the contrary, weak principals lack communication skills hence, develop poor relationship with teachers. According to Reed (2010), poor interpersonal communication, failure of keeping teachers informed, exhibiting uncaring attitude and lack of trust that lead teachers to discouragement. Furthermore, other principals
consider themselves as bosses while teachers as subordinates thus, do not respect and give recognition of what they are doing. Thus, teachers hate working with such principals and lastly, teachers abandon their jobs (Lambert, 2006).

Some principals do not allow teachers to take initiatives and involve in decision making in which, the decisions are produced and given to them either from principals or above officers that do not include their sayings. Thus, teachers do not stick better to it (De Nobile & London, 2012) and do not have the feelings of ownership. Such ground blocks motive and determination of taking further initiatives. Thus, Tao (2013) recommends greater involvement of teachers in decision making as they are focal to the instructional processes. Furthermore, Ejimofor (2010) recommends that principals to strengthen relationship, sociability and collegiality through establishing fundamental respect and recognition to teachers’ intelligence and opinions.

Conceptual skills are the abilities of principals to think creatively on how to motivate teachers to achieve school goals. As teachers are the essential resources in ensuring school goals, school principals should take actions and seek out ways that stimulate teachers’ commitment at the job. One action is thinking creatively to work with parents by arousing satisfaction, cohesion, and commitment levels of the parents (Prince, 2012). Sense of working as one team motivates and energizes parents to put efforts on their children’s education which minimizes teachers’ burden. Thus, teachers feel comfortable and fulfill school needs by working enthusiastically.
Furthermore, effective principals think ways that keep teachers focused on goal attainment (Saeed & Muneer, 2012). For instance, socialize newly assigned teachers to perform their duties without impediment through induction process (Lussier, 2013). Likewise, assist teachers with job related training to cope with the new trends of the world and remain motivated (Re'em, 2011). Such opportunity frees teachers from stress and anxieties as well as let them to acquire knowledge and capability to do their duties better and easily. In this case, teachers adorn principals when such an encouraging environment for instruction was created (Louis, Wahlstrom, Michlin, Gordon, & Thomas, 2010). When principals understand what teachers need and provide them, teachers behave well and develop interest to work with eagerness.

At any rate, weak principals do not socialize teachers to the new circumstances. Thus, join jobs with stress that affect their commitment, instructional quality and consequently, students learning (Peter, Ken, Yeow, & Mark, 2007). The tensions could be medicated with well-planned induction. However, induction is the most missing ingredient in most public secondary schools even if it keeps teachers motivated and enables them to work with optimum efforts (Nandi, 2015). In this case, improperly settled teachers would be with stress and anxiety due to the pressing problems of the jobs and the school environment itself.

Furthermore, principals who failed to help teachers through support and training to overcome their problems are disliked and in most cases, teachers work unhappily. According to a study conducted in South Africa by Ngobeni (2004), concludes that such schools usually have demotivated teachers in which, unwilling to perform their duties, behave badly and results are often poor. From this perspective, principals
with skills nurture, retain and empower teachers to contribute to their optimum effort while weak principals run teachers off (Duncan, 2013, 1).

Despite the fact that school principal’s leadership skills are given much attention in developed countries, the focus emphasized on principal’s leadership skills in developing countries is minimal (Akinola, 2013; Kochambo & Murray, 2010). For instance, the main problem with leadership in Pakistan is that teachers are promoted to principalship position on the basis of teaching experience without leadership skills (Alam, 2012). In Africa generally, principals are not well-trained for leadership tasks (Bush & Oduro, 2006) and particularly, in Nigeria, Ghana, Botswana, they are appointed with no criteria of quality, never been in a classroom (Uwazurike, 1991, Chapman & Burchfield, 1994). From these statements, developing countries appoint principals without considering or examining the consequence of leadership skills on teachers’ motivation at the job.

According to studies conducted on barley prepared or appointed principals revealed the following findings: they fail to execute their tasks and roles at the ground (Marwinga, 2010). Teachers do not consider them in any circumstance as their leaders (Silva, 2014). Working in an environment with unskilled principals exacerbates teachers’ demotivation and in turn, the losers will be students (Khan, 2013a; Bush, 2008). From these understandings, appointment of weak school principals exacerbates teachers’ demotivation and ultimately darkens the futurity of the country.

According to Tedros (X-Head of HRD, January 13, 2017), the Ministry of Education of the state of Eritrea has the guideline on how to appoint principals but, not yet in
use. Furthermore, Tedros says, “It has been a while that the MoE to appoint ordinary teachers to principalship position in secondary schools.” Tedros further reiterates that such appointment is prevalent in the five zobas in which, Zoba Anseba is one among the five zobas. As the literature reviewed in the above utters, such appointment could be a significant element for teachers’ demotivation thus, cannot be left without investigation.

Study conducted in Eritrea on factors that affect teachers’ motivation (salary, working conditions, promotion, recognition, incentives, social status, workload, class size, parental support, and students discipline among others) by Mihreteab, Habtemariam, Kesete, Okbazghi, Teklebrhan and Tesfamariam (2013) further proved that teachers are demotivated. Indeed, influence of principal’s leadership skills was not considered in this study as a factor in teachers’ demotivation, which cannot be left without focused investigation. As a solution for the teachers’ demotivation though the government of the state of Eritrea introduced salary increment in January, 2016, there are still piling blames on the school principals’ leadership skills. Therefore, this study examined the influence of principal’s leadership skills on teachers’ motivation in public secondary schools in Zoba Anseba, Eritrea.

1.3 Statement of the Problem

Literature reviewed in the background showed that principals’ leadership skills have a direct influence on teachers’ motivation. This implies that school principals with technical, human and conceptual skills make teachers to work hard and be diligent in their duties whereas, principals without these skills make teachers to suffer and consequently, be demotivated to work. From this instance, teachers as the lifeline of
schools performance, it is requisite for scholars to invest time for investigating the link between principal’s leadership skills and teachers’ motivation. However, many studies conducted worldwide emphasized on examining factors that affect teachers’ motivation such as salary, promotion, working condition, students discipline, security, social respect, parental supports, incentives, rewards among others or how these factors affect teachers’ motivation. But, there is minimal emphasis by scholars on influence of principal’s leadership skills as a factor to be considered in teachers’ motivation though, principal’s leadership skills have a direct correlation on teachers’ motivation.

Specifically, study conducted in Eritrea emphasized most on examining factors that affect teachers’ motivation leaving aside the influence of principals’ leadership skills on the job. The findings of the study proved that ‘teachers are demotivated’ and the government of the state of Eritrea introduced a new scale of salary increment as a solution in January, 2016. However, there are still chitchats and blames on principals’ leadership skills as roots for teachers demotivation at the job. In addition, there is little detailed research conducted to examine the influence of principals’ leadership skills on teacher motivation. This therefore, raised a pertinent question; what is the influence of principal’s leadership skills on teacher motivation? This study sought to answer this pertinent question in public secondary schools of Zoba Anseba, Eritrea.

1.3.1 Purpose of the Study

The purpose of this study was to examine the influence of principal’s leadership skills on teachers’ motivation in public secondary schools in Zoba Anseba, Eritrea.
1.3.2 **Objective of the Study**

The objectives of the study were to:

i) Determine the influence of school principals’ technical skills on teacher motivation

ii) Assess influence of school principals’ human relation skills on teacher motivation

iii) Investigate influence of school principals’ conceptual skills on teacher motivation

1.3.3 **Research Questions of the Study**

The research questions of this study were:

i) How do technical skills of principals influence teachers’ motivation?

ii) How do principals’ human relation skills influence teachers’ motivation?

iii) How do conceptual skills of principals influence teachers’ motivation?

1.4 **Significance of the Study**

The study examined the influence of principal’s leadership skills on teachers’ motivation as to work inspired, by keeping the intervening variables constant. The findings of this study may be significant for secondary school principals to be aware of the leadership skills required to motivate teachers in their respective schools by acquiring new knowledge and methodologies from this study. It may also provide great insight to the current school principals’ leadership skills so that it may function as a guide for principals to weigh their own skills as well as to learn for improving their own leadership skills. Furthermore, the findings may enlighten principals to account on how to improve their leadership skills so as to maximize the productivity of their organization.
It may also be important for HRD of the MoE headquarter to get a clear picture of ‘what is’ in the real ground as to address prominent training needs for those principals and to allocate further budgets for increasing graduating scholars for remedying the challenge. In addition, the findings of this study may also be significant for MoE of Zoba Anseba officers to seriously emphasize on the situation and to take a corrective measure through addressing immediate job embedded training for those principals so as to improve their leadership skills.

It may also aid as a reference and open a door for other scholars to get familiarity and make advanced in-depth research on the topic particularly principals’ leadership skills and teacher motivation in the public secondary schools of Zoba Anseba and the other zobas. Moreover, it may also benefit teachers, students, and parents as the end product is to create healthy and exciting environment for teachers to teach, student to learn and parents to meet their dreams “seeing best fruits of their children”.

1.5 Limitation and Delimitation of the Study

1.5.1 Limitations of the Study

Limitations of a study are the predicted difficulties that might delay effective data collection process and also reduce scope, sample and the extent to which generalization of findings can be made (Orodho, 2009; Mugenda and Mugenda, 1999). Other, limitations of this study were:

The dispersion of the schools from each another, the roads and shortage of transportation to reach each school were challenged the researcher in carrying out the research in all secondary schools of Zoba Anseba, Eritrea. Due to these
challenges, this study was only limited to five public secondary schools (Grade 9-11) of Zoba Anseba. For more conclusive outcomes, all public secondary schools of the Zoba could be studied however, it was not possible due to the challenges. It was also difficult to cover perceptions and opinions of all the stakeholders of a school. However, this was mitigated by the researcher focusing on key respondents with relevant information – school principals, departmental heads and teachers.

There is minimal research work conducted in Eritrea related to principals’ leadership skills and its effects on teachers’ motivation. Thus, the researcher was not able to intertwine local literature with the international literature. As a remedy for this, literature was reviewed from developed and developing countries. Furthermore, some schools have difficulty of transportation for people to reach them in which, the researcher faced such difficulty to reach the sampled schools. However, the researcher rented a private car to access the sampled schools located at remote places.

1.5.2 Delimitation of the Study

This study was confined to 5 public secondary schools (Grade 9–11) of Zoba Anseba excluding schools with Grade 1-11 (mixed Elementary, Middle and Secondary schools) and Grade 6-11 (Middle and Secondary schools). Therefore, this delimits the generalizability of the findings to all secondary schools located within Zoba as well as the whole country. However, the findings would be important to all public secondary schools of Zoba with grade 9-11.

This study was also delimited to school principals, departmental heads and teachers as the targeted population of this study excluding other stakeholders as to minimize
the difficulty of involving all the stakeholders of the school. However, it was better if information were collected from all the stakeholders for making comprehensive conclusions.

1.6 Assumption of the Study

Assumptions of this study were:

i) School principal’s leadership skills have an influence on teachers’ motivation

ii) Principals with leadership skills are central factors for teachers’ motivation in schools.

iii) Even if teachers are demotivated, principal’s leadership skills can make teachers committed and loyal to their duties and responsibilities at the job.

iv) School principals are the role players for healthy and inspiring school atmosphere by motivating and directing teachers, students and parents.

1.7 Theoretical Framework of the Study

This study was underpinned on the skill theory of leadership formulated by Katz, 1955. This skill theory implies that skills, knowledge and abilities are required for a leader to be effective. It focuses on what leaders do using their skills in carrying out jobs effectively. According to this theory, a leader should exhibit three basic skills – technical skills, human skills and conceptual skills. Even though all these three basic skills are important for leaders, their level of importance varies depending on the organizational level of the leaders.

Katz (1974) and Okumbe (1998) agreed on the three skills a leader needs to have. However, a research conducted in South Carolina found that technical, human, conceptual and administrative skills as critical principal’s leadership skills (Akinola,
Similarly, some other scholars have reported that leaders should have multitude of skills (Kochambo & Murray, 2010). In concurrence with this, Mumford, Zaccaro, Hardling, Jacobs, and Fleishman (2000) developed a skill theory with five components of effective leadership – competencies, individual attributes, leadership outcomes, career experiences and environmental influence. This is a more complex skill theory than the skill theory of Katz (1955).

According to the skill theory of Katz (1955), leadership skills are learned, not innate and any person can be a leader. From this perspective, ordinary teachers have the right like any other people to hold principalship position as to influence teachers at the job. However, the appointed school principals should enhance the school effectiveness by increasing teacher motivation at the job through manifesting their leadership skills - technical, human and conceptual skills (Akinola, 2013). Thus, effectiveness of motivating or demotivating teachers at the job depends on their leadership skills as well as on how they manifest their skills at the job. It is imperative then, to examine their leadership skills at the ground whether they are fit or not to be principals as well as their influence on teachers’ motivation. Thus, this skill theory was found fit as this study focused on examining the leadership skills (technical, human and conceptual skills) of those ordinary teachers appointed as principals at the job and their influence on teacher motivation.
1.8 Conceptual Framework of the Study

This conceptual framework illustrates the relationship between the independent and dependent variables of the study. The independent variable is the principal’s leadership skills which include technical, human and conceptual skills whereas the dependent variable is teachers’ motivation. The intervening variables are the variables that could affect the dependent variable but left for other researchers to make research on them.

Ideally, school principals are appointed to be leaders of leaders. Hence, effectively manifested leadership skills promote an exciting and reinforcing environment for teachers to teach, students to learn and parents to work collaboratively with teachers.

Figure 1.1: Relationship between the independent variable (Technical, Human and Conceptual skills) and the dependent variable (teachers’ motivation)
Source: Researcher, 2017
in their children’s education. Therefore, school principals who exhibit these leadership skills influence teacher motivation positively while principals without these skills demotivate teachers by killing the willpower to work hard.

Technically skillful principals provide professional guidance for teachers to teach the subject content. Provide instructional materials for instructional processes and manage students’ discipline. Supervise classroom activities and accordingly, provide feedbacks. Strive hard to remedy teachers’ classroom challenges. Make the school environment in itself rewarding. Hence, teachers tune their attention to instructional processes. On the other hand, ineffective principals lack abilities to perform their main responsibilities. As a result, teachers surrounded daily with challenges that exacerbates demotivation and unwillingness to perform what is expected of them.

Potential school principals communicate effectively and build good relationship with teachers, use well-articulated, persuasive, mannered, timely, valued and clear languages, demonstrate honesty and listen attentively, interacts with teachers openly, involve teachers in decision making. Such ground waters teachers’ motivation at the job. On the other hand, weak principals exhibit arrogance, rigidity, non-natural and oppressive languages. Do not hold good rapport with teachers. As a result, teachers develop resentment, disobedience, conflict, accusations, and lastly, teachers become demotivated to exert their efforts towards school goals.

School goals cannot be realized without teacher motivation. Thus, conceptually talented school principals think on ideas, ways or means of boosting teacher motivation to reach school goals successfully. For instance, put efforts and time to involve parents on their children’s education so that they share the burden with
teachers. Assist teachers to overcome tensions and pressures by providing induction and training programme. Take better actions and measures to solve problems. This noble initiative affects teacher motivation positively at the job. On the other hand, weak principals make schools to be segregated planets characterized by congested problems, undisciplined students, and irresponsible parents. Thus, all burdens fall on teachers’ shoulder in which, teachers feel resentment and lose commitment to put efforts towards helping the students.

From the above discussions, school principals with leadership skills promote a healthy school environment that boost teachers’ motivation. Thus, teachers perform the duties and responsibilities enthusiastically and thus, schools attain their goals. However, principals without skills promote poor school environment and culture that exacerbate teacher demotivation. Thus, teachers lose commitment or loyalty to accomplish what was expected of them as a result, school goals hampered.

1.9 Operational Definitions of Terms

**Conceptual skills** are the principals’ abilities to think creatively on how to motivate teachers to work enthusiastically so as to ensure achievement of school goals.

**Human relation skills** are the abilities that effectively enable school principals to work with and through teaching staffs for achieving school goals.

**Leadership** is not an easy subject to be explained hence, it means different things to different people. According to this context, it is a process of influencing teachers to put their optimum efforts enthusiastically in achieving the school goals.

**Leadership skills** are skills and capabilities that school principals require for motivating and directing teachers to put their optimum efforts enthusiastically towards achievement of the school goals.
Motivation is the force that triggers and directs energies to sustain teacher motivation tuned towards school goals.

Principal is the sole leader of the entire community within the school who is responsible for effective and efficient school operations. Also known as headteacher or director or headmaster.

Technical skills refer to abilities, techniques, methods, processes and practices required by school principals for keeping teachers focused and motivated at the job.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents literature related to the study “influence of principals’ leadership skills on teacher motivation in public secondary schools in Zoba Anseba, Eritrea”. For the purpose of logical presentation, the literature review was guided by the themes generated from the objectives of the study and presented under the following subheadings: leadership and leadership skills; influence of principal’s technical skills on teacher motivation; influence of principal’s human relation skills on teachers’ motivation and influence of principal’s conceptual skills on teachers’ motivation, teacher motivation and summary of the reviewed literature.

2.2 Leadership and Leadership Skills

Even though leadership is described as one of the commonly experienced phenomena on the earth, it still requires a clear-cut definition (Abbasialiya, 2010). Thus, academicians continue to define and argue over precise definition of the term leadership. Up to this moment, absolute definition of the term was not found. Though defined differently, leadership was conceived as ‘influence’ of people towards a goal. In this context, leadership is a tool used by individual school principals to influence group of teachers to implement programmes and activities of the instructional processes happily as to achieve the school goals (Wolinski, 2010; Northouse, 2007; Rowe, 2007).

Principal are leaders who play great roles in the school operations. Direct and drive teachers to achieve their own success in doing their responsibilities; and ensure the
very survival of the school. To effectively play those roles, principals should possess skills which enable them to effectively carry out their responsibilities which are leadership skills – technical, human, and conceptual skills (Katz, 1955) which are further key components for reaching school goals (Dhavale, 2011). Therefore, this study contended that principals’ leadership skills are crucial to influence teachers’ motivation in schools so as to keep teachers motivated while in the teaching profession.

2.3 Influence of Principals’ Technical skills on Teachers’ Motivation

Technical skills are the abilities school principals need to carry out their duties effectively and efficiently (Katz, 1955). This helps to keep teachers motivated and focused to achieve the intended goals. Therefore, the technical skills required by school principals in instructional supervision and instructional resources allocation are discussed below.

2.3.1 Instructional Supervision

Schools are institutions built to accomplish specified goals of the curriculum. The most significant is achieving success on students’ learning (Blankstein, 2010) by making workplace conducive for teachers to teach. The actualization of such goals requires effective principals who work with all teachers in an atmosphere of professional community (DuFour, DuFour, Eaker, & Karhanek, 2010). In this case, the workplace matters for teachers to be motivated to teach and students to learn calmly thus, the school principals should search out ways for this to happen.

According to Grissom, Loeb and Master (2013), effective principals are effective instructional leaders. Establish better workplace environment for teachers to teach
and healthy atmosphere for students to learn. This is done through assisting teachers to improve teachings, managing students’ discipline and keeping schools clean and harmless. Creating healthy environment for teachers and conducive atmosphere for students is the responsibility of the principal (Wallace Foundation, 2011). Such ground makes teachers feel happy to perform their obligation and students to focus on learning well-disciplined.

