THE STATUS, PRACTICE AND CHALLENGES OF ENHANCING TEACHERS WORK MOTIVATION: THE CASE OF KURMUK WEREDA PRIMARY AND SECONDARY SCHOOLS IN BENISHANGUL GUMUZ REGIONAL STATE

BY

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Abbreviations

BGRS- Benishangul-Gumuz Regional State
CfBT- Confederation for British Teachers
DfID- Department for International Development
ERGESE – The Evaluation Research on the General Education System in Ethiopia
HR - Human Resource
HRM- Human Resource Management
LIDC- Low Income Developing Countries
MoE- Ministry of Education
REB - Regional Education Bureau
SPSS- Statistical Package for Social Scientists
SS- Secondary School
TURE- Study into Teacher Utilization in the Regions of Ethiopia
TAP- Teacher Advancement Program
TAPF- Teacher Advancement Program Foundation
UNDP- United Nations Development Program
VSO- Voluntary Service Overseas
ZEO - Zone Education Office
Abstract

The main objective of this study is to assess the status, practice and challenges of enhancing teachers’ work motivation in primary and secondary schools of kurmuk wereda, Benishangul Gumuz Region. To accomplish this purpose, the study employed a mixed research design. The study was carried out under purposely selected eight primary and secondary schools of kurmuk wereda. A total of 88 participants were involved in the study. Among them, 75 teachers were included as a samples through simple random selection and 8 secondary and primary school principals, 4 cluster supervisors, one woreda education office expert / coordinator were included through purposive sampling technique. Questionnaires and interview were the main instruments of data collection. The analysis of the quantitative data was carried out by using percentage, mean and standard deviation. The finding show that the practices of the schools to promote the teachers work motivation were not as much satisfactory as expected. In general, the findings from academic staff of secondary and primary schools in kurmuk wereda showed that there has not been effective work as to improve the motivation level of teachers, and thus teachers are tempted to leave the profession. The major challenges of teachers work motivation in secondary and primary school in kurmuk wereda are low incentive and benefit, low technical supervision and working conditions. Besides, the finding indicates that, there were low status of teachers work motivation in kurmuk wereda primary and secondary school. Based on the findings, it is recommended that secondary and primary schools, Wereda education and council offices should give necessary incentives and benefit for teachers through provision of houses in rural areas by mobilizing the rural community, rental homes in urban areas and furnishing the working conditions with refreshment facilities.

Key words: Status, Practice, challenges, Work motivation of teachers, Kumruk wereda
Chapter One

Introduction

1.1. Background of the study

“Well-trained and motivated teachers are essential to good quality education” (MEC in VSO, 2007)

Every organization has different types of general resources that include information, physical, financial and human resources. The most critical one is, no doubt, the human resource of an organization. These are the ones who can accelerate the process of organizational development or can demolish the organizational progress. Human resource proves to be the nucleus of organizational resources; motivation is central and vital component which is key contributor in job satisfaction of an employee. Motivating employees has become one of the most significant and most demanding activities for the human resource management in any organization. Various organizations invest in effectual strategies to get motivated workforce to compete in market (Rasheed, Aslam & Sarwar, 2010). But the main challenges for the organizations are to create and promote the best human resource management practices and to enhance the employee’s performance by implementing different strategies. Effective human resource management (HRM) practices promote job satisfaction which formulates the employee to be more considerate and concerned for the organization (Saleem, Mahmood & Mahmood, 2010).

Successful organizations need motivated employees to make itself profitable and competitive in the rapidly growing world. According to Frey and Osterloh (as cited in Castren and Muhammed, 2008) many managers now-a-days are not aware enough of the effect that motivation can have on their business. Therefore, it is imperative that they learn and understand the importance of the factors that determine positive motivation in the work place.

As United Nations Development Program (UNDP, 2006:5) reports motivation is a critical dimension of capacity, and defined as “…the ability of people, institutions and societies to perform functions, solve problems and set and achieve objectives”. In a more general sense, however, the idea of motivation is the switching on of some pattern of behaviour, of a program of action specified within the individual. That program might be innate or it might have been modified by experience (Laming, 2000). Moreover, motivation is often described
as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation is expressed by the internal feelings of individuals. By supporting this, Kondalkar (2007) says intrinsic motivation helps to increase one’s output. It has positive effect on moral, productivity and job satisfaction and overall efficiency of the organization. Whereas, extrinsic motivation being arose from environmental or external forces and its present satisfies the works while its absence causes dissatisfaction.

Scholars have proposed two general categories of motivation theories to explain the psychological processes underlining employee motivation: content theories and process theories (Kreitner & Kinicki, 2010). Content theories of motivation focus on identifying internal factors such as instincts, needs, satisfaction and characteristics that energize employee motivation, which encompass maslow’s hierarchy of need theory, Alderfer’s ERG theory, McClelland’s acquired needs theory and Herzberg’s two-factor theory. Process theories of motivation focus on explaining the process by which internal factors and cognitions influence employee motivation, under which Vroom expectancy theory, equity theory, and goal setting theory are included. Besides, the focus of this research is targeted only on the content theory of motivation.