Ineffective principals perform roles with confusion and ambiguity and remain lost in the day’s chaos. As a result, do not observe what is going on and how things are going on.

Principals also adopt strategies to support teachers in classroom teaching-learning processes. For instance, promote smooth running of classroom instructional processes, set goals, monitor lesson plans, allocate resources, evaluate teachers regularly and monitor students’ discipline (Mphale & Mhlauli, 2014) and conform visibility in the school environs; walk around the buildings and classrooms, supervise how things are going on, they communicate to students and faculty members, conduct classroom supervision. Such noble practices detect problems, acquire information, control students discipline and manage teachers’ teachings and students learning. These are principals’ responsibilities and must be done to ensure their successfulness (Blankstein, Houston, & Cole, 2010). Such performances give teachers a sense of motivation and help them to perform their jobs with low frustration.

Contrarily, Bonilla (2006) identified problems that prevent school principals from making their teachers’ motivated and their schools successful such as low visibility,
office fixation and lack of delegation. Similarly, MacBeath, Swaffield, Oduro, and Bonsu (2010) opine that weak principals always have a blue printed thinking that as principals keep distance from their teachers; they retain their position (status). Hence, prefer staying behind their office desks. In this case, there is no familiarity with what the teachers are facing in the school. As a result, teachers confronted with burden of challenges which negatively influence the teachers’ motivation.

Effective principals daily supervise the classroom environment and gain relevant information in which, share them as feedback with teachers. This is carried out in person or staff meetings. Those teachers who received feedback on their instructional practice are more satisfied with the teaching profession (John, 2011). Apart from that, the gained classroom information also used for taking corrective measures that enable teachers to do their jobs with no obstacles.

Ineffective principals stay surrounded with routine duties and paper works which make them to forget their main responsibilities (Garedew, 2015). This overloads the teachers with additional jobs as such, let teachers to frustrate and lose hope. This situation further develops disrespect and mistrust between the school principals and the teachers. Accordingly, social tension flourishes which promotes disinterest at the job. Some, ineffective principals do not provide classroom feedback to teachers. The reason could be lack of technical skills to assist teachers. Ineffective principals further hate those teachers who visit their offices usually. As a result, a gap of isolation was born that fosters no chance of sharing information and collaboration. Such scenario leads to ineffective school environment which put off happiness of work. As effective principals use opportunities for keeping teachers motivated,
ineffective principals even if they have the opportunities, fail to use them for motivating teachers.

2.3.2 Instructional Resource Allocation

Resources are vital organs required to effectively and efficiently conduct instructional processes at horizontal and vertical levels of the educational system. Availability of teaching-learning resources promote effective instructional process and it is the responsibility of the school principals to administer and allocate the school finance, the physical materials and the human efforts towards the school goals. Proper administration and allocation of such resources influence the type and method of teaching teachers use and the way students’ learn in the classrooms. This depends on the capability of principals to provide and administer the resources required for ensuring effective classroom instructional process (Good, 2008; Belle, 2007) and teachers consider resource provision as a talented governance by principals (McGee & Lew, 2007). This establishment enables teachers to facilitate their assignments with an ease and at the same time, boosts teacher morale for working harder.

Despite the fact that instructional resources are important for making teaching-learning real and simple for understandings of the context, they are not available (Abdu-Raheem, 2014). Thus, some research concluded that many secondary schools are running the instructional process with deficiency of resources. For instance, inadequacy, delay and irregularities of instructional resources which are challenges for teachers to work happily and enthusiastically (Ofuani, 2014; Uchendu, Ekanem & Jonah, 2013; Mutua, 2011; Agabi, 2010). Furthermore, Adetoro (2008) states that the huge number of teachers and students enrolled in the schools do not match to the
available physical resources especially in public schools and the school resources are not expanded to cope with the increased enrolment (John, 2011). The unavailability, non-utilization, delay of supply, deficiencies of resources or inadequacy are dilemmas for instruction and hinder teachers’ motivation. It makes the teachers to hate the profession or to look for other options elsewhere that give them satisfaction. This occurs when the principals are not doing what they were supposed to do or kept silent without transparency (discussion) which magnifies the leadership weaknesses.

Studies carried out in public and private schools by Okobia (2011) and Akinsolu (2003) found that public schools are better equipped with instructional resources than private schools. The problem is that, the teachers are demotivated hence, not willing to use the available resources for improving the teaching activities. In addition, principals show carelessness to supervise what is going wrong in the schools (Gobir, 2005). Appointing such leaders is something that exterminates the zeal of teachers and quality of education. At this point, the principals are the root cause of the problems in which, they are not leading the teachers to the direction of the goal.

For ensuring school success, principals should keep teachers motivated by helping them to acquire resources or by fostering a ground to get the resources needed for instruction. According to reports of some researches, one reason for high achievement of students is principals’ assistance to teachers in acquiring needed resources (Gamage, et al., 2009). Thus, principals should support and provide teachers to get the resources that are important for improving classroom instruction (Alguchaab, 2011).
For implementing instruction effectively, principals are expected to plan carefully to acquire the resources needed and thereafter, regular checkup of its rational distribution and efficient utilization of resources (Agabi, 2010). It is important then, to use school money effectively on items most required and essential for instruction. Diverting them out of the main purpose is illegal and corruption. According to Kiragu (2015), schools which perform poor use huge amounts of school money for other purposes rather investing them on the acquisition of instructional resources that teachers require. In line with this, Annoh (1997) warned school principals not to misuse school funds. For wise use of school money, principals consult teachers on items that have urgency and priority needs. Both principals and teachers work together in planning and procuring instructional materials and accordingly, distribute the resources needed by considering priorities (Kiragu, 2015).

Principals should be transparent and transformative in their jobs (Nyakundi, 2012). Transparent discussions on school issues promote sense of responsibility. For instance, discussion of school challenges make the departmental heads and the teachers to share and work with what they have. From this perspective, principal’s technical skills are utmost important for making resources available and properly utilized as to boost teachers’ morale while technically weak principals are unable to provide or use the available resources for motivating teachers.

2.3.3 Technical Skills of School Principals

As per the reviewed literature, researchers carried out studies on school principals’ instructional supervision and/or instructional resource allocation due to the dynamism of the world. As a result, new knowledge is always evolving and expected many to come. Indeed, the researches vary in content wise, geographical
site, methodical and subject of focus. Therefore, this study sought to examine the influence of school principals’ technical skills on teachers’ motivation in public secondary schools in Zoba Anseba, Eritrea.

2.4 Influence of Human Relation Skills of School Principals on Teacher Motivation

Human relation skills are skills to work with and through the people for reaching intended goals. In schools, different teachers play different roles. Therefore, principals to transform these different efforts of those teachers to a unified direction need human relation skills. The emphasis of this study is therefore, on communication, relationship and decision-making of principals and their influences on teachers’ motivation.

2.4.1 Communication

School principals are leaders in every aspect of the school environment in which, everything that concerns and deals with the school needs effective communication. The school principals spent ample hours on conversation, related to their key responsibilities (Luthans, 2011; Lunenburg, 2010). As communication is not just speaking, they communicate with teachers through writing, listening and using non-verbal signal to transmit information. At the same time, the teachers receive and reply too. Such chain of communication meets aspiration of the parties. Hence, investing in skillful principals is advisable to overcome communication obstructions and doing so, is a cost effective solution (Wallace Foundation, 2011).

Principal’s key leadership skills is to communicate effectively and listen attentively as conveys and receives information. Some researchers indicate that principals spent
more than 70% of their time speaking, sending and accepting messages (Luthans, 2011; Lunenburg, 2010). The calculated time spent is not the only important. But, also how principals transmit information, listen, make decisions and lead dialogue as well, impact of the message on the teachers or the expected output.

Some studies conducted on public secondary schools indicate that principals often failed to communicate skillfully. For instance, communication without respect causes moral problems and other inefficiencies; incapability or delaying of conveying information with staff lead to observable errors (Alam and Farid, 2011; Bagin, 2007; Weitzel & Jonson, 1989). In addition, lack of praise and recognition, use dictatorial style, focus on negatives, failure to control mood and full of criticism and discouragements (Bonilla, 2006). This incapability to communicate information effectively reduces self-confidence of principals and prefer failure rather than keeping teachers informed. In this regard, teachers feel frustrated and unhappy with the principal’s communication. In addition, information conveyed cause consequences on the teachers as the information is not coming through in the intended ways (Kotter, 1996). In this case, affects the teachers negatively and breaks the heart of goodwill and diminish the intended results.

As motivation of teachers is the torrential force for the attainment of school goals, principals are responsible for making their communication as good as best in which, it makes the school workplace climate welcoming. Such workplace climate has a direct interrelationship with the principal’s ways of communication (Halawa, 2005). Communication that is provided like a sandwich by principals promote a sense of trust and respect in which, it tunes teachers mind to remain in the teaching profession and students learn attentively.
Skills on how and what to communicate about construct and form the reality of the communication (Czarniaska-Joerges, 1993). The voice and actions of the principals are equally important as the words in which, it should carry clear message, ethics, respects, attitudes and with no dominance. Moreover, principals should control their emotions and feelings in order to learn how to communicate effectively (Garmston & Wellman, 1998). This enables them to calm down, catch attentively and think on what has been said and finally, flourish an atmosphere of peace instead of conflict. Similarly, they should exhibit and portray caring behaviour while dealing with teachers and situations as to establish the platform for healthy environment (O’Neil, 1998). Good attitudes with sandwich like communication promote teachers’ motivation at the job.

2.4.2 Building Relationships

The role principals play and the relationship the principals develop with teachers is fundamental for success or failure of school performance (Yariv, 2009, Sias, 2009). Consequently, without support and involvement of teachers, principals have never and will never achieve an extraordinary performance in any school. Thus, building and maintaining good relationship with teachers is the fundamental means for reaching the school goals. From this perspective, relationship is the core of the living system and the foundation of schools (Sias, 2009). This subhead will focus on principals and teachers relationship.

Principals as well as teachers cannot excel in everything they want to excel. As a result, for excelling in what they want, they demand help and support from one another for varying reasons. Therefore, they have to live in a world of relationship
(Gillies, 2012). With good relationship, teachers enjoy the harmony, the emotional stability and work together in that environment with no dispute or anarchy (Sias, 2009). In addition, good relationship enables every activity of the school to take place smoothly. Thus, principals should avoid much emphasis on tasks and hierarchy of authority. Rather, should water and nourish good rapport with teachers (Ibid, 2009). This implies that tasks run by people thus, building good relationship should come prior to tasks.

Good relationship is built by involving teachers in the school activities and management; allowing multidimensional communication, free discussion; respecting and incorporating teachers’ views; and being fair and just for teachers (Annoh, 1997). This leadership fosters collaborative relationship in which, principals and teachers tune their efforts to a collective action and in turn, lead teachers to work enthusiastically (Kouzes & Posners, 2007; Levin & Fullan, 2008). Furthermore, collaborative relationship is built through leading teachers by being role model, demonstrating values in behaviour, promoting and developing those behaviours on teachers, treating teachers with care and making workplace environment safe, clean and conducive and providing adequate and quality support (Pearce, Cross, Monks, Waters, & Falconer, 2011; Raihani, 2011; Davison, 2004; Settoon, Bennette, & Liden, 1996). The advantage of such relationship promotes feelings of belongingness and boost commitment that maximize efforts towards organizational goals.

On the other hand, some principals lack the capability to lead motivated teachers. According to studies, some of the factors are lack of respect, recognition, trust; making biased judgment; less support, uncaring treatment and unenthusiastic
relationship (Settoon, Bennette, & Liden, 1996; Medley & Homer, 1987). From these understandings, good relationship promotes commitment and subsequently, school success. Whereas, creation of unenthusiastic relationship promotes alienation, nurture distrust which wear out commitment and leads to teachers’ turnover and lastly, paralyze the operations of the school.

2.4.3 Decision Making

The main responsibility of school principals is making decisions. Making better decision is a way of life for principals. This is done by searching out alternatives and selecting one that best fits to achieve a desired result (Eisenfuhl, 2011). This is about how do principals make decisions noting that teachers remain motivated and similarly, reach the desired school goals.

At times, decisions are made by school governing bodies, administrators, and politicians blindly without involving the actors (teachers) or considering their voices or without bearing in mind what consequences they could have on the actors (Smyth & Shacklock, 1998). On other occasions, due to circumstances and type of the decision, decisions are either done individually or together with school teachers. Decision making also depends on situation, time limitation and urgency or seriousness of an issue that requires immediate decision. These decision making are carried out with an aim to make change or prevent a problem from occurring in an organization.

When principals are making decisions, they should carefully select the alternative that could likely lead to a solution of the problem (Aydin, 2010). This decision is willingly accepted by the teachers who live with the consequence of that decision.
and this motivates the teachers at the job and remain focused to the goal attainment.
Effective principals reach to such decision through critical and thorough thinking as not to cause problems to the users of the decision.

Some principals make decisions in a short quick time without conscious mental alertness, detailed understanding and reasoning (Leithwood & Stager, 1989). In this case, they are not imagining the hidden problem that has negative consequences on the school members. This incapability to conceive the hidden problem is a potential reason for not solving the issue under consideration which influences the feelings of the decision users negatively (Hastie, 2010). As feelings are damaged, the trigger of working hard and diligently becomes diminished.

Additionally, brilliant principals collect ideas, perceptions, opinions, or information that flows from teachers in addition to their own talents to make final decisions (Leithwood and Steinbach, 1995). In this regard, teachers as active actors and implementers of instructional processes, areas that require school decisions are very closer to them than the officers. This made teachers’ participation as mandatory as to reap all benefits of their participation. For example, ownership and self-determination which is a crucial ingredient in the quest for better school (Blase, 2010). Such decision fosters devotion and commitment in making that decision feasible. Furthermore, it helps to understand the problem thoroughly before taking the final decision. Working and making decisions together are of great concern in which, everyone contribute an input to the final decision rather it is restricted to only school principals. Such involvement and discussion of issues with teachers and reaching to a point that satisfies teachers and principals, keep teachers motivated and responsible for it.
In addition, teachers are key in carrying out decisions related to what, how, and whom to teach (Kiprop & Kandie, 2012) which is the prime purpose of the school. In line with this, Gorton, Alston, & Snowden (2007) add that teachers have great impact on educational policy decisions as implementers of that decision and producers of valuable recommendations to that policy. School plans, curriculum, policies, rules, regulations, guidelines and the actual instructional processes may not come from the sky. All these require equal inputs from principals and teachers. Their beauties (qualities) depends on their decisions. Therefore, teachers are the key group to participate in decision making (Mualako, Mukasa, & Achoka, 2009) in which, principals who permit teachers participation in decision making have self-motivated staff, know their final determination, enhance team spirit and reduce tension (Gorton, Alston, & Snowden, 2007; Mpungose, 1999).

Many principals consider involving teachers in decision making just as they control and seize their status rather than viewing it as opportunities of contributing inputs to the decision by making them members of the process (Nagy, 2011). In this case, there is misconception about the meaning of teachers’ involvement on decision making. Thus, they emphasize much on traditional hierarchies of power and authority that do not allow other individuals to take part (Rutherford, 2007). Those principals who only use their own knowledge to make decisions without involving others run the risk of partial solution, and staff feel deprived and dissatisfied in which, such situation creates ground for resentment among staff especially if do not hit their targets (Fawcelt, 2008). Thus, teachers perform their job without commitment just to complete their contract.
From the above perspectives, inclusion and exclusion of teachers from making decisions need much attention of principals. In whatever it is, if principals use their human skills to select the alternative that is promising, reasonable and acceptable to teachers, it keeps the school teachers’ motivated (Gilboa, 2011). This implies that the decision does not have negative effect on teachers’ motivation thus, teachers happily and eagerly work to achieve school goals. However, decision that causes consequences and affect teachers’ motivation negatively, teachers become furious and demotivated to implement or follow that decision.

As per the reviewed literature, effectiveness or ineffective of school principals on manifesting human relation skills – communication skills, building good relationships and involvement of teachers in decision making have vital effect on influencing teachers’ motivation positively or negatively. Indeed, studies carried out on barley appointed school principals’ human relation skills need yet further focused investigation and similarly, how do the school principals’ human relation skills influence the teachers’ motivation at the job was not examined thoroughly in which, this study sought to examine the influence of school principals’ human relation skills on teachers’ motivation in public secondary schools in Zoba Anseba, Eritrea.

2.5 Influence of Principals’ Conceptual Skills on Teachers’ Motivation

Conceptual skills are capabilities of school principals to think creatively on ideas, ways or means that motivate the teachers to achieve school goals. In this context, principal’s conceptual skills include sharing the burden of achieving the school goals, solving problems and providing induction and training programmes to teachers so as to achieve the intended school goals.


2.5.1 Sharing Burdens of Achieving the School Goals

The kernel of a school is to hit the shared goals for which the school is built. Its viability thus, occurs when efforts and supports of all the stakeholders unified into a whole by carrying out their roles and responsibilities. As this occurs, teachers remain motivated to work hard.

There are some studies that still believe on principal as the single individual who is embodied with all aspects of leadership roles (Hackman & Johnson, 2009). Principals as leaders, play great roles in the school settings. However, school success cannot be complete working alone. This is a very narrow outlook. Thus, Schmidt-Davis and Bottom (2011) noted that school success reaches its destination when principals and teachers work together. In this case, activities of the schools like instructional processes, school management and administration are mostly dependent on efforts of teachers and principals. But, still very narrow to conclude that the school shared goals depend only on dedication and efforts of teachers and principals. Beside these dedications and efforts, school success requires inputs and supports of other stakeholders to minimize the burden teachers and principals have.

As parents are the bridge between the school and students, their active involvement has impact on students learning (Garedew, 2015; Lezotte, 2001). Thus, persuading parents to play supportive roles in school activities is the prime responsibility of principals. Creation of such environment by the school principals enables parents to tune their minds to share and make decisions for the best of their children. Teachers thus, become inspired and develop willpower to help students.
School-parent-bond is strengthened through principal’s persuasive communication and adopting open-door policy with added welcoming. According to Cross, Waters, Shaw, Hall, Erceg & Hamilton (2012); Kasler and Elias (2012) and Michail (2011), well-articulated communication on the school plans, current circumstances and anticipated issues promote ownership, shared values, better understanding of policies, consistence of messages and cooperation between home and school. Such ground empowers parents to visit and observe real challenges of teachers and students hence, take initiatives to overcome the challenges. As motivation triggers and directs human behaviour (Srivastava & Bhatia, 2013), parents increase their involvement, develop a sense of partnership, make school observation, communicate with the members of the school, seek means of problem solving, develop mutual care and respect which increases teachers’ motivation.

From this perspective therefore, feeling of belongingness to the shared goals evokes desire and aspiration to work together continuously, and favours healthy workplace environment – orderly, purposeful, free from physical harm, and conducive to teaching (Lezotte, 2001). The initiatives and feeling of belongingness remedy challenge of teachers and students. Thus, students discipline like hostile, wild behaviour and disturbances become nonexistent (Cohen and Geier, 2010; Gregory, Cornell, Fan, Shih & Huang, 2010). Such ground makes teachers motivated, happy and zealous to put extra effort at the job.