Therefore, one of the content theories, Herzberg’s two-factor theory focuses on two factors; (1) outcome that can lead to high level of motivation and job satisfaction. (2) Outcomes that can prevent people from being dissatisfied. According to the theory, people have two sets of needs or requirements; motivator needs and hygiene needs. Motivator needs are related to the nature of the work itself and how challenging it is. Outcomes such as; interesting work, autonomy, responsibility, being able to grow and develop on the job, a sense of accomplishment and achievement helps to satisfy motivator needs. In other way hygiene needs are related to the physical and psychological context in which the work is performed. Hygiene needs are satisfied by outcome such as pleasant and comfortable working conditions, pay, job security, good relationship with co-workers and effective supervision.

Hence, teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. The role of teacher motivation in delivering good quality education has received increasing recognition over recent years. As Zbar, Marshall and Power (2007: 31) describe “motivation sits right at the heart of good performance management and getting the best out of each and every teacher in the school.” Both research and our own experience show that an individual’s level of motivation is the result of intrinsic
and extrinsic factors related to their work. Therefore, these factors should be balanced and get
attention to promote teachers work motivation and interest.

Practices to improve performance in schools will never succeed if teachers’ job satisfaction
and motivation is ignored. If employees in an organization are motivated, they will render
services to the employer and customers very efficiently and effectively. A typical quality of a
motivated person includes the willingness to work, alignment of a person with the
organization goal, commitment, an appetite to achieve, an energy, drive and determination,
persistence and orientation to work. This implies that motivated and satisfied school teachers
are most likely to affect the students learning positively while the opposite of that may have
negative impacts on students’ performance.

The relevance of job satisfaction and motivation are very crucial to the long-term growth of
any educational system around the world. They probably rank alongside professional
knowledge and skills, centre competencies, educational resources and strategies as the
veritable determinants of educational success and performance. Professional knowledge,
skills and center competencies occur when one feels effective in one’s behaviour (Filak &
Sheldon, 2003). Therefore, educational leaders and administrators have to pay special
attention to the phenomena of motivation and job satisfaction.

There are various factors that influence teacher status. These are initial and continuing
training, recruitment, advancement and promotion, security of tenure, disciplinary
procedures, part-time service, professional freedom, supervision and assessment,
responsibilities and rights, participation in educational decision-making, negotiation,
conditions for effective teaching and learning, and social security(UNESCO and ILO, 2008).

Teachers’ poor motivation was reflected in their deteriorating standards of professional
conduct including poor professional performance and commitment, absenteeism, lateness and
general misbehaviour in Zimbabwe Gullatt and Bennet (1995). Similarly, teaching profession
is one of the undermined professions in Ethiopia (Voluntary Services Overseas, 2010:
Gedefaw, 2012). Because of this the education system in Ethiopia is challenged with high
turnover (Workneh & Tassew, 2013). Cognate this, the salary paid to teachers is not large
enough to support their family, lack of good governance in their school, Students’
misbehavior and societal view of the professions are the most challenges that makes teachers
de-motivating in Ethiopia Aweke S.(2015). Regarding to this, the researches conducted in
Ethiopia by VSO on ‘How much is a good teacher worth’ indicates that
“...where teachers are highly motivated; this can translate into good performance and improve the quality of education delivered to students. Actually, many teachers speak positively about their profession and actively engage with the wider issues surrounding the quality of educational provision in Ethiopia. The issues raised by the teachers were numerous, but the most significant and most often-mentioned causes of de-motivation and low morale were inadequate salaries, low respect for and low status of teachers and poor management and leadership.” (VSO, 2008, p. 9)

These issues have a significant impact on classroom performance, that is, teachers’ ability to deliver good quality education, as well as on levels of teacher retention. In light of this VSO (2008) suggests several approaches. In a climate of increasing inflation in the economy and increasing enrolment in education, teachers need to see that their work is valued. There should be no need for teachers to leave the profession because they cannot support their families or progress further in their careers.

Although money is influential factor at every stage but at the same time it is not necessary that money alone can increase motivation of every worker; there are intangible factors (for instance empowerment, recognition and feedback) that are primary motivators for the workers inspiration to perform effectively (Fuhrmann, 2006). Therefore, many of the issues that teachers face can be influenced positively and improve the teachers motivation through improved cooperation and collaboration between all stakeholders.

In addition, improvement of conditions of service for teachers is a promising way of increasing teacher motivation and morale, making the profession more attractive, enhancing retention of teachers’ and improving the quality of teaching and learning. Although improving conditions of service always has budget implications, changes in this area may be less costly and more effective than an overall increase in teachers’ salaries (Mulkeen, Chapman, DeJaeghere & Leu, 2007). The study conducted by Confederation for British Teachers (CfBT) (2008) in Ethiopia also concluded that the government should launch a social marketing program aimed at enhancing the positive profile and morale of teachers throughout the country, accompanied by a program of professionalization to improve the accountability, performance and professional ethics of teachers.