Most parents desire everything best for their children. But, yet they do not involve in their children’s education (Garedew, 2015). The reasons for the non-involvement of parents could be due to parental clueless or think it is time wastage to visit schools or due to weaknesses of school principals. According to UNESCO, (2005); Oduro,
Dachi, & Fertig (2008), absence of effective principal is the prime to poor relationship with parents that stems conflict and accusation. Furthermore, Constantino (2003), actions of principals are the factors that limit encouragement of parents to build good relationship. From these perspectives, poor relationship arises due to weakness of principals of not empowering parents to involve, understand and contribute to the school then after, followed by conflict and accusation.

The implication of parental poor relationship is poor cooperation between the school and parents especially with teachers (Anderson, 2000). Such circumstance negatively pollutes the environment thus, all the burdens fall on teachers and make them demotivated to work. Other factors like lack of parental support, harsh students discipline, absence of respect from school community, unprofessional treatment and lack of administrative support make teachers discontented (Edgerton, 2012; Kopkowski 2008).

As the school principals are not investing time to establish a working relationships with parents, this leads to misunderstandings, blaming each another, mistrust and lack of respect. Additionally, Lambert (2006) notes that teachers are treated like children. Such actions and behaviours lead teachers to lose commitment and hence, do not perform what are expected of them (Akyeampong, 2007). Accordingly, teachers develop anti-reactions to such actions and behaviours which in turn, causes rapid principal turnover (Wahlstrom, Louis, Leithwood, & Anderson, 2010). Therefore, this negatively impacts school’s culture and morale of teachers and lastly, the fruits of the country remain unreaped.
2.5.2 Provision of Induction and Training Programmes to Teachers

Our world is in a dynamic change. This dynamism then, affects every operation of the schools. Thus, schools require talented and capable teachers who are able to cope with such dynamism. In this case, principals are compelled to plan and organize possibilities where teachers can get opportunities of mentoring and professional development (Leithwood & Jantzi, 2006). From this perspective, teachers induction and training programmes are absolute requirement for schools success attainment.

The dramatic change in technology and science made teaching craft a complex job. Thus, the training that teachers have already acquired at institutions cannot totally prepare them to master teaching crafts in the classrooms. In this perspective, knowledge as a continuous process, principals should motivate teachers through provision of well-planned induction and in-service trainings so that teachers survive in the current situations of the world.

Newly graduated students begin a journey of being teachers. At this moment, they struggle to help students perform better. But, this moment becomes the most stressful life experiences for them (Grossman, Loeb, & Myung, 2007; Peloyahae, 2005). In addition, it is the time for the new teachers to apply the theoretical aspects they had learned into the actual classroom teaching. As a result, they confronted with new challenges that they have never met or faced previously on a daily basis (Millinger, 2004) thus feel overwhelmed (Feiman-Nemser, 2003). This lets them to develop fear and anxiety. Furthermore, lack of acquaintance makes them dully busy with an unsettled mind - what to do and how to involve in the profession and school environment.
According to some studies, high percent of new teachers develop desire to be transferred to other better schools or abandon their profession in the beginning years of their staffing (Hoy, 2008; Smith & Ingersoll, 2004). Thus, effective principals conduct proper induction to new teachers which enables the new teachers to integrate and socialize with the workplace and professional norms in order to survive and succeed as teachers. It also enables them to get off on the right foot immediately and improve work by substituting anxieties and stresses with happiness and will to work harder (Nandi, 2015).

On the other hand, ineffective principals are not ready or inexperienced or lazy to provide induction for new teachers. In this case, teachers are tossed-out in the new environment. Thus, they lack adequate and quality support through induction from principals make the new teachers ill-suited to the job (Nandi, 2015; Ingersoll & Perda, 2010; Achinstein, Ogawa, Sexton, & Freitas, 2010). From this perspective, teachers are released to fear, pressure and anxiety that block their aspiration to reach.

Empowerment of teachers through continual training is utmost important. Such training supports teachers to face challenges of classrooms and is also a motive for working harder (Wahlstrom, Seashore, Leithwood, & Anderson, 2010; Wallace Foundation, 2011). In this case, the school principals affect teachers working conditions by assisting teachers with appropriate teaching materials for classroom instruction, investing time for instructional improvement and helping teachers with job embedded development as well as engaging them in further educational development. Despite of this fact, unproductive principals stop thinking about what teachers require to work with optimum effort. For instance, Alam and Farid (2011) and Lunenburg (2010) recommend that school principals to provide training for teachers to excel and exceed their performance level.
Competent principals schedule job-related training using demonstration of classroom teaching techniques or through conferences delivered either by themselves or other expertise that have relevance to the day-to-day teaching practices (Blasé’ and Blasé’, 2000). As well, calling or persuading the MOE to set training through workshops or further education that yields positive effects on teachers’ motivation. Such exemplary principal beliefs that school success can be achieved only through satisfaction and motivation of teachers (Malik, Danish, & Usman, 2010) and this noble initiative plays vital roles on students’ academic achievement (Wahlstrom, Seashore, Leithwood, & Anderson, 2010).

2.5.3 Problem-Solving

Problems that impact school operations could exist at any interval of time. The existence of such problems in such workplace environment impacts the teachers’ morale, productivity and job performance (Chandrasehar, 2011). Finding solutions for such problems requires identification and understanding of the problems. Thus, potent principals carefully identify and understand what the problems are or anticipate the problems that could occur in schools that affect teacher motivation. According to Verschaffel (2011), process of problem identification requires sensible observation and investigation of the school environment.

Depending on principals’ effectiveness to give attention to problems, school environment becomes healthy or unhealthy to teachers to work and students to study as well as to achieve the desired goals. From this instance, Leithwood and Riehl (2003) said, “scratch the surface of an excellent school and you are likely to find an excellent principal; peep into a failing school and you will find weak principal”. Thus, principal’s conceptual skills make school environment as something that
promotes happiness or unhappiness to the perspective teachers (Milanowski, Longwell-Grice, Safford, Jones, Schomisch & Odden, 2009) hence, teachers’ motivation influenced positively or negatively.

Principals should show active involvement in an environmental scanning of the world around in order to get acquainted with problems and challenges of the school. As information is power, they should gather information through making personal observation and listening or reading formal information systems. It is also through consultation of teachers, students, parents and welcoming other people on feeding school issues. The advantage of gathering information is to grasp the cause or the progress the school is making towards its goals and to look out of the box. Apart from this, principals should persuade all stakeholders to participate in achieving quality teaching and to study its problems (Yukl, 2002). School problems have to be discussed with stakeholders and persuading them to take their roles in getting remedy for such problems is the responsibility of the principals.

There are some studies that note problem-solving as the job of school principals (Allison, 1996; Leithwood, Jantzi, Silins, & Dart, 1993). From this perspective, there are many principals who try to solve school problems working solely in which, it is quite difficult to reach a complete success. On the other hand, other principals strive hard to overcome school problems through stimulation of all stakeholders. After stimulation, all the stakeholders feel happy to cooperate and participate in wearying out such problems as to promote smooth running of school operation (Specialized National Council, 2003). At the same time, it gives the stakeholders a sense of ownership and good feeling for doing further.
Principals should also have mechanisms of monitoring school operations such as year plans, academic timetable, policies, rules and regulations. This is one step towards achievement of the goals. Control and follow their feasibilities from the beginning of the academic year until the end and to what extent they were effective and ineffective. In addition, develop awareness in all stakeholders and persuade everyone to abide by and follow them. Formulate students’ discipline guide by working with teachers and parents in order to solve students’ problems (Khaled & Khaled, 2015). Built mutual cooperation with parents and this helps principals to solve student issues. As student issues settled, the teachers perform their duties and responsibilities happily (Kopkowski, 2008). Working together towards a common direction motivates and evokes desire to work harder.

Furthermore, principals persuade teachers and parents to share the burden of taking care of the students. Active involvement of parents enables the teachers to conduct good instruction in classrooms which booms motivation. Therefore, building a very good bond and cooperation with parents is utmost practice of great principals (Blank, Melaville, & Jacobson, 2012). On contrast, ineffective principals lack capability to persuade parents. As a result, parents do not involve actively or do not take initiatives in the school programmes. This results to poor cooperation between school and parents. This puts the burden only on teachers and principals that affect motivation negatively (Anderson, 2000). Therefore, teachers develop discontent with the profession and students perform poor achievement and consequently, parents and teachers blame each another and finally, teachers decide to quit altogether (Lori, 2013).
Despite the fact that studies conducted on conceptual skills and the knowledge they contributed, there has been insignificant number of studies that focus on abilities of school principals to think creatively on how they use their conceptual skills and influence teachers’ motivation at the jobs in which, this study sought to investigate ‘how do school principals’ conceptual skills influence teachers’ motivation in public secondary schools in Zoba Anseba, Eritrea.’

2.6 Teachers’ Motivation

Motivation is something that initiates an act or behaviour in a particular manner. Thus, teachers need school principals to fulfil what they want (Kontodimopoulos, Paleologou & Niakas, 2009) as well as what the principals do must either interests or pleases the teachers (Lai, 2011). In this case, school principals who do something that interest or please the teachers or fulfils what the teachers want enhance teachers’ commitment at the job and teachers perform their duties with optimum efforts. On the other hand, school principals who do not fulfil teachers’ desires, breeds resentment that negatively impacts performance and exacerbates the teachers’ demotivation.

Teachers are the central elements for the overall school performance and success. Commitment at the job is the milestone for school success. Thus, teachers’ commitment at the job is developed when principals have leadership skills and manifest them at the ground (Lussier, 2013). Commitment promotes success. This success or progress cannot be achieved or reached unless teachers’ are kept motivated (Manzoo, 2011). Hence, principals must invest their leadership skills in raising teachers’ commitment at the job.
2.7 Summary of Literature Review

This chapter reviews literatures from developed and developing countries. It was therefore, noticed that countries give different emphasis on appointing school principals. For instance, developing countries put minimal focus on leadership training and appoint with no clear-cut criterion of selection. In this case, the selection of teachers to principalship position was done without considering to what extent they would be effective at keeping teachers motivated at the job.

The literatures also shed light on the importance of leadership skills in schools and the role it plays on teachers’ motivation yet very few studies focused on influence of principals’ leadership skills on teachers’ motivation. This study therefore, investigated the influence of school principals’ technical, human and conceptual skills on teachers’ motivation.

The reviewed literature further made evident that much focus of researchers were on examining principals’ roles principals or assessing leadership styles or investigating principal’s motivational strategies. However, this study investigated influence of principals’ leadership skills on teachers’ motivation in public secondary schools using skill theory of leadership formulated by Katz (1955).

Even though the reviewed literature described inevitability of school principals’ leadership skills, it was found that there is no rich evidence on how school principals’ leadership skills influence teachers’ motivation at the job. In Eritrea especially, very few studies have been conducted to examine the influence of principal’s leadership skills on teachers’ motivation. Therefore, this study was of value in creating awareness on how principal's leadership skills influence teachers’ motivation at the job especially with a paradigm of descriptive survey design. This study described the situation as it was found in the public secondary schools.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the methodological framework that was used in this study. Specifically, it covers the research design, variables, study locale, target population, sample and sampling techniques, data collection instruments, pilot study, validity, liability, data collection procedures, data analysis and ethical considerations of the study.

3.2 Research Design
The study used a descriptive survey design to assess the principals' leadership skills and their influence on teachers’ motivation by collecting primary data from teachers, school principals and departmental heads. For feasibility of the study, questionnaire and interview schedules were used to collect opinions, attitudes, preferences and perceptions as stated by Orodho, (2003; 2005). Moreover, data collected through survey design was used for generating facts, upbringing key principles of knowledge and finding solution to significant problems (Kombo & Tromp, 2006). Therefore, the data gathered were used to describe, analyze and interpret the principal’s technical, human and conceptual skills with the above mentioned design to draw understanding of their influence on teachers’ motivation. This design was therefore, found suitable for this study.

The study employed both qualitative and quantitative research methods using questionnaire and interview schedule respectively. Both qualitative and quantitative methods were utilized in this study, as the strength of both methods can provide the
best to understand the issue under consideration (Creswell, 2009). In addition, the methods were affordable and relevant for gathering information from the sampled respondents. The quantitative research method was used to collect quantifiable data while, the qualitative research method was used to get non-quantifiable in-depth information about the study under consideration.

3.2.1 Variables

In this study, the independent variable was the principal’s leadership skills (technical, human and conceptual skills) while, the dependent variable was the teachers’ motivation in which, the independent variable affects it positively or negatively. The intervening variables are variables such as age, qualification, experience - that could affect the dependent variable but, not included in this study.

3.3 Location of the Study

The study was carried out in Zoba Anseba which is one of the six administrative regions, located on northern Eritrea. The total area is about 23,200 km² and the density is 23.66 persons per km². The average elevation is around 1,800m to 2,100m in which, May is the hottest month (30°C). Borders with Zoba Maekel in the East, Zoba Gash Barka in the West, and Zoba Semenawi Keih Bahri in the North-east. It is a multi-ethnic Zoba with an ethno-linguistic diversity. Zoba Anseba has 18 secondary schools noting that some of the schools include Elementary and Middle schools thus, 6 schools from Grade 1-11; 7 schools from Grade 6 -11 and 5 schools from Grade 9-11. Thus, the study was carried out in these five schools (Grade 9-11) scattered throughout Zoba Anseba and they are all public secondary schools.
Zoba Anseba is one among the five Zobas that most appoint ordinary teachers to principalship position without leadership training (Tedros, 2017). As the literature in the background uttered, such appointment without leadership skills similarly thought to be significant element for teachers’ demotivation at the job thus, cannot be left without focused investigation. Furthermore, the researcher noticed that there is a gap of difference in the experiences and skills of those appointed principals and thus, in their job there could be difference that might affect teachers’ work positively or negatively.

3.4 Target Population

The target population for this study were 339 (18 school principals, 55 departmental heads and 266 teachers) of the 18 secondary schools of Zoba Anseba. The researcher chose the target population because the primary question rests on all parties in the research. In addition, they were the ones with the information to provide the researcher and their exposure to the situation made the researcher crucially target the state population. This is presented in Table 3.1.

Table 3.1: Summary of the target population

<table>
<thead>
<tr>
<th>Category</th>
<th>Total number of target population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>18</td>
</tr>
<tr>
<td>Departmental heads</td>
<td>55</td>
</tr>
<tr>
<td>Teachers</td>
<td>266</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>339</strong></td>
</tr>
</tbody>
</table>

Source: Researcher, 2017
3.5  Sampling Techniques and Sample Size

3.5.1  Sampling Techniques

Based on the level or service the schools provide to students, the targeted 18 schools of Zoba Anseba were categorized as Grade 1-11 (Elementary, Middle and Secondary schools mixed together); Grade 6-11 (Middle and Secondary schools mixed together); and Grade 9-11 (Pure Secondary schools). Then after, there were 6 schools from Grade 1-11; 7 schools from Grade 6-11 and 5 schools from Grade 9-11. Therefore, the researcher selected purposively those five schools from Grade 9 to Grade 11 which were found all public secondary schools. After doing so, all the principals of these five sampled public secondary schools were selected purposively for interview as they form the cornerstone of the study and their number was manageable (only five).

With regard to selection of departmental heads from the five sampled schools, simple random sampling technique was used to select a total of 20 departmental heads from the two disciplines (science and social science streams). This method ensured that each departmental head from each stream of each school to get chance of being selected for interview. This was done by getting name-list of the departmental heads of both streams in a paper from the school principals. Then, randomly a serial number was given to the name-list and was folded in an equal size and shape. Finally, the folded paper was kept in a cup mixed carefully and the researcher picked out the departmental heads that were included in the study. This kind of lottery sampling technique enabled the researcher to be free from systematic bias, and gave each and every departmental head an equal opportunity of being selected.
According to the Ministry of Education of the State of Eritrea, 2017 statistics, there were 266 secondary school teachers in Zoba Anseba while, the number of teachers of these five sampled schools were 133. As Hayer (1997) reiterated, determination of appropriate sample size is useful for generalizing the results of the study to the population. Mugenda and Mugenda (2003) and Kothari (2004) observe that in most social science research studies, a sample study of at least 30 per cent of the population is a good representation. In addition, Grimm (1993) adds that the larger the sample, the better it becomes more representative of the population. Therefore, this study was used 65 teachers, which was above 30 per cent, from the five sampled schools for questionnaire filling.

With regard to sampling, proportionate allocation method and simple random sampling techniques were adopted respectively to select the teachers that were included in this study. Proportionate allocation method was used to select the required number of teachers from each of the five public secondary schools according to the number of the teachers in the schools for the main study. The sample size of teachers from each school is presented in Table 3.2.

**Table 3.2: Summary of teachers' representation from each school in the sample size**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Number of Teachers</th>
<th>Sample size from each school</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>B</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td>D</td>
<td>33</td>
<td>16</td>
</tr>
<tr>
<td>E</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>133</strong></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

Source: Researcher, 2017
Afterwards, the 65 teachers were selected as respondents using simple random sampling technique, to give each teacher an equal chance of being selected for filling the questionnaire. This was done by getting name-list of all the teachers of each school in a paper from the school principals and a serial number was given randomly. The numbers were folded in an equal size and shape, and were kept in a cup mixed carefully. Then after, the researcher picked out the teachers who were included in the study. This lottery like sampling technique avoids biasness by giving each and every teacher the same opportunity of being selected to fill the questionnaire.

3.5.2 Sample Size

In this study, the total sample size was 90. This comprised 5 school principals, 20 departmental heads and 65 teachers from the 5 sampled public secondary schools of Zoba Anseba. See the illustrations in 3.5.1 sampling techniques.

Table 3.3: Summary of the target population and sample size

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Population</th>
<th>Sample size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before stratification of the schools</td>
<td>After stratification of the schools</td>
<td></td>
</tr>
<tr>
<td>School Principals</td>
<td>18</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Department Heads</td>
<td>55</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Teachers</td>
<td>266</td>
<td>133</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>339</strong></td>
<td><strong>168</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

Source: Researcher, 2017
3.6 **Instruments for Data Collection**

According to Mugenda and Mugenda (1999), descriptive survey with qualitative and quantitative method is important to use interview and questionnaire to collect information from sample of individuals. In this study therefore, questionnaire and interview were used to collect primary data from the respondents.

3.6.1 **Teachers Questionnaire on Principals’ Leadership Skills and Teachers’ Motivation**

Questionnaire instrument for data collection is suitable to reach a sample of teachers in a short time span and to confirm confidentiality. It is also cost effective, familiar, and easy to administer as well, for gathering more information with objective replies (Orodho, 2009).

The questionnaire had both closed and open-ended questions. It was set in English language because all the sampled teachers were secondary school teachers who were expected to be able to read and understand concepts in the questionnaire and was assisted by the researcher as they requested.

The questionnaire had five sections. In section A, the purpose of the study and instructions were explained. It further sought to establish the demographic information of the teachers. Section B focused on influence of principal’s technical skills on teacher motivation. Section C concentrated on influence of principal’s human relation skills on teacher motivation. Section D focused on influence of principals’ conceptual skills on teacher motivation. Finally, section E presented measurement of teacher motivation. In sections B, C, D and E a five-point Likert scale ranging from the lowest (strongly disagree) to the highest degree of agreement.
(strongly agree) with a respective values of 1 to 5 was adopted. Detailed descriptions are given in the questionnaire.