For the past 10 years, the researcher has served in Benshangul gumuz regional state kurmuk wereda as a teacher and school principal to which he was able to observe the poor inspirations of teachers to stay in their profession and also their poor participation in different activities of the school. With this background as a school director, the researcher was initiated
to assess the factors that make teachers ineffective in their work as well as their strong need to leave the profession by focusing on *status, practice and challenges of enhancing teachers’ work motivation in primary and secondary schools of kurmuk wereda, Benishangul Gumuz Region*.

1.2. Statement of the Problem

Among other resources of organization, human resource is the most critical one that makes a difference in an organization performance. To use the human resource with interest and commitment, it is true that an organization should place effective HRM strategies in practice. Motivating workers to implement prominent performance work systems is one of the basic aims of management principles that a successful business can have (Fuhrmann, 2006). Thus, quality education is achieved effectively when teachers are qualified and motivated. The motivation level of teachers has a significant factor in influencing the delivery of quality education. Moreover, it determines the school environment, the quantity and quality of knowledge children receive, the level of skills to enhance the development of young minds and the sense of security children feel (VSO, 2007).

Thus, the education sector managers should identify the type of motivators’ and dissatisfying factors of teachers under their organization. Because understanding of these factors is important to create an environment that allows and encourages an employee to be his or her best and it is a win-win for the employee and the organization (Robbins and Coulter, 2009). A survey conducted on teachers’ motivation and job satisfaction in 12 countries in Asia and Sub-Saharan Africa raises concerns about the influence of low teacher job satisfaction on teachers’ absenteeism, lateness and lack of commitment to their work (Bennell & Akyeampong, 2007). The students’ interest in learning has declined because of teaching to the test. It has brought about students’ bad behaviour that teachers can’t control, school violence, and much burden on teachers which leads to reduce teachers’ status.

Accordingly Shann (2001) describes teacher satisfaction has been shown to be a predictor of teacher retention, determinant of teacher commitment, and, in turn, a contributor to school effectiveness. This implies that teacher job satisfaction and motivation is an important phenomenon for primary and secondary school teachers, their employers and students at large. In addition, the commitment and effectiveness of teachers solely depend on their motivation, morale and job satisfaction.
Therefore, it is widely asserted that low teacher motivation is reflected in weakening standards of professional conduct, including serious misbehavior (in and outside of work) and poor professional performance (Bennell, 2004). To minimize these country degrading factors, different countries educational reform focuses on improving teacher competence, the learning and working environments, and greater decentralization, all of which can improve teacher motivation. Regarding to this Ethiopian new education and training policy (MoE, 1994) promote schools to focuses on various activities which are taken to promote monetary and non-monetary incentives to motivate teachers.

However, Ethiopian teachers are not so much effective and efficient in achieving the expected quality education as the planned schedule due to different factors as well as poor motivation practices implemented in various areas of the country. Towards this the assessment made by CfBT (2008) on job satisfaction among Ethiopian teachers reveals that, a seriously 39% of teachers’ are dissatisfied with their situation. Due to this, many teachers indicated a loss of interest and they mentioned that the work was tiresome, that there was no satisfaction, a lack of stimulation, a lack of enthusiasm, and no incentive to like the profession and a non-conducive atmosphere for the profession (CfBT, 2008).

Bennell (as cited in CfBT, 2008, p.97) also states “unacceptably high proportions of Ethiopian teachers’ working in public school systems are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions.” Towards this Hardre and Reeve (as cited in Hardre and Sullivan, 2009) pinpoints academic motivation is a critical needs to address in high school education, because motivational features are malleable and can significantly influence the management, learning achievement and the future aspirations and intension of students. Hence, the educational system of Ethiopia undergoes different modification in various times. These strategies provide strong feedback to improve the teaching learning process as well as teacher’s motivation and commitment.

Decentralization is one of the Ethiopian Government’s key policies for long term success in education, with powers delegated from the Federal Ministry of Education (MoE) down to regional, zonal, wereda and school/community levels. By using this power BGRS education bureau proposed and implemented various mechanisms to accelerate quality education. One of the strategies utilized to motivate teachers as well as to reduce their turnover was making
salary difference from other regional state teachers. But this monetary or salary improvement alone did not reduce, as expected, the teachers turnover and asking transfer to nearby regions.

Furthermore, the teachers have poor time keeping habit, which is expressed in arriving late at school, finishing the lesson early and leaving their classes during the day. Even, majority of teachers reach their school after September 20 of the New Year and also they do not try to compensate the lost classes properly. In addition, large proportions of teachers are observed searching for alternatives to leave the teaching profession. This indicates the presence of factors that forced teachers’ to leave their profession.

Despite the above problems, there has been deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance. It is such a situation that prompted the researcher to conduct a study on assessing the mechanisms of motivation secondary and primary school teachers of kurmuk wereda. In light of this, the researcher tried to seek answers to the following basic questions.

- **What is the status of teachers’ work motivation** in kurmuk wereda primary and secondary school?
- **To what extent do primary and secondary schools practice on various motivation variables to enhance their teachers work motivation** in kurmuk wereda primary and secondary school?
- **What are the challenges for enhancing the teachers work motivation** in kurmuk wereda primary and secondary school?

1.3. **Objectives of the Study**

1.3.1. **General Objectives**

The general objective of this research was to examine the status, practices and challenges of enhancing teachers work motivation in primary and secondary schools of kurmuk wereda.
1.3.2 Specific Objectives

Specifically the research was conducted based on the following specific objectives.

- To identify the status of teachers work motivation at primary and secondary schools in kurmuk wereda primary and secondary school.
- To investigate the practice of enhancing teachers work motivation at primary and secondary schools kurmuk wereda.
- To assess the challenges of enhancing teachers work motivation at primary and secondary school kurmuk wereda.

1.4. Significance of the Study

The findings of this research may have in-depth significance for the improvement of primary and secondary school teachers work motivation and job satisfaction by identifying the motivating and dissatisfying factors in the study area. Specifically the result of this research will have the following importance for the school principals, teachers, supervisors, students and others.

First, it may help the school leaders to be aware of the factors against the motivation and job satisfaction of secondary and primary school teachers. Second, it may help the school leaders to revisit their motivating strategies to make the teachers more effective. Thirdly, it may give the clear picture of teachers’ motivation and job satisfaction problems for primary school and secondary schools and kurmuk wereda education office. Lastly it may serve as the reference for further similar studies in the demarcated research area.

1.5. Delimitation of the Study

The research is delimited in both content wise, geographically and time. Regarding to content, although there are many HRM functions, this research was delaminated only in assessing the practices of work motivation in primary and secondary school teachers by framing on content theory of motivation, especially Herzberg Two Factor Theory of motivation. The aim of focusing on this theory is due to its applicability in educational institutions, by supporting this, the research findings of Carisha (2010) concludes Herzberg’s Two-Factor Theory is regarded as a very useful framework to apply in any organizations today.
Geographically the scope of this study was delimited to the 14 primary and 2 secondary schools of kurnuk wereda. Moreover the study is be conducted on focusing on the documents and practices implemented in 2009 E.C of the sampled primary and secondary school.

1.6. Limitations of the Study

The major limitation encountered during the study was absence of cooperation for interview questions from school leaders and wereda experts. In addition, some respondents were not ready to answer open-ended questionnaires and some respondents did not return questionnaires. However, all possible efforts were made to overcome and come up with these facing problem by redundantly go to them.

1.7. Organization of the Paper

This research report is organized into five chapters. Chapter one presents the nature of the problem and its approach through comprising background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of operational terms and organization of the study.

Chapter two discusses the key concepts that are used in the paper to place the problem in a broader perspective of literature or review of related literature. Chapter three concentrates on the research design and methodology specifically which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations and also ethical considerations. Chapter four presents the presentation, analyses and interpretation of the research. Finally, chapter five summarizes the main findings, conclusions and gives recommendations.

1.8. Definitions of key Terms

Motivation: refers to the willingness or the desire of the teacher to achieve the goals of the school or the teachers’ initiation and willingness to achieve the goal of quality education in their school.

Extrinsic Motivation: indicate the effects of externally administered rewards or Herzberg hygiene factors in preventing dissatisfaction. Herzberg hygiene factors include variables like salary, school policy, technical supervision, interpersonal relationship with supervisor, and
interpersonal relationship with peers or teachers, interpersonal relationship with school leaders, job security, personal life, working conditions and status.

**Intrinsic motivation:** refers to job satisfaction that derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one’s goal in life.

**Job satisfaction:** refers to the teachers’ attitudes, perceptions and feelings that they have towards their job. Teacher job satisfaction refers to whether teachers are happy with their job or not. While ‘**Job dissatisfaction:**’ refers to the degree to which teachers’ dislike their works.

**Primary school:** The term primary schools in the Ethiopia context has 8 years duration from grade 1-8, consisting of two cycles. 1-4 four years in 1st cycle. And 5-8 four years in 2nd cycle. (MoE: 2002); while ‘**Secondary school’ is used for the level including grades 9-10 and 11-12.**
Chapter Two

Review of the Related Literature

2.1. The Concept of Motivation

Motivation is purely a psychological topic but it is observed and taken as a multidiscipline one, each different discipline introducing a new definition from its own point of view. But overall the study of motivation is concerned, basically, with why people behave in a certain way. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period and in the face of difficulties and problems. Based on this concepts different scholars define motivation in the numerous way. Some of which are presented as follows.