3.6.2 Interview Schedule for Principals on Examining Influence of Principals’ Leadership Skills on Teacher Motivation

Interview schedule was found suitable for this study because (Orodho, Nzabalirwa, Odundo, Waweru, & Ndayambaje, 2016) underscore that the interview schedule has the greatest potential to collect in-depth information, observe non-verbal behaviour of respondents, easy to reach, cooperative and the method is important when the time is limited. Thus, primary data were collected from principals of the five public secondary schools through interview schedule.

Principals as they were the focal of this study, interviewing them enabled the researcher to gather in-depth information by probing and clarifying through social interaction. The focus of the interview was on principal’s leadership skills and teacher motivation as they hold the position that are essential for the study under investigation. It was also essential to compare information collected through teacher’s questionnaire. The researcher began the stage with some semi-structured questions but later questions were followed based on the conversation. In the interview session, mother tongue language (Tigrigna) was used to avoid vagueness and to dig out facts about the subject under consideration.

3.6.3 Interview Schedule for Departmental heads on Examining Influence of Principals’ Leadership Skills on Teacher Motivation

Primary data were collected from departmental heads through interview schedule. The departmental heads as bridge between principals and teachers, gathering further
key information was useful for probing and clarifying as well as for counter-checking the authenticity of the information gathered from principals as compared to the information gathered from teachers through questionnaire. The interview session began with semi-structured questions but later questions were followed based on the discussion. Mother tongue language was used to avoid vagueness and to dig out facts about the subject under consideration.

3.7 Pilot Study

The instruments were tried out in the field for consistency and accuracy before collection of actual data which referred as piloting (Orodho et al., 2016). According to Orodho (2005) and Orodho, et al., (2016), the purpose of piloting is to test appropriateness of the instruments to the subjects with the objective of detecting deficiencies in the research instruments and also helps to make known if the predicted analytical techniques are appropriate. The feedback of the pilot study enabled researchers to check the responses as they were given the required information otherwise, have opportunities to improve the instruments by changing the items found to be unclear, ambiguous and irrelevant questions.

The pilot study was conducted in two schools out of the 18 secondary schools located in Zoba Anseba. The questionnaire was administered to 12 teachers, and the interview was conducted to two school principals and four departmental heads. The identity of these schools was anonymous in this study and confidentiality of given information was assured to the teachers, principals and departmental heads. The piloted schools and the information gathered during the piloting were excluded from the main study but the piloted schools had the same features with the sampled schools.
The importance of the fine-tuning process was to find out or to checkout difficulties of the items and language used in the instrument as to make it simple, clear and understood to the respondents. Thus, the instruments were fine-tuned based on the results of the pilot study and became ready for collecting information from the respondents of the study.

3.7.1 Validity of the Research Instruments

According to Orodho (2009), validity is the capability of the instruments to measure what they were purported to measure. In a particular field of study, there are professionals or experts in which the researcher can consult as to assess the content validity measure of the instruments (Mugenda & Mugenda, 1999). Furthermore, Gall, Borg and Gall (1996) state that experts assist researchers in defining the domains of the items in the instruments as well as how well that content universe was sampled by the test items. Therefore, the content validity of the instruments was examined and refined through the assistance and consultation of professionals especially supervisors and experts in the field of educational management of the School of Education. Then, the researcher reused the comments and suggestions for making the instruments appropriate to measure what they were supposed to measure through repeated check and recheck of the instruments. Furthermore, before dispatching the instruments for the actual data collection, they were tried out and revised so that they captured the required contents (data). Additionally, the researcher piloted the items of the instruments to examine whether they were precise, clear, correct and meaningful to measure the objectives of the study, and further refinement was made on them.
3.7.2 Reliability of the Research Instruments

Reliability is the degree to which an instrument yields consistent results as it is tested on repeated trials so that the researcher ensures the consistency of scores over time (Orodho, 2009; Mugenda & Mugenda, 1999). This study adopted test-retest method to establish reliability. In this case, the researcher administered the instruments on two successive occasions at three weeks of interval (between the first and the second administration). It assumed that the time interval between the test and retest of the instruments was long enough to ensure that the respondents would not recall the responses of the first testing. It would also be short to ensure that there would be no substantial change in the behaviour under investigation.

The test-retest of the instruments enabled the researcher to estimate the degree to which the instruments would yield the same results as a way of finding out its reliability. The spearman correlation coefficient was used for measuring reliability of the instruments. According to Orodho (2009), about 0.8 is high enough to suggest that the instruments have reliability for the study. In this study, 0.82 was obtained which indicates that the items of the instrument were reliable.

3.8 Data Collection Procedures

After approval of the research proposal, the researcher obtained permission letters from Graduate School of Kenyatta University, Eritrean National Commission of Higher Education and Ministry of Education (Headquarter and Zoba Anseba). Furthermore, for avoiding complications during data collection process, the researcher visited and informed respective Sub-Zoba officers of the Ministry of Education in Zoba Anseba, about the research and the research plan.
The researcher made a careful planning ahead of the actual data collection process for obtaining the required information from the sampled respondents of the schools. Afterwards, the researcher made the budget, transportation and instruments ready. She informed the school principals the date of the visit through calls for making the visit smooth and appropriate for the respondents and the researcher. On the scheduled visit to the schools, the researcher personally visited each school. She met and discussed issues related to the research with each of the school principals. After complete arrangement and agreement, the interview was conducted in a confidential place.

After the interview session, name-list of all the teachers and departmental heads were collected. Then, a serial number was randomly assigned on the name-list and the numbers folded and mixed carefully. After doing so, the 65 teachers and the 20 departmental heads were selected.

Afterwards, clear instruction was given to the selected teachers such as, purpose of the study, directions on filling the questionnaire, confidentiality, promises and commitment. They were informed not to write their names or their school name and advised to fill the questionnaire willingly and honestly. The respondents were also informed that research outcome was for educational purpose only. Once teachers’ consent was assured, the questionnaires were distributed and collected back after carefully filled.

Furthermore, the researcher clearly explained the intended purpose of the study to the departmental heads and thereby, confirmed their participation. Then after, interview was conducted with the departmental heads in which, took place in a confidential place.
3.9 Data Analysis

Data analysis is a process of examining data collected from the field with an intention of making inferences and conclusions. The quantitative data of the questionnaire was organized, coded and entered into Statistical Package for Social Sciences (SPSS) software version 20. This software made the analysis of the quantitative data easier. With the help of this software, the quantitative data were analyzed using descriptive statistics (frequency and percentage) and presented in frequency tables. With regard to the qualitative data, the responses were organized and coded based on the themes of the study and after doing so, analyzed qualitatively and presented through narrations.

Afterwards, Pearson’s correlation was used to examine the direction and strength of the association between the independent variable (Technical skills, Human relation skills and Conceptual skills) and the dependent variable (Teachers’ motivation). Finally, multiple linear regression model was employed to examine whether there was a significant difference between the independent variables (technical, human relations and conceptual skills) when combined to influence the dependent variable (teachers’ motivation) as well as to measure the strength of the relationship. Statistical significance was defined at P-value less than 0.05. The interpreted data were presented, discussed and inferences were made in chapter four and five.
Table 3.4: Summary of the data analysis

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Nature of data</th>
<th>Statistical technique</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine the influence of technical skills on teachers’ motivation</td>
<td>Quantitative data</td>
<td>Frequency, percentage, Pearson’s correlation</td>
<td>Frequency table</td>
</tr>
<tr>
<td></td>
<td>Qualitative data</td>
<td>Theme-content analysis</td>
<td>Narration</td>
</tr>
<tr>
<td>Examine the influence of human relation skills on teachers’ motivation</td>
<td>Quantitative data</td>
<td>Frequency, percentage, Pearson’s correlation</td>
<td>Frequency table</td>
</tr>
<tr>
<td></td>
<td>Qualitative data</td>
<td>Theme-content analysis</td>
<td>Narration</td>
</tr>
<tr>
<td>Examine the influence of conceptual skills on teachers’ motivation</td>
<td>Quantitative data</td>
<td>Frequency, percentage, Pearson’s correlation</td>
<td>Frequency table</td>
</tr>
<tr>
<td></td>
<td>Qualitative data</td>
<td>Theme-content analysis</td>
<td>Verbatim</td>
</tr>
</tbody>
</table>

Multiple linear regression was used to examine whether there is a significant difference between the independent variable as to influence the dependent variable.

Source: Researcher, 2017

3.10 Logistical, Ethical Consideration, Human Relation and Logical Issue

3.10.1 Logistical Issues

The researcher carefully planned the timeframe of the work, issue of transportation and research expenses needed for the research study so that data collection process was completed on time without lagging behind. In the same vein, authorized letters from Graduate School of Kenyatta University, National Commission of Higher education of Eritrea and Ministry of Education (headquarter and Zoba Anseba) were collected for carrying out the study smoothly.

Before embarking on the actual exercise of data collection process, the researcher produced the research instruments; made proofread the language barrier; and also checked the clarity of the questions, neatness of the copies, the pages, easiness to
code and analyze the instruments. The researcher further tested the instruments in selected two piloted public secondary schools located in Zoba Anseba and accordingly, made necessary changes in the instruments. Afterwards, enough copies of instruments were duplicated for the main respondents of the study. Finally, as per the visit time scheduled with the school principals of the sampled schools, the data collection was conducted accordingly.

3.10.2 Ethical Considerations, Human relations and Legal issues

The research code of ethics is to fulfill needs and desires of the researcher as well, to consider, respect and abide by the rights of others (Khoza, 2004). Therefore, the researcher conducted the research with respect, kept dignity and welfare of the informants, informed the whole procedure of the study and clearly explained its purpose. Importance of the respondents’ participation was notified. Furthermore, the participants’ identity was kept anonymous and confidential. To avoid fear of being implicated because of the research results, all participants were informed not to write their names or the school name on the questionnaire (Mugenda & Mugenda, 1999). Thus, the researcher carried out the study based on the informed consent of the respondents. Once, the respondents gave green light, the researcher launched distributing the instruments.

The researcher further followed proper line of hierarchy (Sub Zoba MoE officers, school principals and departmental heads) to get permission to reach the schools and teachers with the aim of creating conducive environment for data collection processes. To avoid plagiarism, sources used were acknowledged and accredited in the reference.
CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This study was set to examine influence of principal’s leadership skills on teacher motivation in public secondary schools in Zoba Anseba, Eritrea. For feasibility of this study, data were collected mainly from school teachers, school principals and departmental heads. This chapter thus, presents the findings, interpretation and discussion based on the themes generated from objectives of the study. Specifically, this chapter presents the response rates, the respondents’ demographic information, thematic analysis and interpretation of the findings.

The following were the objectives upon which results were presented:

1. Examining influence of school principals’ technical skills on teacher motivation
2. Assessing influence of principals’ human relation skills on teacher motivation
3. Investigating influence of principals’ conceptual skills on teacher motivation

4.2 Response Rates of the Respondents

The instruments that were used for data collection from the respondents (school principals, departmental heads and school teachers) were questionnaire and interview schedule. The questionnaire was administered to 65 teachers. However, one teacher did not attend fill the questionnaire. Thus, the 64 questionnaire distributed to 64 teachers (98.5%) were completed and returned to the researcher.
The interview schedule was administered to 5 school principals of the five sampled schools and 20 departmental heads (four from each school). According to the scheduled timeline, all the school principals and the departmental heads were interviewed representing 100 percent of the targeted interviews.

The response rate achieved in this study (98.5%) was highly acceptable for drawing conclusions as it was far above the recommended minimum rate of 70 percent (Mugenda & Mugenda, 2003; Saunders, Lewis & Thornhill, 2007). In addition, in-depth interviews were conducted with five school principals and 20 departmental heads which translated to 100% response rate.

4.3 Demographic Information of the Respondents

The study sought to establish the demographic information of the respondents. The demographic data sought included: age, professional qualification, teaching experience and leadership experience.

4.3.1 Age of the respondents

The study sought to establish the age of the respondents and the results are displayed in Table 4.1.

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
<th>Principal</th>
<th>Departmental heads</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$F_X$</td>
<td>%</td>
<td>$F_X$</td>
</tr>
<tr>
<td>20 – 30 years</td>
<td>42</td>
<td>65.6</td>
<td>-</td>
</tr>
<tr>
<td>31-40 years</td>
<td>12</td>
<td>18.8</td>
<td>4</td>
</tr>
<tr>
<td>41 -50 years</td>
<td>8</td>
<td>12.5</td>
<td>1</td>
</tr>
<tr>
<td>&gt; 50 years</td>
<td>2</td>
<td>3.1</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: Field study (2017)
With regard to age distribution, the age distribution of 54 (84.4%) of the 64 teachers fall within the age bracket of 20-40 years. This age distribution shows that majority of the teachers were young and energetic to perform the teaching-learning activities effectively. From this perspective, it can be said that the school principals may make use of the teachers’ energies when teachers’ motivation is well kept.

In the same vein, four out of the five school principals (80%) were aged between 31-40 years. Whereas, only one school principal (20%) was aged between 41-50 years. This implies that majority of the school principals were relatively young and energetic. Being young and energetic alone, may not guarantee teachers’ motivation or school success. However, this can be realized when the school principals further possess the required skills to lead and direct the school teachers effectively towards school goals which corroborate with the findings of Syarwani (2012) who asserts that school effectiveness depends on the skills and abilities of the school principals in leading teachers effectively towards the school goals.

Likewise, the results in Table 4.1 showed that three quarters of the 20 departmental heads (75%) fell within the 20-40 years age bracket in which, majority were young. Moreover, the modal age of the respondents was in the range of 20-40 years (82%), followed by those aged between 41-50 years (18%), meaning that the respondents constitute active workforce who are still capable of being productive.

### 4.3.2 Professional Qualification of the Respondents

This study sought to determine the professional qualifications of the respondents. The results are presented in Table 4.2.
### Table 4.2: Professional qualifications of the respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
<th></th>
<th>Principals</th>
<th></th>
<th>Departmental Heads</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F&lt;sub&gt;X&lt;/sub&gt;</td>
<td>%</td>
<td>F&lt;sub&gt;X&lt;/sub&gt;</td>
<td>%</td>
<td>F&lt;sub&gt;X&lt;/sub&gt;</td>
<td>%</td>
</tr>
<tr>
<td>Diploma</td>
<td>13</td>
<td>20.3</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>49</td>
<td>76.6</td>
<td>5</td>
<td>100</td>
<td>19</td>
<td>95</td>
</tr>
<tr>
<td>Master Degree</td>
<td>2</td>
<td>3.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>64</strong></td>
<td><strong>5</strong></td>
<td><strong>20</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Field study (2017)*

On teachers’ professional qualification, Table 4.2 showed that 13 (20.3%) of the teachers had diploma, 49 (76.6%) Bachelor Degree and 2 (3.1%) Master Degree. This implies that majority of the teachers had the knowledge required for promoting academic excellence. What they needed was a little motivation by school principals to perform their assignments enthusiastically.

In the same vein, the findings in Table 4.2 revealed that all of the school principals had graduated with a Bachelor Degree in particular subjects of their interest (History, Geography, Chemistry, Biology and Educational Administration). This indicates that, four out of the five school principals (80%) were professionally trained in a particular subject thus, had better understanding, ability and familiarity on how to teach that particular subject but may not have better understanding, ability or familiarity with the intricate leadership which was similarly acquired through academic training that enable them to develop leadership skills. As majority of the school principals were appointed out of their specialization to the principalship position, it corroborates with skill theory of Katz (1955) that connotes ‘anyone can be a leader’. However, it contradicts with ideas of Kochamba and Murray (2010) who assert that school principals should possess multiple leadership skills to lead teachers effectively.
Reports from the qualitative data further indicated that almost all the school principals joined the principalship position without leadership training. This implies that the school principals were assigned to hold principalship position without considering whether they would lead the teachers effectively or not in which, it implies that the consequence of their leadership skills on teachers’ motivation was not considered. In the words of one school principal:

I was working as a school administrator….. Suddenly, I got a phone call from Zoba Anseba MoE head office …. And told me that you are appointed as a school principal, no experience or leadership training. Unfamiliar to me. In the practical field thus, I found it so difficult and stressful working without leadership skills and similarly, the incapability to lead and the stress you develop in that job in itself affect teachers’ motivation negatively.

This finding therefore, concurs with the findings of Alam (2012) that teachers are promoted to principalship position without leadership skills and this is likely to affect how they motivate the teachers at the job. However, the school principals at later time had attended short training courses at summer (for two weeks only) for equipping them with skills to do their work effectively as reported by one school principal:

To equip school principals with leadership skills, leadership training is important. I attended such leadership training for two weeks only. Though it was very helpful, the time allotted to it was not adequate and was conducted in a rushing mood to cover the vast contents of the programme.

The time invested was not enough for the school principals to acquire the required knowledge to do their work adequately, which further indicates that the school principals were not well trained to hold and perform their tasks properly. This finding concurs with the findings of Marwinga (2010) that school principals who are
barely trained in leadership cannot execute their jobs and roles at the ground hence, their ability to motivate the teachers at the job is questionable.

Furthermore, the findings in Table 4.2 indicated that 19 (95%) of the departmental heads were Bachelor Degree holders and one departmental head (5%) nested with Diploma. From this finding, majority of the departmental heads were educated and this implies that they understood and had the ability to answer the questions of this study accurately, maturely and sensibly and therefore, appropriate to include them in the study as respondents.

4.3.3 Years of Teaching Experience of the Respondents

The respondents were requested to indicate the number of years they had been in the teaching profession. The responses are shown in Table 4.3.

Table 4.3: Years of teaching experience of the respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
<th></th>
<th>Principals</th>
<th></th>
<th>Departmental heads</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FX</td>
<td>%</td>
<td>FX</td>
<td>%</td>
<td>FX</td>
<td>%</td>
</tr>
<tr>
<td>1-5 years</td>
<td>42</td>
<td>65.6</td>
<td>2</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-10 years</td>
<td>10</td>
<td>15.6</td>
<td>12</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total teaching</td>
<td>11-15 years</td>
<td>6</td>
<td>9.4</td>
<td>4</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>Experience in years</td>
<td>16-20 years</td>
<td>1</td>
<td>3.1</td>
<td>1</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; 20 years</td>
<td>5</td>
<td>7.8</td>
<td>4</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>64</td>
<td></td>
<td>5</td>
<td></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field study (2017)

With regard to teaching experience, 42 (65.6%) of the 64 teachers were found less experienced with 1-5 years of teaching experiences. This entails that majority of the teachers require support and assistance on their daily activities from their respective school principals. The support and assistance of the school principals reduce
teachers’ tensions, anxieties and pressures of the teaching processes and booms teachers’ motivation for working enthusiastically at the job. On the contrary, when the school teachers lack support and assistance from school principals that moment becomes stressful and consequently, teacher prefer to change a school or abandon their profession which concurs with the findings of previous studies (Hoy, 2008; Smith & Ingersoll, 2004) that new teachers develop desire to be transferred to better schools which are endowed with effective school principals or abandon their profession in the beginning years of their staffing.

As shown in Table 4.3, all of the school principals were enrolled in the teaching profession for more than eleven years. The exposure to the teaching profession and the experience the school principals had gained could be crucial for them to know what motivates teachers and where the difficulties are. It may also enable them to exhibit better abilities, knowledge and methods of performing duties at the job which could boom the teachers’ motivation at the job.