Kondalkar (2009, p.101) defines motivation as “… the inner burning passion caused by need, wants and desire which propels an individual to exert his physical and mental energy to achieve desired objectives”. Another scholar Ivancevich (2009) defines motivation as;

“… is the set of attitude and values that predisposes a person to act in a specific goal directed manner.” The author also describes motivation as “… an invisible inner state that energizes human goal-directed behaviour, which can be divided into two components; (1) the direction of behaviour (working to reach a goal) and (2) the strength of the behaviour (how hard or strongly the individual will work).” p.304

In the same way Schermerhorn, Hunt, Osborn and Uhl-Bien (2011, p.110) defines motivation as “…the individual forces that account for the direction, level, and persistence of a person’s effort expended at work.” These writer used the word direction, level and persistence when defining motivation; direction refers to an individual’s choice when presented with a number of possible alternatives, level refers to the amount of effort a person’s puts forth, and persistence refers to the length of time a person sticks with a given action. In addition Halepota (as cited in Ajang, 2007, p.10) defines motivation as “a person’s active participation and commitment to achieve the prescribed results.” Halepota further presents that the concept of motivation is abstract because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favourable results all the times.

Pinder (as cited in Latham and Pinder, 2005, p.486) also define work motivation as “… a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behaviour and to determine its form, direction, intensity, and duration.”
Therefore, the underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation (Robinson, 2004).

In general speaking, motivation is the great force that makes individual more effective as well as organizations. Therefore, teachers’ motivation is also important to achieve quality education. Regarding to teachers, Ofojebe and Ezugoh (2010) asserts that teachers’ motivation is a key to guaranteed quality education. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved. That is why they should be motivated properly in order to enhance quality in the educational system.

2.2. Characteristics’ of Motivation

Cole (2004) states that understanding human motivation is a complex matter. Sometimes a person’s motives may be clear to him, but quite puzzling to others. In other situations both the individual and those affected by his behaviour understand what is driving him. In some situations, especially where stress is involved, the individual concerned may be totally unaware of his motives, whereas others may see them quite clearly. It is important for those in managerial and supervisory positions to be aware of these issues, and to take account of their own prejudices in this area of their work. This is because our efforts to understand others are colour by our attitudes towards them and the assumptions we make about their behaviour. If we assume that a particular group of workers is hardworking and reliable, we tend to treat them with respect and trust; if, however, we see them as lazy and unreliable, we are likely to treat them as requiring close control and supervision.

Therefore, as Bennell and Akyeampong (2007) describe measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. Hence, understanding the characteristics of motivation has critical importance for effectiveness of the organization. Accordingly Kondalkar (2009) asserts the following unique characteristics of motivation.

(a) Motivation is a psychological phenomenon: It is the inner desire of an individual to accomplish something more.
Motivation is a continuous process: Since need is a continuous phenomenon if one need is satisfied the other need emerges and so does individual propels to work and thus the continuous chain is created.

Motivation is caused due to anticipated perceived value from an action: Perceived value is the probability or the expectancy. Therefore, Motivation is the result of value or valance and expectancy.

There are unsatisfied needs: persons remain disturbed till they are satisfied. This disturbance or tension causes disequilibria in human behavior. More the motivation level the higher will be efforts to get over the tension and in the process job accomplishment would take place.

Individual is motivated by positive motivation: It refers to both monetary and non monetary incentives offered by the organization to achieve efficiency. Monetary incentive like increase in pay, allowances, and payment of bonus or payment for additional or overtime work. Incentives can be also non-monetary like issuing of certificates for excellence, awards, recognition, status, job enrichment, competitions, and the like. Monetary rewards prevent individuals from getting dissatisfaction or they do not motivate so to say. However non-monetary awards motivates individual as it is related to the inner/psychological aspects.

2.3. Importance of Motivation

As scholars define work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks (Bennell&Akyeampong, 2007). Therefore, employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Shadare et al, cited in Manzoor, 2012). A motivated employee is responsive for the definite goals and objectives he/she must achieve, hence he/she directs its efforts in that direction. Because the individual’s basic human needs, his ability and willingness to perform and his past experience, education, and perceptions of the position he holds affect his performance in the entire system (Robinson, 2004).

Motivation formulates an organization more successful, because provoked employees are constantly looking for improved practices to do a work, so it is essential for organizations to persuade motivation of their employees. Getting employees to do their best work even in strenuous circumstances is one of the employees most stable and greasy challenges and this can be made possible through motivating them (Manzoor, 2012). For this reason, motivation
is very important for an organization and the individuals because of the following benefits it provides:

a. High level of performance: It is the duty of every manager to ensure that the employees have a high degree of motivation. He should offer monetary and non-monetary incentives. Highly motivated workers would be regular for work, and have a sense of belonging for the organization. Quality of product will be improved, wastage will be minimized and there will be increase in productivity, and performance level will be high.

b. Low employee turnover and absenteeism: Employee turnover and absenteeism is caused due to low level of motivation practice on the part of managers. When dissatisfaction is increased employees do not enjoy the work assigned to them. Therefore, there is a tendency of absenteeism. The workers hunt for an alternative job and leave the organization whenever they get an opportunity. High level of absenteeism causes low level of production, wastages, poor quality and disruption in production schedules. Increased turnover is disastrous for any organization as it puts strain on financial position of the organization due to additional recruitment, selection, training and development. Motivation is therefore a very important management tool to achieve organizational excellence.

c. Acceptance of organization change: Management must continuously scan the external and the internal environment. There has been a great impact of social change and technology evolution on the motivation level of employees. Social change increases aspirations of workers and put an additional demand on the organization, which must be considered positively so that conducive working environment is created. Management must ensure that the changes are introduced in the organization and its benefits explained to the employees so that there is no resistance to change and organizational growth is achieved. Re-engineering, empowerment, job enrichment, job rotation, introduction of new technology and processes will go a long way to boost employee morale and achieve high degree of motivation.

d. Organizational image: Employees are the mirrors of any organization. Managers must lay down high performance standards coupled with high monetary and non-monetary rewards. Training & development programs should be regularly organized and employee skill improved. It will have a positive impact on the employees and the
image of the organization. It will also reduce employee turnover and better employee will look forward to join the organization. High organizational image will contribute towards brand image of the product and services the organization is marketing.

e. Puts human resources into action: Every concern requires physical, financial, informational and human resources to accomplish the goals. It is through motivation that the human resources can be utilized by making full use of it. This can be done by building willingness in employees to work. This will help the enterprise in securing best possible utilization of resources.

2.4. Types of Motivation

In seeking to understand the motivational processes, it is perhaps necessary to distinguish two types of motivation namely: the intrinsic and the extrinsic (Robinson, 2004). Each of them will be described clearly here under.

Intrinsic motivation is related to ‘psychological’ rewards such as the opportunity to use one’s ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. The psychological rewards are those that can usually be determined by the actions and behaviour of individual managers. It also refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure (Kondalkar, 2009). Intrinsic motivation is based on taking pleasure in an activity rather than working towards an external reward. Intrinsic motivations are positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources (Schernerhorn, et al. 2011). Regarding to this Herzberg believes that people are turned on and motivated by high content jobs that are rich in intrinsic rewards. Therefore, it will increase the individuals’ job satisfaction as well as the organization bargaining power.

Extrinsic motivation is related to ‘tangible’ rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible rewards are often determined at the organizational level and may be largely outside the control of individual managers. Extrinsic motivation is deals with behaviours’ that are motivated by factors external to the individual (Robinson, 2004). In other way extrinsic motivations are positively valued work outcomes that are given to an individual or group by
some other person or source in the work setting. They might include things like sincere praise for a job well done or symbolic tokens of accomplishment such as ‘employee-of-the-month’ awards (Schermerhorn, et al. 2011). External motives indicate the presence of specific situations where internal needs arise.

Accordingly Staw (as cited in Robinson, 2004) examined the evidence of intrinsic and extrinsic motivation and concluded that the administration of both intrinsic and extrinsic rewards can have important effects on a person’s task attitudes and behaviour. The joint effect of intrinsic and extrinsic rewards may be quite complex, but the interaction of intrinsic and extrinsic factors may under some conditions be positive and under other conditions negative. In practice, however, extrinsic rewards are relied upon heavily to induce desired behaviour and most users of rewards will positively affect an individual’s interest in a task. Besides, teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Thus, administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education, and systematic, supportive evaluation

2.5. Theories of Motivation

There are many competing theories that attempt to explain the nature of motivation. These theories may all be at least partially true and help to explain the behaviour of certain people at certain times. These motivation theories can be divided into two broad categories; content theory and process theory of motivation. Theories of both types contribute to our understanding of motivation to work, but none offers a complete explanation. Efere (2005, p.110) asserts “in studying a variety of theories, our goal is to gather useful insights that can be integrated into motivational approaches that are appropriate for different situations.” Even if, the general concept of motivation has been established in developed countries and most research on teacher motivation has also been carried out there, this part begins with the major motivation theories in play that set the overall framework of this study will be assessed and presented as follow.

2.5.1. Content (Need) Theory of Motivation

As the name implies the content theories of motivation focuses on “what” motivates a person (Efere, 2005). Content theories of motivation focus primary on individual needs; that is, physiological or psychological deficiencies that we feel a compulsion to reduce or eliminate.
Furthermore, the theory tries to explain work behaviours based on pathways to need satisfy=actions and the influence of blocked needs (Schermherhorn, et al., 2011). Content theory of motivation suggests that managers should be able to understand individual needs and to create work environment that respond positively to them. Some of the known content theories of motivation are Maslow’s hierarchy of need theory, Alderfer’s ERG theory, McClelland’s acquired needs theory, and Herzberg’s two-factor theory. Robbins and Coulter (2009, p.357) describes “although more valid explanations of motivation have been developed, these early theories are important because they represent the foundation from which contemporary motivation theories were developed and because many practicing manager still use them.”

2.5.1.1. Maslow’s Hierarchy of Need Theory

One major contribution in the study of motivation is the Hierarchy of needs theory by Abraham Maslow (Efere, 2005). Maslow believed that if a member of staff had problems on or outside the work place, he would bring these problems to work, which would have an adverse effect on his performance at work. So, this meant that the best way to motivate the staff would be to identify their problems in order to help the staff to handle their problems. This could be by advice, counselling, guidance or practical help (Efere, 2005).