Table 4.3 further revealed that 18 (90%) of the departmental heads had more than six years of teaching experience whereas, only two (10%) of the departmental heads had 3-5 years of teaching experience. As they were teachers for more than six years, they were in a position to understand what motivates teachers to teach enthusiastically on the job. They are also working as bridges between the teachers and the school principals in which, they know what strategies principals could use to motivate teachers. Based on this, they can easily examine the influence of the principal’s leadership skills on teacher motivation. Hence, they feed real and relevant information to the study as respondents.
4.3.4 Years of Leadership Experience of the School Principals and the Departmental Heads

This study sought to establish leadership experiences of the school principals and the departmental heads. The responses are presented in Table 4.4.

**Table 4.4: Years of leadership experience**

<table>
<thead>
<tr>
<th>Category</th>
<th>Principals</th>
<th>Departmental heads</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fx</td>
<td>%</td>
</tr>
<tr>
<td>3-5 years</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6-8 years</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>9-12 years</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>&gt; 12 years</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Field study (2017)*

Table 4.4 indicated that majority of the school principals were enrolled for more than six years in leadership as either Pedagogy Heads or School Administrators. From this core point, the school principals got exposure to school administration prior to the current position. The experience they had gained previously from the field could be crucial for gaining skills, knowledge and enriching new perspectives which can allow them to stand out to be potential leaders. Such ground may allow them to gain technical skills on how to do things better; human skills on how to work with teachers comfortably; and conceptual skills to think ways of motivating the teachers and achieve the school goals. This agrees with ideas of Robbins (2003) that school leaders require technical skills which enable them to do things better, human skills which give them the ability to work well with other people and conceptual skills which give them capacity to perceive ways or means for
motivating the people working in that organization as to achieve the organizational goals which could develop through educational training or exposure to similar positions.

Table 4.4 further showed that 18 (90%) of the departmental heads had more than six years of work experience as department heads whereas, only two (10%) of the departmental heads had work experience of 3-5 years as department heads. This implies that majority of the departmental heads were experienced in that, they knew what the school principals could do to enhance teachers’ commitment and also, knew the level of the teachers’ motivation at the job. Thus, information gathered from the departmental heads can be very useful for the researcher to examine influence of the school principals’ leadership skills on teachers’ motivation hence, important to include them in the study as respondents.

4.4 Influence of Principals’ Technical Skills on Teachers’ Motivation

The first objective of this study was set to examine the influence of principal’s technical skills on teachers’ motivation in public secondary schools of Zoba Anseba, Eritrea. To address this objective, the research question was ‘how do principals’ technical skills influence teachers’ motivation at the job?’

Information was obtained from 64 teachers with the help of questionnaires, and from 5 school principals and 20 departmental heads through semi-structured interviews. A Likert scale of 1 to 5 was used for the rating (strong disagree (SD) = 1; Disagree (D) =2; Uncertain (U) =3; Agree (A) =4 and Strong Agree (SA) =5). During interpretation, responses under the column ‘Agree’ and ‘strongly agree’ were treated
together as affirmative responses whereas, responses under ‘disagree’ and ‘strongly disagree’ were treated together as negative responses.

Qualitative data obtained from the respondents (school principals, departmental heads and teachers) were presented and discussed in conjunction with the quantitative data of the teachers’ responses. Finally, the study sought to establish the correlation of principal’s technical skills with teachers’ motivation using Pearson correlation. The findings of the teachers’ responses and the findings of the correlation are presented in Table 4.5 and 4.6 respectively.

### 4.4.1 Teachers’ Responses on Influence of Principals’ Technical Skills on Teachers’ Motivation

The study sought to establish the findings collected from the 64 school teachers. The responses are presented in Table 4.5.

#### Table 4.5: Teachers’ views on principals’ technical skills

(N=64)

| My principal’s Technical skills                                      | SD | % | D | % | S | % | U | % | A | % | SA | % |
|---------------------------------------------------------------------|----|----|---|----|---|----|---|----|---|----|----|
| Manages students’ discipline                                       | 1  | 1.6| 1 | 1.6| 2 | 3.1| 26 | 40.6| 34 | 53.1|
| Checks lesson plans, lesson notes                                 | 3  | 4.7| 7 | 10.9| 6 | 9.4| 28 | 43.8| 20 | 31.3|
| Helps in lesson plan preparation                                  | 2  | 3.1| 5 | 7.8| 29 | 45.3| 28 | 43.8|
| Assists in teaching methods                                        | 1  | 1.6| 9 | 14.1| 7 | 10.9| 33 | 51.6| 14 | 21.9|
| Supervises classroom teachings                                    | 4  | 6.3| 9 | 14.1| 15 | 23.4| 28 | 43.8| 8  | 12.5|
| Consults in procuring resources                                   | 7  | 10.9| 3 | 4.7| 41 | 64.1| 12 | 18.8|
| Ensures instructional resources                                    | 14 | 21.9| 34 | 53.1| 8 | 12.5| 6  | 9.4| 2  | 3.1|
| Assists in instructional materials                                | 14 | 21.9| 41 | 64.1| 4 | 6.3| 4  | 6.3| 1  | 1.6|

Source: Field study, 2017

68
As shown in Table 4.5, 60 (93.7%) of the 64 teachers reported that the school principals actively participate in managing students discipline. The active involvement of majority of the school principals in controlling and managing students discipline in the school environment would create calmness to the school environment, which is well-organized and healthy for teachers to run effective classroom instruction. This environment then, prompts good feelings on the teachers and would let them to perform their assignments happily with extra efforts and enjoy their job. This concurs with the findings of Mphale and Mhlauli (2014) who notes that principals who support teachers to promote effective classroom instruction by managing students’ discipline in the school environment are motivated to perform their assignments.

The report from the qualitative data of the respondents also indicated that the school principals were actively involved in managing students’ disturbance around the classrooms. This implies that the classroom instructional process ran smoothly without obstruction in which, teachers would feel good to teach the lesson with passion. This finding agrees with the findings of Honig, et al., (2010) who assert that school principals are not office keepers rather leaders and supervisors of the school operations in which, they supervise what and how things are going on in the school environment that enable the teachers to perform their assignments happily and with passion. In line with this, the school environment becomes unified and well-ordered thus, the school operations run effectively which accords with the findings of Ololube (2013).

Furthermore, Table 4.5 showed that 48 (75.1%) of the 64 teachers indicated that the school principals checked lesson notes, schemes of work and lesson plans. This
shows that majority of the school principals supervised teachers’ activities before the actual classroom instruction. The supervision might help the teachers to plan and prepare ahead of the classroom instruction. The planning and preparation ahead of classroom would prompt teachers’ confidence and induce happiness while carrying out the lessons. This resonates with the findings of Muhammad and Sabeen (2011) that the motive of building self-confidence and readiness ahead of the classroom instruction enable teachers to face issues that occur in classrooms and this prepares them to be effective teachers who are motivated.

Reports from the departmental heads indicated that school principals checked lesson notes, schemes of work and lesson plans as tools for controlling teachers, but not for helping the teachers to conduct better classroom instruction. The implication is that, when principals merely rely on such tools, they really do not achieve the intended outcome. In the words of one departmental head:

> Teachers have responsibilities to prepare lesson notes, schemes of work and lesson plans before classroom instruction; willingly and understanding its objectives. Unfortunately, teachers do it unwillingly. It is manifested to control the teachers who leave the school environment after running their assignments. Thus, teachers conceived it like taking their freedom, rights and their responsibilities at the job. Teachers thus, are not happy with such instructions.

This indicates that the school principals were aware that, teachers should prepare lesson notes, schemes of works and lesson plans ahead of classroom instruction. However, it was noted that there was failure on how to enforce them in the daily activities of the teachers. Further, failure in clarifying responsibilities of the teachers and also, weakness in sharing the advantage of such activities as it was primarily for the teachers and second, for the students. Rather, teachers were instructed and forced to prepare it mandatorily. This would lead to disobedience and paralyze the teachers’
motivation and subsequently, disliked the teaching profession. This corroborates with previous studies (Khan, 2013; Bush, 2008) that working with unskilled school principals exacerbates teachers’ demotivation and in turn, darkens students’ future.

The results in Table 4.5 further revealed that 57 (89.2%) of the 64 teachers reported that the principals assist teachers in lesson plan preparation. The results further showed that 47 (73.5%) of the 64 teachers reported that the school principals assist the teachers to select appropriate teaching methods. This indicates that majority of the school principals were proactive in helping teachers to prepare good lesson plans and to select appropriate methods of teaching. This noble initiative of the school principals would fulfill what the teachers want or please them to perform their assignments willingly which concurs with ideas of Lai, (2011) and Kontodimopoulos, Paleologou & Niakas, (2009).

As majority of the school teachers (65.6%) had less experience on the teaching profession, the invested efforts in assisting teachers in lesson plan preparation and selecting appropriate teaching methods could ensure academic excellence through quality teaching. This would add-on willpower on teachers to work hard in the realization of the school goals. This would mean that the teachers would remain focused on goal attainment as an indication of their motivation which ensures the upbringing of bright citizens as that is, the ultimate purpose of the school. This then, supports ideas of Olorisade (2011) who reiterated that schools are built to produce tomorrow’s bright citizens.

Table 4.5 showed that 36 (56.3%) of the 64 teachers reported that the school principals conduct classroom supervision. This implies that the school principals
supervised classroom teaching - teachers’ instruction, students learning and classroom environment. Accordingly then, assist the teachers on how to improve the teaching processes or how to manage the classroom environment through feedback. This finding agrees with the finding of a previous study conducted in Mbooni, Kenya (John, 2011) that school principals supervise teachers’ classroom instructional processes and assist the teachers through feedback on their instructional practices which make them more satisfied to teach and easily reach their assignments.

Reports from majority of the school principals and departmental heads indicated that classroom supervision is done by the departmental heads rather than the school principals. In line with this, the reports from the departmental heads further indicated that classroom supervisions were rarely conducted by the departmental heads. In the words of one departmental head:

I am teaching the same number of classes like the other subject teachers. Busy, overloaded and working as department head… no time for classroom supervision.

This implies that the departmental heads were not executing the delegated job thus, the teachers were left alone to struggle without help which had an effect on their motivation. Going further to conceptualize the responses given by the teachers in this statement, teachers who reported that the school principals did not conduct classroom supervision (13 teachers, 20.4%) and teachers who reported that they were not sure of classroom supervision (15 teachers, 23.5%) accounted for 43.75 per cent. In addition, the percentage of the teachers’ responses on this item was found to be lower than the percentage of the teachers’ responses on the other items in Table 4.5, which clarifies further that the school principals were investing much time and
energy on other routine activities beside the classroom supervision yet it was the core activity as far as teachers’ support was concerned. To further affirm the above sentiment, the teachers observed:

He shares the burden more than the teachers. From early morning till 6.00 pm, you observe him busy in rounding school environment, checking teachers’ lesson plans, managing students’ discipline and celebrating flag ceremony. However, he misses the most significant responsibility – helping teachers in classroom teaching-learning processes which is the most stressful job inside the classrooms.

Similarly, one departmental head alluded to the above assertion and said:

Punctuality and dedication in rounding and managing school disciplines…. However, technically weak in supervising classroom situations - teachers’ teaching methods, students’ disciplines, students’ performances and the classrooms in itself …… which is negatively affecting teachers’ motivation and students’ performance.

From these scenarios, investing time in monitoring teachers’ lesson plans, managing students’ discipline and checking teachers’ lesson notes, schemes of work and lesson plans are essential inputs for carrying out effective classroom instructions. Indeed, the classrooms are the foundation and requisite for all these aforementioned activities in which, would entail what is going on, how things are going on and what challenges exist within and outside the classrooms. Therefore, carrying out activities or assisting teachers without capturing and acquaintance of classroom realities, which was found missing, could not help the teachers to solve the classroom problems which would negatively affect the teachers’ motivation and happiness to carry out the lessons.

As reported in Table 4.3, most of the teachers were less experienced on teaching profession. This finding further revealed that the school principals did not consider classroom supervision as their main responsibility. The teachers therefore, would
miss valuable classroom feedback particularly, feedback on classroom instructions - on how to improve classroom teachings or classroom management. In consequence to this, the classroom environment would become motive scarce due to ineffective classroom teachings and classroom management. In line with this, the complexity of the teaching crafts and the incapability of classroom management stresses and depresses the teachers at the job which influence students learning negatively.

Emerging from this scenario, the school principals are not conversant enough to the ultimate responsibility of enabling students’ learning. Students’ learning mainly takes place in classrooms and monitored through supervision of classroom instructional processes. However, the school principals focused on routine activities by delegating the main activity - classroom supervision to departmental heads which magnifies the lack of technical skills. Furthermore, it was also noted that the principals failed to check whether the departmental heads were observing teachers in class. This is further an indication of their failure to provide leadership in delegated tasks. As a result, classroom challenges remained with the teachers affecting their motivation negatively. From this perspective, the school principals’ ineffectiveness led teachers to miss valuable school principals’ support. Hence, teachers mandated to live with the classroom challenges which consequently, break hearts of working with optimum efforts. This corroborates with the reports of Duncan (2013) that ineffective school principals run teachers off.

Previous studies (Honig, et al., 2010) noted that school principals carry out classroom supervision in order to supervise actual classroom situations so that to get the remedy of the situations, and anticipate future problems. In line with this,
Garedew, (2015) and Blankstein, (2010) asserts that potent school principals focus on students’ learning as their main responsibilities rather than surrounding themselves with routine jobs. This entails that the school principals set their first priority on students’ learning that take place within the classroom then later, on other aspects that support effective classroom instruction.

As long as the prime objective of the school is to produce better future citizens as Olorisade (2011) reiterated in the literature, much emphasis must be put on students’ learning by regularly assisting teachers to improve classroom teachings and develop classroom management skills. This was to be done through capturing realities of the classrooms - difficulties of the teachers, the students and the classroom in itself. Depending on the classroom realities, the school principals provided assistance to teachers and that assistance play great roles in remedying the issue. Teachers therefore, get the opportunity of surviving happily in the teaching profession and also, perform their assignments with confidence and enthusiasm. However, this finding revealed that the teachers were assisted in lesson plan preparation and selecting appropriate teaching methods; and by managing students’ discipline in the school environment and checking lesson notes, schemes of works and lesson plans ahead of classroom instructions without capturing the classroom realities which cannot help the teachers much to remedy their classroom challenges. This finding is against the findings of Blankstein, et al., (2010) who asserts that responsibilities of successful school principals are to detect classroom problems, acquire classroom information, manage teachers’ teaching, and students’ learning through classroom supervision as to search out solutions for classroom problems.
The results in Table 4.5 revealed that three quarter (75%) of the 64 teachers reported that the school principals were unable to ensure provision of the requested teaching-learning materials. The finding also showed that 55 (85.9%) of the 64 teachers reported that the failure of the school principals to assist teachers to use the available instructional materials. According to these findings, majority of the school principals were weak in provision and administering of instructional resources at the job.

For running the teaching-learning process successfully, the availability of instructional resources are prerequisite. In this case, the school principals have the mandates to ensure provision and proper administration of instructional materials that would induce motivation on teachers to perform their assignments enthusiastically. However, the finding of this study revealed that the school principals were not technically skilled in ensuring the availability of requested instructional resources which would discourage and diminish the teachers’ motivation of working hard to reach their assignments. This is consistent with studies conducted by Abdu-Raheem (2014) who opined that instructional resources are not available in schools. In line with this, (Najumba and Marshall, 2013; Ofuani, 2014; Uchendu et al., 2013; Mutua, 2011; Agabi, 2010, Nzambi, 2012) asserts that teachers are working under deplorable school environment due to shortage of instructional materials and this has the potential to demotivate them. It contradicts with the findings by Alguchaab, (2011) and McGee & Lew, (2007) that effective school principals encourage school teachers by providing instructional materials, which further encourage the teachers to facilitate their assignments with commitment and enthusiasm.
The available school resources are opportunities which should be used to encourage teachers for improving classroom instruction. Indeed, this study revealed that majority of the school principals were incapable of assisting teachers to use the resources which magnifies their lack of technical skills on the job. This incapability would therefore, develop discontent on the teachers that aggravate their demotivation. However, Gamage et al., (2009) asserts that effective school principals encourage teachers by putting available materials for use and supplementing them with additional basic materials for flourishing comfortable feeling on teachers and increase their commitment at the job thus, yield students’ academic success.

Reports from the qualitative data of majority of the school principals indicated that the schools had the required infrastructure and basic instructional materials in which, the teachers could use them to facilitate their assignments without difficulty which further translated to teachers’ motivation. Moreover, the report indicated that the schools are financially better than the other schools in this Zoba noting that, the schools had the power to buy items required to simplify and enhance teachers’ performance at the job. This is concurrent with the ideas of Uchendu, et al., (2013) that teaching and learning process should be assisted with good infrastructure and instructional resources which motivate teachers to work hard at the job.

However, report from the teachers and the departmental heads revealed that the school principals were technically weak in administering the school infrastructure properly. The report further showed that the provisions of the instructional facilities were mentioned as a major challenge. For instance, administration of the available items, purchased items lack quality, delay and at times, teachers do not get what they
requested. This implies that the teachers were struggling with the lack of instructional materials which is a predicament to instructional processes. In the words of one teacher:

Let’s leave the complex ones which is beyond the capacity of the school, and talk on the simple...... To see closed classrooms while you are struggling with large class size. Items requested but either remained unpurchased or kept in the store. Imagine! What do you feel? Chalk, duster, pen etc. are the basic teachers’ resources. Even if we have them, they are difficulty to use them. Thus, these issues were reported many times. However, no solution was given. It is better now to choose either remain frustrated or abandons the profession.

This indicated that the school principals were technically weak in using available opportunities on teachers’ motivation so that teachers to comfortably teach and students to learn. Closed classrooms as teachers struggling with large number of students. Requested instructional items either remained unpurchased (why as the schools were with capitals) or kept in store (for what purpose in store). It was also noted that the distributed items were of low quality. Furthermore, it was also mentioned that there was delay in the distribution of the basic stationeries. Leaving teachers to work hardly with such circumstance is like pushing them consciously towards frustration, which clearly reflect the weaknesses of the school principals. This concurs with the findings of previous studies (Ofuani, 2014; Uchendu et al., 2013; Mutua, 2011; Agabi, 2010) that inadequacy, delay, irregularities and administrative aspects of the instructional resources are challenges for teachers to execute work happily and enthusiastically.

Furthermore, the failure of not conducting regular classroom supervision on classroom teaching and learning processes could be the reason for the failure of not using the closed classrooms for minimizing the class size. Leaving teachers to struggle in such classroom environment lessen teachers’ concentration on the
instructional process as well as letting them to develop resentment and frustration at the job. This finding accords with the findings of Nzambi (2012) that deplorable conditions breaks the heart of working enthusiastically.

4.4.2 Correlation between Principals’ Technical Skills and Teachers’ Motivation

To establish whether there is a significant relationship between principal’s technical skills and teachers’ motivation, Pearson’s Product Moment correlation coefficient was run. This was used to examine the strength and direction of the association between principal’s technical skills and teachers’ motivation.