The hierarchy of needs is based on the assumption that individuals are motivated to satisfy a number of needs and that money can directly or indirectly satisfy only some of the lower needs (Rue & Byars, 2009). Thus, Maslow goes on to explain his theory by looking at the nature of human needs as the starting point. He said that human needs were in hierarchical form, which looks like a pyramid with five layers or hierarchy as follows:
Physiological needs are basically the needs of the human body that must be satisfied in order to sustain or survival life, which include: shelter, food, water, air to breathe, clothing, rest, sleep and sex.

Safety and security needs are about a human’s desire to live in safe, secure, stable, not hostile and peaceful environment. Since all employees have (to some degree) a dependent relationship with the organization, safety needs can be critically important. This would include: physical safety, health safety, and job security.

Love and affiliation needs which could be described as belongingness needs or is people’s desire to be affiliated to something or person and the desire to have a sense of belonging to others. This would include: friendship, affection, social activities and family union, receiving and giving love, feelings of belonging and human contact.

Ego and self-esteem needs are human needs which include: desire to achieve, properly founded self-respect, confidence, reputation, independence and freedom, prestige, recognition, respect from others, attention, appreciation and alike. These needs influence the development of various kinds of relationships based on adequacy, independence and the giving and receiving of indications of esteem and acceptance (Rue & Byars, 2009).
Self-Actualization needs which represent the highest level of self fulfilment, that is, the need of people to reach their full potential in applying their abilities and interests to functioning in their environment. These describe the desire to develop and demonstrate one’s creativity, abilities, capabilities and a desire to be a specialist in an area of knowledge. The need for self-actualization is never completely satisfied; one can always reach one step higher (Rue & Byars, 2009).

Maslow went further and explained that people would seek to satisfy the physiological (basic) needs first. That there is an automatic mechanism which exists so that once the physiological needs are satisfied, the safety and security needs automatically presents themselves to be satisfied and once the safety and security needs are satisfied, then the next layer of needs (love and affiliation) present themselves to be satisfied and so it goes up to self actualizations needs (Robinson, 2004). Once a need has been satisfied, it is no longer a motivator, which means that there is a constant desire to satisfy the next layer of needs. Maslow believed that by helping staff to satisfy their needs, they would be motivated on the job. If this is so, then managers should endeavour to know and understand their staff quite well to successfully apply the provisions of this theory.

Towards this theory Schermerhorn et al. (2011) describes that the concept of a need hierarchy assumes that some needs are more important than other and must be satisfied before the other needs can serve as motivators. Moreover, Schermerhorn et al studies also report that needs vary according to a person’s career stage, the size of the organization, and even geographic locations.

2.5.1.2.  Alderfer’s ERG Theory

Clayton Alderfer was a psychologist whose motivational theory was derived from that of Abraham Maslow’s hierarchy of needs theory (Efere, 2005). Alderfer believed that Maslow’s five hierarchies (layers) of needs could be condensed into three layers called Existence, Relatedness and Growth needs (ERG). He explains this need as follow.

a) Existence needs are concerned with sustaining human existence and survival and cover Maslow’s physiological and safety needs plus fringe benefits like money.

b) Relatedness needs are concerned with relationships to the social environment and which covers Maslow’s love or belonging, affiliation and meaningful interpersonal relationships of a safety or esteem nature.
c) Growth needs are concerned with the development and creativity of personal potentials and as the name suggests it includes Maslow’s self actualization needs and the remnant of the Ego and self esteem needs.

Like Maslow, Alderfer suggests that individuals’ progress through the hierarchy from existence needs to relatedness needs to growth needs as the lower-level needs become satisfied. However, Alderfer suggests these needs are more a continuum than hierarchical levels. More than one need may be activated at the same time. Individuals may also progress down the hierarchy. There is a frustration–regression process. For example, if an individual is continually frustrated in attempting to satisfy growth needs, relatedness needs may reassert most importance. The lower-level needs become the main focus of the individual’s efforts.

2.5.1.3. McClelland’s acquired needs Theory

While recognizing that people have many different needs, the work of David McClelland identified three needs: achievement, power, and affiliation (Schermerhorn et al., 2011). The use of the term need in this approach is different from the hierarchy of needs approach in that, under this approach, the three needs are assumed to be learned, whereas the need hierarchy assumes that needs are inherent (Rue & Byars, 2009). The three needs of McClelland are discussed below.

Need for achievement (nAch) - is the desire to do something better or more efficiently, to solve problems, or to master complex tasks than it has been done before (Rue & Byars, 2009). McClelland’s suggests that nAch is not hereditary but results from environmental influences, and he has investigated the possibility of training of people to develop a greater motivation to achieve (Robinson, 2004). According to Efere (2005) the people with high achievement motive have the following characteristics:

- They are innovative.
- They prefer moderate task difficulty.
- They prefer personal responsibility for performance of their work
- They prefer unambiguous feedback on their performance.
- To them, money is not normally a motivator as it serves only as an evidence of their performance.