Variables were measured through proxy sub-variables thus, the variable computation procedure was performed by adding all the sub-variables under technical skills and dividing them by the total number of sub-variables to obtain a single variable. The same procedure was followed to obtain ‘teachers’ motivation’ variable. The procedure was performed with the aid of SPSS under ‘variable transmission’ section and the results of the calculation are captured in Table 4.6.

| Table 4.6: Relationship between technical skills and teachers’ motivation |
|-----------------------------|-----------------------------|
| Principal’s Technical skills | Teachers’ motivation |
| Pearson Correlation | 1 | .510** |
| Sig. (2-tailed) | .000 |
| N | 64 | 64 |
| Pearson Correlation | .510** |
| Sig. (2-tailed) | .000 |
| N | 64 | 64 |

**Correlation is significant at the 0.01 level (2-tailed)**
Based on the findings in Table 4.6, the Pearson’s correlation between principal’s technical skills and teachers’ motivation was found to be 0.510. The value for the correlation coefficient of 0.510 indicates that the association between principal’s technical skills and teachers’ motivation was moderate and further, the direction of the association was found positive. This implies that a change in either of these two variables significantly fluctuates the strength and direction of the relationship. Furthermore, the p-value 0.000 was below the level of significance of 0.05 and this implies that there was a statistically significant relationship between the principals’ technical skills and the teachers’ motivation. This indicates that the principals’ technical skills significantly influence the teachers’ motivation at the job.

4.5 Influence of Principals’ Human Relation Skills on Teachers’ Motivation

The second objective of this study was set to examine influence of school principal’s human relation skills on teachers’ motivation in public secondary schools in Zoba Anseba, Eritrea. To address this objective, the research question was ‘how do principal’s human relation skills influence teachers’ motivation at the job?’

4.5.1 Teachers’ Responses on Influence of Principals’ Human Relation Skills on Teachers’ Motivation

A Likert scale of 1 to 5 was used for the rating (Strong Disagree, SD = 1; Disagree, D = 2; Uncertain, U = 3; Agree, A = 4 and Strong Agree, SA = 5). During interpretation, responses under the column ‘Agree’ and ‘strongly agree’ were treated together as affirmative responses whereas, responses under ‘disagree’ and ‘strongly disagree’ were treated as negative responses.
Qualitative data obtained from the respondents (school principals, departmental heads and teachers) was presented and discussed in conjunction with the quantitative data of the teachers’ responses. The findings of the teachers’ responses are presented in Table 4.7.

**Table 4.7: Teachers’ responses on principal’s human relation skills (N = 64)**

<table>
<thead>
<tr>
<th>Human relation skills</th>
<th>SD</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>U</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>SA</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use easy and ethical language</td>
<td>3</td>
<td>4.7</td>
<td>1</td>
<td>1.6</td>
<td>37</td>
<td>57.8</td>
<td>23</td>
<td>35.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listens attentively</td>
<td>1</td>
<td>1.6</td>
<td>4</td>
<td>6.3</td>
<td>1</td>
<td>1.6</td>
<td>34</td>
<td>53.1</td>
<td>24</td>
<td>37.5</td>
</tr>
<tr>
<td>Controls his/her emotions</td>
<td>1</td>
<td>1.6</td>
<td>3</td>
<td>4.7</td>
<td>3</td>
<td>4.7</td>
<td>34</td>
<td>53.1</td>
<td>23</td>
<td>35.9</td>
</tr>
<tr>
<td>Treats teachers gently</td>
<td>1</td>
<td>1.6</td>
<td>7</td>
<td>10.9</td>
<td>4</td>
<td>6.3</td>
<td>34</td>
<td>53.1</td>
<td>18</td>
<td>28.1</td>
</tr>
<tr>
<td>Praises &amp; appreciates teachers</td>
<td>1</td>
<td>1.6</td>
<td>8</td>
<td>12.5</td>
<td>12</td>
<td>18.8</td>
<td>30</td>
<td>46.9</td>
<td>13</td>
<td>20.3</td>
</tr>
<tr>
<td>Is unbiased and impartial</td>
<td></td>
<td></td>
<td>3</td>
<td>4.7</td>
<td>14</td>
<td>21.9</td>
<td>29</td>
<td>45.3</td>
<td>18</td>
<td>28.1</td>
</tr>
<tr>
<td>Involves in decision making</td>
<td>2</td>
<td>3.1</td>
<td>7</td>
<td>10.9</td>
<td>5</td>
<td>7.8</td>
<td>36</td>
<td>56.3</td>
<td>14</td>
<td>21.9</td>
</tr>
<tr>
<td>Collects opinions for decision</td>
<td></td>
<td></td>
<td>9</td>
<td>14.1</td>
<td>7</td>
<td>10.9</td>
<td>34</td>
<td>53.1</td>
<td>14</td>
<td>21.9</td>
</tr>
<tr>
<td>Considers views in decision</td>
<td>4</td>
<td>6.3</td>
<td>5</td>
<td>7.8</td>
<td>10</td>
<td>15.6</td>
<td>23</td>
<td>35.9</td>
<td>22</td>
<td>34.4</td>
</tr>
</tbody>
</table>

**Source: The field, 2017**

Based on the findings in Table 4.7, 60 (93.7%) of the 64 teachers described the school principals’ communication is ethical and incorporates simplicity. The results also showed that 58 (90.6%) of the 64 teachers reported that the school principals listen attentively to what the teachers were saying. The findings further revealed that 57 (89%) of the 64 teachers reported that the school principals had ability to control their emotions and calm down while teachers are communicating. This indicates that majority of the school principals were competent in exhibiting good communication skills which could flourish good mood on teachers.
According to the findings, almost all of the school principals communicate effectively and transmit information with ethical languages. Information delivered in such a way could foster good mood to listen attentively as well as to accept it with good faith. This type of communication would motivate the teachers to happily involve, calmly hear and willingly accept the message delivered. At times, it would also induce power to heal teachers’ broken feelings. This condition would therefore, promote hospitable school environment that foster successful achievement of school assignments. This finding corroborates with the findings of the Wallace Foundation (2011) that investing in a conversant school principal is a cost effective solution. This finding however, contradicts with previous studies (Alam and Farid, 2011; Bagin, 2007; Weitzel and Jonson, 1989) that communication without respect and ineffectively communicated message by the school principals lead to observable error that negatively affect the teachers’ motivation.

Furthermore, the findings revealed that majority of the school principals did not rush to communicate or block teachers while the teachers were communicating. This would give the teachers the right to express what they want without criticism and such opportunity might be considered by the teachers as a great offer of respect. In turn, it would let the school principals to get ample time to accurately listen and sensibly respond to what the teachers were saying. This would establish a strong bond and conducive workplace environment which further teachers’ motivation to work enthusiastically at the job. This agrees with the findings of previous studies (Luthans, 2011; O’Neil, 1998; Garmston & Wellman, 1998) that effective principals create a ground that flourish eagerness to work as to reach the communal agreement.
It however, contradicts with the findings of Bonilla (2006) that school principals break good motive of the school teachers through criticism and discouragement.

The findings in Table 4.7 further indicated that majority of the school principals had the capability to manage and control their emotions; and continue listening with patience until the speaker finish. At times, difficulty situations may arise between the school principals and the teachers. It is expected therefore, the school principals to act as leaders through breathing fresh air before responding or acting hasty or arrogantly. This capability of cooling down and breathing fresh air before pinpointing to responses hastily would create an atmosphere of peace rather than conflict. Such environment would enable the blowing of healthy and fresh air that kindle smile and happiness on faces of the teachers and the school principals. Consequently, both of them would invest time and efforts enthusiastically on attaining school goals. This corroborates with the findings of previous studies (Luthans, 2011; Garmston & Wellman, 1998) that the ability of the school principals to control their emotions while teachers are communicating, open its doors for further learning on how to communicate effectively in which, such ground flourishes enjoyment of doing the school woks.

Reports from the qualitative data revealed that the school principals possessed effective communication and good listening skills. To lead teachers effectively, communication skills are important according to what the school principals are saying and how they are saying them has an implication on the teachers and on the output of the message. In the words of one principal:

Whatever I am saying through my tongue has a message and it influences the individual(s) with whom I am communicating positively or negatively. It is important therefore, to think on it before I spell it out. This is because, it can
has roots that affect my colleague’s feelings or give him/her discomfort to work with.

This scenario showed that the words, the voices and the ethics of the speaker are very important in communication. Effectively conveyed information would not cause negative consequence on the teachers’ feelings. This resonates with the findings of the Wallace Foundation (2011) that information conveyed effectively becomes a cost effective solution at the job. In line with this, the information reach the teachers as it was intended without causing consequence and hence, affect the teachers’ motivation positively which is against the findings of Kotter (1996) who observes that the incapability of school principals to convey information causes negative consequence on the teachers and consequently, breaks the heart of working hard at the job.

Reports from the departmental heads and the teachers revealed that the school principals spoke with charisma and transmitted well organized messages. Their speeches accompanied with ethics and respect. They listened to the speakers and accepted their comments without criticism. Such communication skills would boom teachers’ eagerness to march one step forward towards the intended school goals. This finding of this study is consistent with studies conducted by Reed, (2010); Huysman, (2008); Mackenzie, (2007) who note that effective school principals conduct good interpersonal communication with caring attitude that encourage teachers at the job and consequently, affect school goals positively.

Moreover, results in Table 4.7 showed that 52 (81.2%) of the 64 teachers reported that they were treated gently by the school principals. The findings also revealed that 43 (67.2%) of the 64 teachers reported that the principals praised and thanked the
teachers for what they did. The results further revealed that 47 (73.4%) of the 64 teachers indicated that the school principals were impartial. This indicates that majority of the principals were competent in flourishing good relationship by treating teachers gently without biasness and partiality as well, by recognizing and appreciating good jobs done by the school teachers.

Based on the findings, majority of the school principals considered the teachers as professionals and treated them like professionals with respect and dignity. This implies that the respect, the trust and the caring of the school principals inspire the teachers to build intimacy, respect and trust with their respective school principals. Cumulatively, flourish strong bonded relationship. This relationship daily boosts new energies and pushes the teachers to put much time and efforts on their assignments. Therefore, they easily reach the school goals which is the key for them to live together in a harmonized world of relationship (Gillies, 2012). In line with this, teachers feel emotional stable and enjoy working together in an environment with no mobocracy which further enhances respect, trust and caring which concurs with the ideas of Sias (2009).

Furthermore, the findings revealed that majority of the school principals knew how important praise and appreciation are on teachers’ motivation and consequently, praise and appreciate teachers on what they did. Praise and appreciation propelled teachers forward to work enthusiastically. It also induces the teachers to put further efforts and initiatives necessary for improvements. This agrees with the findings of Lai (2011) that when school principals do something that interests or pleases the teachers, the teachers perform their assignments with optimum efforts.
The study revealed that majority of the school principals were unbiased and impartial to teachers. As teachers are professionals with the same ambition of helping students, their presence in the school environment is not to be treated differently but, fairly and equally. This implies that the school is equally important for everyone and everyone has the responsibility for reaching the school goals. Therefore, the talents of the school principals to treat the teachers equally and professionally without favouritism promote an environment of respect, caring and happiness of working hard to attain school goals. It also signifies that no one is inferior or superior, equally teachers with the same right. Such noble caliber and skills of the school principals boost teachers’ commitment that maximizes efforts towards the school goals. This corroborates with the findings of previous studies (Kouzes & Posners, 2007; Levin & Fullan, 2008; Annoh, 1997) that school principals should be fair and just for teachers as they remain committed and happy at the job and in turn, the teachers built prestige, respect and caring behaviour on principals.

According to reports of the qualitative data, the findings revealed that the school principals had intact relationship with teachers and administrative staff. Good communication in itself is a foundation for building and maintaining good relationship. In the words of one departmental head:

No one is superior or inferior. We are all teachers almost with the same age. The joy we have, the laughter we enjoy, the respect and care we share……made us to live together as one family in the school environment. This school life is so amazing … thus, motivates us to perform our job with commitment.

This scenario indicates that the school community had joyful and harmonized relationship among each other. This intact staff relationship would flourish healthy
school environment that could easily translate to teacher motivation. The joy, the laughter, the respect, and the care in the school environment would heal the depressed mind and consequently, turn to enjoyment and energy. As previous studies (Kouraogo & Ouedraogo, 2009; Hedges, 2002) reiterated, great school principals build good rapport and healthy school environment through sharing positive regard, warm interpersonal relationship and staff friendship. In line with this, highly intact relationship promotes high probability of professionalism, positive and respectful attitudes with teachers and teachers in turn, develop unity among themselves and enjoy work which agrees with ideas of Lussier, (2013).

Finding in Table 4.7 showed that 50 (78.2%) of the 64 teachers reported that the school principals allowed the teachers to participate in decision making. The results further showed that 48 (75%) of the 64 teachers reported that the school principals collect teachers’ opinions for reaching the final decisions. Moreover, 45 (70.3%) of the 64 teachers indicated that the school principals respect the teachers’ views in decision making. This indicates that majority of the school principals involve teachers and respect their views in decision making.

In the same vein, reports from the qualitative data indicated that the decision making was communal rather than solely role of the school principals. According to the respondents, school decisions are almost related to the teaching and learning processes. In the words of majority of the school principals:

Actually, school decisions are almost related to students’ learning, and teachers are the closest ones. Much of their time is in close contact with students. Watch, sense, teach, face the problems, etc. Furthermore, they are scholars with intellectual knowledge and their involvement are much valuable to any decision that schools undertake. Thus, beneficiaries are the whole school community and mainly teachers and students.
Similarly, one departmental head had this to say:

Decision making is somehow difficult to reach to a point that satisfies everyone. However, decision made by involvement of majority lead to better satisfaction. That is why our school principal involves us in the decision making as we are the closest to students’ learning. As a result, we feel very happy.

Teachers as implementers and actors of the teaching-learning processes and also, as professionals, their involvement in decision making related to classroom instructional processes add-ons values to that decision. That decision would then, satisfy the teachers’ desires and promote better ground to the attainment of the school goals. This agrees with the findings of Kiprop and Kandie (2012) who recommends that teachers to be participant in decisions related to their tasks - what, how and whom to teach which is the prime objective of the school.

In turn, the involvement of teachers in decision making in itself would allow teachers to have feeling of belongingness and good faith on the decision that was made and consequently, stick to it until the school goals reach its destination. This corroborates with the findings of previous studies (Gorton et al., 2007; Mpungose, 1999) that school principals who permit staff to participate in decisions making have self-motivated staff, know their final determination and enhance team spirit and reduce tension. In line with this, this also agrees with the findings of De Nobile and London, (2012) that the teachers stick better to the commonly agreed decision compared to the decision made by solely individual person. This however, contradicts with the finding of Nagy (2011) that school principals consider involvement of teachers in decision making just as they control and seize their status than viewing it as opportunities for adding inputs to the decision thus, teachers
cannot stick better to it and school goals cannot be reached or reached through difficulty.

The teachers’ involvement would further assist the school principals and the teachers to possibly select the alternative that best elucidates the problem under focus by conceiving the hidden consequence that might victimize the school teachers at the job in which, positively affect teachers’ motivation. This corroborates with the findings of Gilboa (2011) that when the selected decision is promising, reasonable and acceptable, the school teachers ensure their motivation to work devotedly. In line with this, decision made collectively influences the teachers’ feelings which agrees with Hastie (2010). However, it contradicts with the findings of Smyth and Shacklock (1998) that decisions that are made without involving the teachers or without including the voices of the teachers or without bearing in mind what consequence it may create on the teachers kills the motive and good faith of the teachers at the job.

The outcome of the teachers’ involvement in the decision making would make the teachers to develop the sense that the decision is theirs and thus, advance the eagerness to work hard by conforming and putting extra efforts for realizing the output of that decision. This agrees with the idea of De Nobile and London (2012) that teachers stick better on the communal decision that include their views, to reach the goals of that decision.
4.5.2 Relationship between Principals’ Human Relation Skills and Teachers’ Motivation

This subsection presents the correlation of principals’ human relation skills with teachers’ motivation. This was used to examine the strength and direction of the association between principal’s human relation skills and teachers’ motivation.

Variables were measured through proxy sub-variables thus, the variable computation procedure was performed by adding all the sub-variables under human relation skills and dividing them by the total number of sub-variables to obtain a single variable. The same procedure was followed to obtain ‘teachers’ motivation’ variable. The procedure was performed with the aid of SPSS under ‘variable transmission’ section. The result of the Pearson’s correlation was presented in Table 4.8.

Table 4.8: Relationship between human relation skills and teachers’ motivation

<table>
<thead>
<tr>
<th></th>
<th>Human relation skills</th>
<th>Teachers’ motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.827**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td>Teachers’ motivation at the job</td>
<td>.827**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>64</td>
<td>64</td>
</tr>
</tbody>
</table>

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

According to the findings in Table 4.8, the relationship between principal’s human relation skills and teachers’ motivation was found to be 0.827. The value for the correlation coefficient of 0.827 indicates that the strength of the association
between principal’s human relation skills and teachers’ motivation was found strong and the direction of the association was found positive. This means that a change in either of the two variables significantly fluctuates the relationship. Furthermore, the p-value 0.000 was below the level of significance of 0.05 and therefore, the study established that there is a statistically significant relationship between the principals’ human relation skills and the teachers’ motivation.

4.6 Influence of Principals’ Conceptual Skills on Teachers’ Motivation

The third objective of this study was set to examine influence of school principals’ conceptual skills on teacher motivation in public secondary schools in Zoba Anseba, Eritrea. To address this objective, the research question was ‘how do principal’s conceptual skills influence teachers motivation?’

4.6.1 Teachers Responses on Principals’ Conceptual Skills

A Likert scale of 1 to 5 was used for the rating (Strong Disagree, SD = 1; Disagree, D = 2; Uncertain, U = 3; Agree, A = 4 and Strong Agree, SA = 5). During interpretation, responses under the column ‘Agree’ and ‘strongly agree’ were treated together as affirmative responses whereas, responses under ‘disagree’ and ‘strongly disagree’ were treated as negative responses.

Qualitative data obtained from the respondents (school principals, departmental heads and teachers) were presented and discussed in conjunction with the quantitative data of the teachers’ responses. The findings of the teachers’ responses are presented in Table 4.9.
Table 4.9: Teachers’ response on principal’s conceptual skills
(N = 64)

<table>
<thead>
<tr>
<th>Conceptual skills</th>
<th>SD</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>U</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>SA</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discusses year plan with teacher</td>
<td>8</td>
<td>12.5</td>
<td>3</td>
<td>4.7</td>
<td>38</td>
<td>59.4</td>
<td>15</td>
<td>23.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discusses year plan with parents</td>
<td>23</td>
<td>35.9</td>
<td>37</td>
<td>57.8</td>
<td>3</td>
<td>4.7</td>
<td>1</td>
<td>1.6</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Teachers-parents work together</td>
<td>8</td>
<td>12.5</td>
<td>35</td>
<td>54.7</td>
<td>2</td>
<td>3.1</td>
<td>16</td>
<td>25</td>
<td>3</td>
<td>4.7</td>
</tr>
<tr>
<td>Welcomes &amp; socializes teacher</td>
<td>13</td>
<td>20.3</td>
<td>25</td>
<td>39.1</td>
<td>8</td>
<td>12.5</td>
<td>14</td>
<td>21.9</td>
<td>4</td>
<td>6.3</td>
</tr>
<tr>
<td>Arranges in-service training</td>
<td>14</td>
<td>21.9</td>
<td>30</td>
<td>46.9</td>
<td>3</td>
<td>12.5</td>
<td>8</td>
<td>12.5</td>
<td>4</td>
<td>6.3</td>
</tr>
<tr>
<td>Read, feel &amp; solve challenges</td>
<td>5</td>
<td>7.8</td>
<td>3</td>
<td>12.5</td>
<td>9</td>
<td>14.1</td>
<td>29</td>
<td>45.3</td>
<td>13</td>
<td>20.3</td>
</tr>
</tbody>
</table>

Source: The field, 2017

As shown in Table 4.9, 53 (82.8%) of the 64 teachers reported that the school principals discuss the school academic year plan during the opening of the academic year. This indicates that majority of the school principals had the sense that the school plan is the key guider for the school teachers and school principals. This discussion flourishes sense of ownership on the teachers and the involvement in itself drives motivation. It would also dictate school principals and teachers to work cohesively towards school success. It would further flourish ground for better acquaintance and smooth flow of jobs. Thus, teachers would happily perform what they had discussed and agreed upon. Consequently, school goals would be successfully achieved. This implies that the kernel of a school can reach to its destination when teachers and school principals agree on the school goals and show determination to reach it. This finding agrees with the finding of Schmidt- Davis and Bottom (2011) who asserts that school success reach its destination when school teachers and principals work together with common understanding and harmony.

The teachers’ responses in Table 4.9 appeared almost skewed towards disagreement (60 teachers, 93.7%) with school principals’ discussion of academic year plan with
parents. The results further showed that 43 (67.2%) of the 64 teachers reported that the school principals lacked skills in creating conducive ground for teachers and parents to work together. This indicates that there was no principals’ caliber in familiarizing parents with what was expected of them or no efforts were invested in creating healthy environment for parents to work with school teachers in which, it overloaded the teachers with extra students’ issues that affect their motivation negatively.

Based on the findings, the study revealed that parents did not know what the school plan was and what were expected from them as parents. As the school principals did not conduct discussion of the academic year plan with parents, the parents missed valuable information about what the school had planned for their children and what the parents were expected to contribute for the success of that plan. As a result, parents put plans to face life challenges but, not for school issues. Calling parents at any moment the school needs them therefore, may not be applicable to the parental plans. As such, this plan could not be the parents’ plan. This principal’s weakness fostered the lack of the sense of ownership of that plan.

Furthermore, the lack of opportunity to participate also creates a crack and friction on the school-parent-relationship. As time goes, this crack widened and the friction grew up in which, lead-teachers to miss valuable support from parents. As a result, teachers become overloaded with extra jobs of parents which negatively affect their motivation at the job. This finding concurs with studies by Oduro, Dachi and Fertig, (2008) and reports of UNESCO, (2005) that the prime reason is absence of effective school principals who were not able to involve and build good relationship with parents in which, shoulder teachers with an extra load.
According to reports from the qualitative data, the school principals reported that the schools conduct school-parent meetings minimum twice a year. They noted that efforts were invested to make parents proactive in school programmes. In the words of the school principals:

Usually our door is always open. We invested much time and energy to involve parents on their children’s education and still, we are working hard to involve them. However, parents are still showing reluctance. Up to now, we are working alone. But, we hope it will improve.

This scenario indicates that the school principals described themselves as they did their part by blaming the parents of showing reluctances to participate. It was also noted that the participation was very low and discouraging which indicated that schools were working alone. Contrarily, reports from the teachers and the departmental heads revealed that the school principals were not proactive and clever enough to take initiatives and to put efforts to work with parents. This implies that the school principals had not invested efforts and time to persuade parents as to understand the school goals and accordingly, to work for the best of their children. This created a crack that let parents to lack familiarity with the academic year plan and also, what the schools were expected of them. Thus, parents stayed away of school, which further disenabled them to know and take initiatives on their children’s educational challenges. In the words of one departmental head:

Parents have their own plans on managing life challenges. Calling them suddenly to attend school meetings or to hear their children’s issues or cases does not fit their plans… as a result, teachers are suffering due to lack of parents’ participation in students’ education.

From this scenario, discussion of the school academic year plan may allow parents to plan a special school day for the best of their children’s education as they were planning to manage life challenges. The failure of the school principals to take that
action made all school burden especially students cases heavily fall on the teachers’ shoulders which frustrates them not to work with optimum efforts. This finding however, contradicts with studies by Prince, (2012) who states that effective principals take actions that arouse satisfaction, cohesion and commitment of parents to participate on their children’s education in that case, the parents share the burden with the school community. It also contradicts with the findings of previous studies (Cross et al., 2012; Kasler & Elias, 2012; Michail, 2011) that skillful principals use open door policy and persuade parents in that, parents visit the school and take initiatives to overcome the observable real challenges of the teachers and the students in that school.

What is important is therefore, the school principals to empower and persuade parents to involve actively in their children’s education. However, due to the ineffectiveness of the school principals, parents were not proactive in their children’s education. As a result, parents did not perform what they were expected to perform to their children. Lack of this valuable parental contributions thus, made teachers discontent at the job and consequently, affected students’ academic progress negatively. This corroborates with the findings of Garedew (2015) that parents do not involve in their children’s education. This finding however, contradicts with the findings of previous studies (Cohen & Geier, 2010; Gregory, et al., 2010) who asserts that parents regularly participate in their children’s education which resulted that, students tuned their minds on learning and thus, teachers invest much time, energy and work eagerly on helping the students.

Due to low determination of parents on their children, the teachers would lack parental initiatives, morale and contribution and consequently, they would fad-up of
struggling alone with issues of students and develop careless in performing their assignments. This finding concurs with the findings of previous studies (Edgerton, 2012; Kopkowski, 2008) that lack of parental support, respect and unprofessional treatment kills the goodwill of the teachers to work enthusiastically for the best of the future citizens.

On induction and training programmes, Table 4.9 shows that 38 (59.4%) of the 64 teachers reported that the principals did not welcome and socialize new teachers properly. Furthermore, 44 (68.8%) of the 64 teachers reported that the principals did not provide in-service training for the teachers. According to these figures, majority of the principals let teachers to socialize themselves with the school environment as well as did not provide in-service training for the teachers to cope with dynamism of the world.

The findings indicated that majority of the teachers were not beneficiaries of induction. Rather, left in the school environment to integrate themselves. This implies that the new teachers joined the teaching profession with stress and anxieties that negatively affected their motivation on performing their assignments successfully. This concurs with the findings of previous studies (Ingersoll & Perda, 2010; Achinstein et al., 2010) that teachers left in the new environment without integration and socialization by the school principals. In line with this, the new teachers join the job with anxieties, frustration and feel isolation that blocks their commitment at the job, which concurs with the findings of Nandi (2015).

According to the reports from the qualitative data, majority of the school principals indicated that induction was provided for new teachers as they join the school. The
focus of the induction was on lesson plan preparation, classroom management, assessment strategies, guidance and counselling and familiarity to school environment. The new teachers inducted as to adjust immediately to the work environment and share their knowledge with their students. The teachers then, overcome anxieties and tensions of the teaching profession and move forward to achieve school objectives. This finding corroborates with the finding of previous studies (Nandi, 2015; Grossman et al., 2007; Peloyahae, 2005) that induction empowers new teachers to confront anxieties of the new circumstances, and immediately adjust and perform their assignments effectively.

Reports from the departmental heads indicated that the new teachers did not get proper induction at the time of their arrival. If it was carried out at very late time, the topics were related to lesson plan preparation, students’ assessment procedure, classroom management, and school environment. But, in most times, there is no proper induction to new teachers, which accords to the findings of Nandi (2015). In the words of one departmental head:

It is a very bad time for the new teachers. New teachers feel isolation, sit alone. Being new to the teaching-learning process and having no one to communicate with is a stressful moment and put you in further pressure and anxiety ….. which is commonly visible in our school.

Tensions, anxieties and pressures destruct teachers’ commitment to the profession as well as, the performance of the classroom instructions. This finding corroborates with the findings of previous studies (Nandi, 2015; Peter et al., 2007) that the tensions in the minds of the new teachers affect commitment, instructional quality and students’ learning. Furthermore, the departmental heads reported that the age similarity enabled the new teachers to socialize, not because of the school principals.
In line with this, leaving teachers to integrate and socialize themselves indicates the ineffectiveness of the school principals which concurs with the findings of previous studies (Ingersoll & Perda, 2010; Achinstein et al., 2010).

As the world is changing dramatically in science and technology, the teaching crafts which teachers adopt need to adjust with the changes of this world. This implies that teachers to cope with this dynamism should have in-service training which could further their knowledge and perform their assignments without stress. However, this finding revealed that the school principals were incapable to provide in-service training for the teachers to cope with the dynamism of the world. The incapability to cope with such dynamism frustrates the teachers and consequently, lose the sense of confidence and motivation. This contradicts with the findings of Re’em (2011) that school principals provide in-service training as teachers to cope with the new trends of the world and remain motivated at the job.

As the teachers’ demographic profile indicated, majority of them were less experienced. In the same vein, the new trends of the world dictate the teachers to live in the world’s dynamism. Furthermore, the curriculum of the MoE dictates the teachers to adopt students’ centered pedagogy. These pressures put those teachers into difficulty to exercise the teaching processes which could be medicated with in-service training. However, the absence of such in-service training add-ons an extra frustration for carrying out the classroom teachings. This however, contradicts with previous studies (Wahlstrom, et al., 2010; Wallace Foundation, 2011) that in-service training opportunity creates smooth ground for teachers to face classroom challenges and it motivates them to work hard.
According to reports from the qualitative data, the school principals indicated that training programmes for all teachers were provided for about three to four per year. The reason was that, academic excellence could only be achieved through continual process. However, the departmental heads reported that there was no in-service training. Even though teachers show the thirst of training or upgrading as to cope with the dynamism of the profession, no golden training opportunity was provided by the school principals which negatively affect the teachers’ motivation. In the words of one departmental head:

This is my fourth year as department head in this school. I have not seen in-service training. May be! I do not know what was and what will be. Up to this moment, I have not seen in-service training. Teachers are struggling with what they came with.

This scenario contradicts with the findings of Re’em (2011) and Lunenburg (2010) who assert that school principals assist teachers to get opportunity of training to cope with the new trends of the world as to remain motivated. In line with this, the teachers were still teaching with challenges that hamper their good faith on the teaching profession. This is also found against the Wallace Foundation (2010) that training supports teachers to face challenges and enhance their motivation as to work harder.

The finding in Table 4.9 further showed that nearly two-thirds (65.6%) of the 64 teachers reported that the school principals understood what the teachers’ were facing and did what they were possibly could do to remedy the teachers’ challenges. As problems impact teachers’ mood negatively and consequently the school success, the school principals made efforts on remedying the problems. This implies that when teachers’ problems were solved, teachers show enthusiasm on the job and the
school principals get respect of the teachers. This accords to the findings of Lori (2011) that when school principals get remedies of the teachers’ problems, the teachers will be pleased and consequently, give their respective school principals prestige and work hard for the realization of the school goals. However, Chandrasekhar (2011) noted that when teachers’ problems remained unsolved by the school principals, the problems negatively impact the teachers’ morale, productivity and job performance.

It is obvious that teachers’ problems could differ from school to school. Hence, what is important is that, whether the school principals take initiatives to overcome or minimize teachers’ problems by observing and investigating the problems that affect teachers’ motivation which is as reiterated by Verschaffel (2011). School goals are attained when the teachers get conducive environment for working enthusiastically in which, positively influence the teachers’ morale and consequently, increase students’ success. This corroborates with the ideas of Chandrasekhar (2011) that a school workplace that if not problematic, impacts teachers’ motivation positively, increases productivity and job performance and consequently, school goals reach its target.

With regard to problem solving, almost all the responses of the respondents (teachers, school principals and departmental heads) showed coincidence. The school principals reported that their responsibilities were to remedy teachers’ problems so that the teachers work enthusiastically. A little help provided by the school principals to solve teachers’ problems would make a big difference on the teachers’ motivation. This finding corroborates with ideas of Verschaffel, (2011) and with findings of Kontodimopoulos et al., (2009) that teachers adorn the school
principals when they fulfill what teachers want and in turn, teachers perform their assignments with eagerness.

The school principals further noted that, problems are inevitable and can only be minimized. As they indicated, they were doing things that were possible. In the same vein, reports from the departmental heads indicated that the school principals were doing some courageous jobs. According to the departmental heads, the most commonly reiterated ones are:

- Recruiting part-time teachers to relief overloaded teachers due to shortage of teachers, allowing teachers to use school building as to solve house renting problems, setting teachers’ timetable to the teachers’ convenience, conducting weekly staff meetings, free school tea at break, monthly social welfare program, delegating (sharing) responsibilities ..... which give teachers satisfaction and tune their minds towards their assignments.

From this scenario, the school principals were putting efforts to solve teachers’ problems. What the school teachers require could be further much but, the small input embarked by the principals could have remarkable inputs on the teachers’ motivation. Acting openly with teachers could make the teachers to understand the issues of their schools. Teachers thus, boost their commitment at the job and perform their tasks enthusiastically. This finding concurs with the ideas of Louis et al., (2010) that teachers adorn school principals who create an encouraging school environment for instruction by minimizing teachers’ challenges.

The departmental heads further reported that, there were requisite challenges that require immediate solutions as the teachers to be highly motivated. According to their reports, the instructional materials purchased to be quality, closed classrooms to be used (minimizing large class size), delay in decision feasibility, carrying out of regular classroom supervision, checking of lesson notes, schemes of work and lesson
plans to be through persuasion, participation of stakeholders to be improved (especially parents), and induction and training programmes to be carried out seriously, school money to be used for purchasing needed instructional materials and purchased instructional materials to be put for use, should be focused by the school principals as their main responsibilities.

4.6.2 Relationship between Principals’ Conceptual Skills and Teachers’ Motivation

Pearson’s correlation was used to establish whether there is a significant relationship between principal’s conceptual skills and teachers’ motivation. This was used to examine the strength and direction of the association between principal’s conceptual skills and teachers’ motivation.

Variables were measured through proxy sub-variables thus, the variable computation procedure was performed by adding all the sub-variables under conceptual skills and dividing them by the total number of sub-variables to obtain a single variable. The same procedure was followed to obtain ‘teachers’ motivation’ variable. The procedure was performed with the aid of SPSS under ‘variable transmission’ section. The calculated results are presented in Table 4.10.
Table 4.10: Relationship between principals’ conceptual skills and teachers’ motivation

<table>
<thead>
<tr>
<th></th>
<th>Conceptual skills</th>
<th>Teachers’ commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s conceptual skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.400**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.001</td>
</tr>
<tr>
<td>N</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td>Teachers’ motivation at the job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.400**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.001</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>64</td>
<td>64</td>
</tr>
</tbody>
</table>

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

According to the finding in Table 4.10, the relationship between principal’s conceptual skills and teachers’ motivation at the job was found 0.400. The value for the correlation coefficient of 0.400 indicates that there was a positive and relatively moderate relationship between principal’s conceptual skills and teachers’ motivation in which, a change in either of these two variables fluctuates the direction and strength of the relationship of the variables. Furthermore, the p-value 0.001 was below the level of significance of 0.05 and this implies that there was a statistically significant relationship between the principals’ conceptual skills and the teachers’ motivation.

4.7 Regression Analysis

Regression analysis was used to examine which variable of the independent variables (technical, human or conceptual skills) as combined influence most the dependent variable (teachers’ motivation). This was utmost important for determining whether or not the independent variables (technical, human and conceptual skills together) have a significant difference in the influence of the dependent variable (teachers’ motivation). To establish this, the researcher employed
a multiple linear regression model at 95% confidence interval. This is presented in Table 4.11, Table 4.12 and Table 4.13 respectively.

**Table 4.11: Model summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.707$^a$</td>
<td>.500</td>
<td>.475</td>
<td>.68599</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), conceptual skills, Technical skills, human relation skills

From the model summary shown in table 4.11, the R-Square was found to be 0.5, which implies that the independent variables (conceptual, technical and human relation skills) combined predicted the dependent variable (teachers’ motivation) by 50 percent which means that the behaviour of the teachers’ motivation is highly explained by the behaviour of the independent variables (technical, human and conceptual skills). This further indicates that other factors that were beyond the scope of this study predicted teachers’ motivation by 50 per cent.

**Table 4.12: Model fitness**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>28.203</td>
<td>3</td>
<td>9.401</td>
<td>19.977</td>
<td>.000$^b$</td>
</tr>
<tr>
<td>Residual</td>
<td>28.235</td>
<td>60</td>
<td>.471</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>56.438</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dependent Variable: teachers’ motivation

b. Predictors: (Constant), conceptual skills, Technical skills, human relation skills

The findings in Table 4.12 show that the independent variables under this study significantly influenced teachers’ motivation at the job (F=19.977, P = 0.000 < 0.05). The findings further show that the regression model was statistically fit and it
was valid to be used as a model of predicting the outcome of teachers’ motivation using the three independent variables.

Table 4.13: Regression coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>Sig.</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>T</td>
</tr>
<tr>
<td>(Constant)</td>
<td>-.413</td>
<td>.642</td>
<td>-.643</td>
<td>.522</td>
</tr>
<tr>
<td>Technical skills</td>
<td>.061</td>
<td>.192</td>
<td>.040</td>
<td>.317</td>
</tr>
<tr>
<td>human relation skills</td>
<td>.855</td>
<td>.191</td>
<td>.610</td>
<td>4.483</td>
</tr>
<tr>
<td>conceptual skills</td>
<td>.253</td>
<td>.197</td>
<td>.310</td>
<td>1.287</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Teachers’ commitment

Y = -413+0.61X1+0.855X2+0.253X3+E ….. where, Y is teachers’ motivation; X1 is technical skills; X2 is human relation skills; X3 is conceptual skills; E is the standard error of the model.

From the findings of the study, human relation skills was the only significant variable affecting teachers motivation (P = 0.000 < 0.05). This is because the results of the statistical analysis showed that the significance level of 0.000 is below the cutoff of 0.05. A unit improvement in human relation skills would lead to 0.855 improvement in teachers’ motivation. This further implies that a unit deterioration in human relation skills would lower teachers’ motivation by the same margin. Basically, the respondents in this study expressed that the school principals’ human relation skills influenced the teachers’ motivation positively.

The technical skills and the conceptual skills were found to be statistically insignificant variables influencing teachers’ motivation (P = 0.752 > 0.05) and (P = 0.203 > 0.05) respectively. This is because the results of the statistical analysis 0.752
and 0.203 respectively were above the level of the significance of 0.05. The unit improvement in technical skills and conceptual skills would lead only to 0.061 and 0.253 improvement in teachers’ motivation respectively which indicates that the school principals were incapable to manifest technical skills and conceptual skills at the ground as to influence teachers’ motivation positively at the job.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study was set to examine the influence of principals’ leadership skills on teachers’ motivation in public secondary schools in Zoba Anseba, Eritrea. The objectives of the study were: to examine influence of principals’ technical skills on teachers’ motivation; to assess influence of principals’ human relation skills on teachers’ motivation and finally, to investigate influence of principals’ conceptual skills on teachers’ motivation. The subjects of this study were 5 school principals, 20 departmental heads and 65 teachers. To achieve the objectives of the study, information was obtained using questionnaires and semi-structured interviews.

The sampling techniques adopted were purposive sampling for school principals, simple random sampling for departmental heads, and proportionate allocation method and simple random sampling for selecting teachers. The teachers’ response rate achieved in this study was 98.5% and in-depth interviews were carried out with five principals and 20 departmental heads which was translated to 100% response rate. Descriptive and inferential statistics were used to analyze the collected data.

The study was guided by descriptive survey design. Therefore, this chapter summarizes the findings, presents the conclusions and makes recommendations. Finally, the chapter presents suggestions for further study as they emerged from the findings of this study.
5.2 Summary of the Research Findings

This section presents the summary of the findings revealed in this study.

5.2.1 Summary of the Demographic Information of the Teachers and the School Principals

The findings of the study revealed that:

- The teachers were young and qualified in a particular subject of their interest. However, majority had less experience on the teaching profession.

- Majority of the school principals were relatively young and qualified in a particular subject of their interest. However, appointed to principalship position out of their specialization without leadership training.

5.2.2 Influence of Principals’ Technical Skills on Teachers’ Motivation

According to the findings of this study, majority of the school principals tried to influence teachers’ motivation by:

- Managing students’ discipline around the classrooms or school environments.

- Putting efforts in checking teachers’ lesson notes, schemes of works and lesson plans. However, the departmental heads noted it as a means of controlling teachers, not of helping the teachers to plan and prepare before the actual classroom instruction.

- Assisting the teachers in lesson plan preparation and in selecting appropriate teaching methods in which, its effectiveness depends on classroom realities.

- However, failed to supervise classroom instructions in which, the responsibility was delegated to the departmental heads and in turn, did not carry out classroom supervision.
Further Failure in provision and administration of instructional materials that satisfy the teachers’ needs to carry out the instructional process satisfactorily.

Putting these scenarios into context, majority of the school principals do not invest much time and efforts on the ultimate responsibility of helping teachers to enable students learning and subsequently, teachers lacked direction and some were frustrated.

Findings from Pearson’s correlation revealed that the school principals’ technical skills were found to be moderately correlated with teachers’ motivation. It was also found to be that statistically significant to influence teachers’ motivation. However, when it was combined with the other variables of the independent variable, the findings from the regression model showed that they were statistically insignificant to influence teachers’ motivation which further showed that the school principals lacked the technical skills to influence teachers’ motivation positively at the job.

5.2.3 Influence of Principals’ Human Relation Skills on Teachers Motivation

The study revealed that majority of the school principals influenced teachers’ motivation positively at the job by:

- Being capable of communicating messages with simplicity and ethics.
- Listening attentively to what the teachers were saying.
- Being capable of controlling their emotions to settle issues.
- Treating the teachers gently with respect and impartiality.
- Praising the teachers for what they did
- Involving teachers in decision making
According to the findings from Pearson’s correlation, the principals’ human relation skills were strong and positively correlated with teachers’ motivation. The findings from the regression model further showed that the school principals’ human relation skills were statistically significant to influence the teachers’ motivation. From this perspective, the human relation skills of the school principals were revealed as the most significantly influenced the teachers’ motivation positively at the job.

5.2.4 Influence of principals Conceptual Skills on Teachers’ Motivation

According to the findings, the study revealed that majority of the school principals:

- Discussed the school academic year plan with the teachers at the opening of the academic year as the teachers felt they owned that plan and knew what was expected of them.

- However, failed in discussing the school academic year plan with parents at the opening of the academic year for developing feeling of belongingness and involve in their children’s education so that teachers to share students’ burden and be motivated.

- Failed in provision of induction and Job embedded in-service training for teachers so that to cope with new trends and perform their assignments enthusiastically.

- Were weak at solving main teachers’ challenges that have close relation to their daily activities at the job.

- Findings from Pearson’s correlation revealed that the school principal’s conceptual skills were found relatively moderate and positively correlated with teachers’ motivation. It was also revealed that it was statistically significant to
influence teachers’ motivation. However, when it was combined with the other variables of the independent variable, the finding from regression model showed that it was statistically insignificant to influence the teachers’ motivation at the job which further indicates that majority of the school principals lacked conceptual skills to influence teachers’ motivation at the job.

5.3 Conclusion of the Study

Based on the findings of this study, the study concludes that majority of the school principals:

1. Were technically weak on focusing on their ultimate responsibility of helping teachers to enable students’ learning which exacerbates the teachers’ demotivation.
2. Were conceptually weak to influence teachers’ motivation positively at the job through involving parents on their children’s education, provision induction and training on new trends of teaching, and solving teachers’ main challenges at the job.
3. Significantly influenced the teachers’ motivation positively at the job through their human relation skills.

5.4 Recommendation of the Study

Based on the summary of the findings and the conclusion of the study thus, the study recommended the following:

5.4.1 Recommendation for Ministry of Education

Owing to the fact that majority of the school principals were working out of their specialization without leadership training, the Ministry of Education should appoint
well trained school principals as well as should train and supervise those appointed school principals through continuous follow-up so that they be able to boost teachers’ motivation at the job and consequently, reach the national goals.

5.4.2 Recommendations for School Principals

1. To invest much time and efforts on their ultimate responsibility of helping teachers to enable students’ learning through continuous classroom supervision as well as provision and administering instructional materials effectively to the teaching learning process so as to influence teachers’ motivation positively on the job.

2. To think on ways or means of boosting teachers’ motivation positively on the job through ensuring active parental involvement on their children’s education, helping teachers to cope with new trends of the world and solving main teachers’ challenges on the job that are closely affecting teachers’ motivation.

3. Though majority of the school principals possess the human relations skills, this study recommends that the school principals should go further in improving their human relation skills as it is the root for the other leadership skills.

5.4.3 Suggestions for Further Research

As the findings of this study are geographically limited to influence of principal’s leadership skills on teachers’ motivation in public secondary schools of Zoba Anseba, similar studies should be carried out on other Zobas to further the understandings and effects of the school principal’s leadership skills on teachers’
motivation thus, the Ministry of Education acquires more diversified information from the different Zobas for fixing the problems.

As schools are built for producing tomorrow’s bright citizens and the school principals were found incompetent to influence teachers’ motivation positively, it is utmost important for researchers to conduct research on examining the influence of teachers’ motivation on students’ academic performance in public secondary schools in Zoba Anseba, Eritrea.

Further study should be carried out to investigate the influence of leadership skills of school principals graduated in educational leadership on teachers’ motivation versus influence of leadership skills of ordinary teachers appointed to principalship position on teachers’ motivation so as to deepen the understandings of the effects of leadership training on teachers’ motivation.
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incentives will work? *International Journal of Educational Policy and Leadership*, 4(8), 1-3.


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APPENDICES

Appendix A

Letter of Consent

Dear Respondent,
I am Awtseana Askale, Postgraduate Student (MED) at Kenyatta University, School of Education, Department of Educational Management, Policy and Curriculum Studies. At this junction therefore, you are humbly requested to participate in a research study on *Influence of School Principals’ Leadership Skills on Teachers’ Motivation in Public Secondary School in Zoba Anseba, Eritrea*.

Your participation in this study will require you to answer questions of the questionnaire or interview schedule questions honestly. I assure you that there are no anticipated risks associated with your participation and information shared will be strictly kept confidential and will only be used for academic purpose. Therefore, for the sake of anonymity and identity, please don’t write or mention your name or your school’s name on the questionnaire or during the interview schedule. All collected information will be kept well protected and will be destroyed completely after use.

Please remember further that your participation in this study is completely voluntary and you have the right to refuse participation in this study. You may also stop being in the study at any time without consequences in future or free to withdraw anytime you feel like.

Any question regarding your right as a participant in this research study please, feel free to contact the researcher (mobile number - +2917292322) or Kenyatta University, Department of Educational Management, Policy and Curriculum Studies.

Your participation will help the researcher to gather very relevant information to the study and accordingly, the findings of the study will enrich knowledge on Secondary School Principals’ leadership skills and their influence on teachers’ motivation where the concerned people should focus on as to ensure the futurity of the bright citizens and flame the state development by arousing teachers’ motivation at schools.

I have read the above information carefully and I consent to participate in the research study.

Name: ____________________________________________________________

Date: ___________________  Signature: ___________________________

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Appendix B

Kenyatta University
School of Education
Department of Educational Management, Policy and Curriculum Studies

Teachers Questionnaire for examining influence of principals’ leadership skills on teachers’ motivation

Dear respondents,
I am a Postgraduate (Master) student of Educational Management in Kenyatta University, Kenya, carrying out a study on influence of Principal’s Leadership Skills on Teachers’ Motivation in Public Secondary Schools in Zoba Anseba, Eritrea.

The main purpose of this questionnaire is to gather relevant information from teachers. From this perspective, you have been randomly selected to participate in this study by completing the questionnaire. In doing so, the researcher is calling for your cooperation to respond to the questionnaire as per the instructions at the beginning of each section. Your honest and genuine response to each question makes difference in the success of this study. So, the researcher is requesting you to fill the questionnaire as accurately as possible and with objectivity. If you feel to withdraw, it is your right to withdraw at any point. Your responses will be highly respected and accorded the highest confidentiality. Thank you in advance for your cooperation!

Section A: Background information of the respondents
Instruction:
These questions are specifically designed to you as you are one of the responding teachers, and deals with your education and the time you have spent in the teaching profession. Please tick (✓) in the box your appropriate response.

1. Please, indicate your age in the below age brackets?
   - 20-30 years [ ]
   - 31-40 years [ ]
   - 41-50 years [ ]
   - more than 50 years [ ]
2. What is your highest level of formal Education that you have completed?
   TTI   [ ]  Diploma   [ ]  Bachelor Degree   [ ]
   Master Degree   [ ]

3. How long have you been working as a teacher in years?
   1-5 years   [ ]  6-10 years   [ ]
   11-15 years   [ ]  16-20 years   [ ]  more than 20 years [ ]

4. How long have you been working as a teacher in this school?
   1-5 years   [ ]  6-10 years   [ ]
   11-15 years   [ ]  16-20 years   [ ]  more than 20 years [ ]

Section B - Influence of principal’s technical skills on teachers’ motivation

Instruction: The following are perceived principal’s technical skills that enable him or her to enhance teachers’ motivation in a school. Please, read each statement in the table below carefully and then, tick (✓) in the appropriate column as an indication of the level of agreement or disagreement with the statement in relation to what exist or prevails in your school principal’s technical skills. The scale is rated from the lowest to the highest degree of agreement in the following order: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Uncertain (U), 4 = Agree (A) and 5 = Strongly Agree (SA).

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Examine your principal’s technical skills</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesson plan preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Select methods of teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checks lesson notes, scheme of works and lesson plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Visits and observes classroom teachings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Manages students’ discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ensures availability of instructional resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Assists teachers to use instructional materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Consults teachers in procuring resources</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The following are open-ended questions about technical skills of your school principal. Please write your response in the space provided.

5. How do you describe your school principal’s technical skills in *instructional supervision*? Please, justify your response with reasons.

6. How do you describe your school principal’s technical skills in *provision of teaching learning materials* as teachers to teach the subject they are teaching enthusiastically? Please, give reasons?

Section C - Influence of principal’s human skills on teachers’ motivation

**Instruction:** The following are perceived principal’s human skills that enables him or her to enhance teachers’ motivation in a school. Please, read each statement in the table below carefully and then, tick (✓) in the appropriate column as an indication of the level of agreement or disagreement with the statement in relation to what exist or prevails in your school principal’s human skills. The scale is rated from the lowest to the highest degree of agreement in the following order: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Uncertain (U), 4 = Agree (A) and 5 = Strongly Agree (SA).

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Examine your principal’s human skills</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uses easy, clear and simple languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Listens attentively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Controls emotions and calms down</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Treats teachers gently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Praises and appreciates teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Is unbiased and impartial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Involves teachers in decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Collects opinions for final decision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Considers teachers’ views in decision making</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The following are open-ended questions about human skills of your school principal. Please, write your response in the space provided.

7. How do you describe your school principal while he or she is communicating with you?

8. Explain your relationship with your school principal? Why and How?

9. Describe how your school principal make decisions in your school?

Section D - Influence of principal’s Conceptual skills on teachers’ motivation

Instruction: The following are perceived principal’s conceptual skills that enables him or her to enhance teachers’ motivation in a school. Please, read each statement in the table below and then, tick (✓) in the appropriate column as an indication of the level of agreement or disagreement with the statement in relation to what exist or prevails in your principal’s conceptual skills. The scale is rated from the lowest to the highest degree of agreement in the following order: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Uncertain (U), 4 = Agree (A) and 5 = Strongly Agree (SA).

<table>
<thead>
<tr>
<th>S/No.</th>
<th>My principal’s conceptual skills</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discusses academic year plan with teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Discusses academic year plan with parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Creates ground for teachers and parents to work together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Welcomes and socializes new teachers properly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Arranges in-service training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reads, feels, understands and solves teachers’ challenges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following are open-ended questions about conceptual skills of your school principal. Please write your response in the space provided.

10. Does your school principal discuss the academic year plan with teachers and the parents? Explain your response in detail?

11. Does your school principal provide induction or training program to teachers of your school? Explain your responses in detail?

12. Does your school principal solve teachers’ problems in your school? Describe your response?

Section E: measure of teachers’ motivation

<table>
<thead>
<tr>
<th>s/no.</th>
<th>Measure of Teachers’ motivation</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I show commitment at the job because of my principal’s leadership skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you very much for investing your golden time in filling this questionnaire!
Appendix C

Interview Schedule for School Principal

SECTION A: An introductory section to general information of school principals
1. What is your age, qualification and area of your specialization?
2. What is your total experience in the teaching profession?
3. What about your total experience in the current position as school principal?
4. Have you ever took any leadership training before you assigned as school principal?

SECTION B: Specific questions related to the study area under consideration
5. How do you carry out your technical skills in instructional supervision and in instructional resources allocation in your school? Specifically, what do you do? How do you do them?
6. How do you describe your human relation skills (your communication, your relationship with the teachers, and your decision making process)? What do you think will the influence be on teachers’ motivation?
7. Do you discuss the school academic plan with teachers and parents? How and Why?
8. Do you provide induction and training program to your teachers? How and Why?
9. How do you solve teachers’ challenges or problems in your school? If not, why?
10. If you have anything to say that you did to keep your teachers motivated in your school?

Thank you very much for your cooperation!
Appendix D

Interview Schedule for Departmental Heads

SECTION A: Questions related to general information about department heads
1. What is your age, your qualification?
2. What is your total experience in the teaching profession?
3. What about your total experience in the current position as department head?

SECTION B: Specific questions related to the study area under consideration
4. How do you evaluate the technical skills of your school principal in instructional supervision and instructional resource allocation in your school? Explain your reply based on the exposure you have and what effects do you think these have on teachers’ motivation?
5. How do you describe your school principal’s human relation skills (communication skills, relationship building skill with teachers, and involvement of teacher in decision making)? Explain your answers and what consequences would you think be on teachers’ motivation?
6. How do you describe your school principals in discussion of the school academic year plan with teachers and the parents? Explain the capability of your school principals in creating a ground for teachers to work with parents as to share the burden of achieving the collective goal? Why? What are the effects on teachers’ motivation?
7. How do you evaluate the skills of your school principal in solving concurrent problems of your school? What effects do you observe on teachers’ motivation?
8. How do you describe the roles and skills of your school principal in providing induction and training program to teachers in your school? What consequence does they have on teachers’ motivation?
9. If you have anything to say in relation to your school principal’s leadership skills and teachers’ motivation in your school, you are welcome!

Thank you very much for your cooperation!
## Appendix E

### Measure of Teachers’ Motivation

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong disagree</td>
<td>3</td>
<td>4.69</td>
<td>4.69</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Uncertain</td>
<td>8</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Agree</td>
<td>30</td>
<td>46.88</td>
<td>46.88</td>
</tr>
<tr>
<td>Strong agree</td>
<td>15</td>
<td>23.44</td>
<td>23.44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Appendix F

Research Authorization Letter from Kenyatta University

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57350

Our Ref: E55F/32314/2015
DATE: 29th September, 2017

Eritrean National Commission for Higher Education,
(NCHD),
ASMARA, ERITREA

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR AWTSEANA ASKALE ADGOY – REG. NO. E55F/32314/2015

I write to introduce Mr. Awtseana Askale Adgoy who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Educational Management, Policy and Curriculum Studies.

Mr. Awtseana intends to conduct research for an M.Ed Proposal entitled, “Influence of Principal’s Leadership Skills on Teachers’ Motivation in Public Secondary Schools in Zoba Anseba, Eritrea”.

Any assistance given will be highly appreciated.

Yours faithfully,

[Signature]

MR. LUCY N. MBAABU
FOR DEAN, GRADUATE SCHOOL

29 SEP 2017
Appendix G

Research Authorization Letters from Eritrea National Commission
for Higher Education

Dear Ato Mussa,

Ato Awtseana Askale Adgoy, a faculty member of the College of Education, Eritrea Institute of Technology, is a master’s student at Kenyatta University, Nairobi. He is currently in Eritrea to conduct his thesis research on the Influence of Principals’ Leadership Skills on Teachers’ Motivation in Public Secondary Schools in Zoba Anseba, Eritrea. His research involves focus group discussions with school directors in eight secondary schools in Zoba Anseba (list of the school is attached herewith). The National Commission for Higher Education kindly requests your good office to extend any assistance and institutional support that Ato Awtseana may require for the smooth conduct of his research. Your cooperation in this matter is profoundly appreciated.

Sincerely,

Zemenfes Tsighe (Prof.),
Director, Bureau of Higher Education Administration and International Linkages

CC
Ato Awtseana Askale Adgoy

Mailing Address:
National Commission for Higher Education
P. O. Box 1220
Asmara, Eritrea

Tel: +291-1-161935
Fax: +291-1-201338
website: http://www.nche.erg
1. የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረሰባ ሰጠር፣ ይህ የወረስ...

2. መ/ወ/1915

3. ለበበ/ወ/1935/11/4

4. ለበበ/ወ/1935/11/4

5. ለበበ/ወ/1935/11/4

6. ለበበ/ወ/1935/11/4

7. ለበበ/ወ/1935/11/4

8. ለበበ/ወ/1935/11/4

9. ለበበ/ወ/1935/11/4

10. ለበበ/ወ/1935/11/4

11. ለበበ/ወ/1935/11/4

12. ለበበ/ወ/1935/11/4

13. ለበበ/ወ/1935/11/4

14. ለበበ/ወ/1935/11/4

15. ለበበ/ወ/1935/11/4

16. ለበበ/ወ/1935/11/4

17. ለበበ/ወ/1935/11/4

18. ለበበ/ወ/1935/11/4

19. ለበበ/ወ/1935/11/4

20. ለበበ/ወ/1935/11/4

21. ለበበ/ወ/1935/11/4

22. ለበበ/ወ/1935/11/4

23. ለበበ/ወ/1935/11/4

24. ለበበ/ወ/1935/11/4

25. ለበበ/ወ/1935/11/4