Someone with a high need for achievement will prefer individual responsibilities, challenging goals and performance feedback. On the other hand McClelland believes that for people with
a high achievement motivation, money is not an incentive but may serve as a means of giving feedback on performance (Robinson, 2004). High achievers seem unlikely to remain long with an organization that does not pay them well for good performance. Money may seem to be important to high achievers, but they value it more as symbolizing successful task performance and goal achievement. But money is a direct motivator for people with low achievement motive (Robinson, 2004).

- Need for power (n power) - is the desire to control others, to influence their behavior, or to be responsible for others. Someone with a high need for power seeks influence over others and likes attention and recognition. McClelland has also suggested that the effective manager should possess a high need for power. However, the effective manager also scores high on inhibition. Power is directed more towards the organization and concern for group goals, and is exercised on behalf of other people. This is ‘socialized’ power. It is distinguished from ‘personalized’ power, which is characterized by satisfaction from exercising dominance over other people, and personal aggrandizement (Robinson, 2004).

- Need for affiliation (n Aff) - is the desire to establish and maintain friendly and warm relations with others. Someone with a high need affiliation is drawn to interpersonal relationships and opportunities for communication.

This approach assumes that most people have developed a degree of each of these needs, but the level of intensity varies among people. For example, an individual may be high in the need for achievement, moderate in the need for power and low in the need for affiliation. This individual’s motivation to work will vary greatly from that of another person who has a high need for power and low needs for achievement and affiliation.

Thus, under this approach to motivation, when a need’s strength has been developed, it motivates behaviours or attracts employees to situations where such behaviours can be acted out (Rue & Byars, 2009). Therefore, because each need can be linked with a set of work preference, McClelland encouraged managers to learn how to identify the presence of nAch, nAff, and npower in them and in others (Efere, 2005).

2.5.1.4. Herzberg Two-Factor Theory

In the 1950's psychologist Frederick Herzberg proposed a theory of motivation that focuses on the job and on the environment where work is done. Herzberg, however, has concentrated
on studying how Maslow’s needs operate at work, in the employment situation (Robinson, 2004). To Herzberg, there are two groups of needs. One set of the needs causes’ dissatisfaction; these related to the job environment or the context in which the job was performed and thus extrinsic to the job itself. Herzberg labeled these as the Hygiene or Maintenance factors. Rue and Byars (2009, p.270) describes “maintenance factors are preventive in nature”, this means, they do not produce motivation but can prevent dissatisfaction from occurring. Thus, proper attention to maintenance factors is a necessary but not sufficient condition for motivation. The presence of the second set of needs leads to feelings of satisfaction. This relates to the job itself, and Herzberg named this as Motivators or Growth factors. The next figure indicates the clear distinction that occurs between hygiene and motivator factors of Herzberg.

**Fig 2: Herzberg's Two Factor Theory**

![Herzberg's Two Factor Theory](http://www.examstutor.com/business/resources/study_room/people_and_organisations/motivation_theory/4-herzberg-two-factor-theory.php)

The key distinction between the motivators and the hygiene factors is that whereas motivators can bring about positive satisfaction, the hygiene factors can only serve to prevent dissatisfaction. A hygiene factor does not positively promote good health, but only acts to prevent ill health (Cole, 2004). So, the two scales are independent, and you can be high on both. The diagram below shows their relationships.
As Cole (2004) describes hygiene factors are more related to the context or environment of work than to its content. When in line with employee requirements, such factors could smooth the path of working life, but in a taken-for-granted way. When these factors were out of line with employees expectations, they could be a source of difficulty and complaint, and definitely provide grounds for dissatisfaction at work. Hygiene factor includes:

**Organizational policy & administration** - is the feelings about the adequacy or inadequacy of organization’s management. This includes the presence of good/poor communications, have/lack of delegated authority, policies, procedures, and rules.

**Supervision (Technical)** - is the competency or technical ability of the supervisor. This includes the supervisor’s willingness to teach or delegate authority, fairness, and job knowledge.

**Interpersonal relations** - is the relationships between the worker and his or her superiors, subordinates, and peers. This includes both job related interactions and social interactions within the work environment.

**Status** - is the signs, symbols, or all that goes with holding a position within the organization. Factors that involve some indication of status: private office, important sounding title, secretary, company car, and other “perks.”

**Working conditions** - is the factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place.
Job security- is the employee’s job tenure and/or the company’s stability or instability, objective signs of the presence or absence of job security, and guarantees of or threats to continued employment.

Salary- This includes all forms of compensation and focuses on wage or salary increases or unfulfilled expectation of increases.

Effects on personal life- is the features of the work that have influence on employee life, such as work time, travel requirements, place of work and entertainment requirements.

On the other hand the motivator factors are intrinsic in nature and have a positive effect on job satisfaction and often results in increase output (Kondalkar, 2009). They enhance morale, satisfaction, efficiency and productivity. If these factors are present they motivate but if absent does not leads to dissatisfaction. Motivator factors tend the employees to enjoy working for an organization that allows them to use their personalities and abilities to create a fun work environment. Many organizations are beginning to employ methods to give employees more responsibility and control and to involve them more in their work, which serves to motivate them to higher levels of productivity and quality. Motivator factor includes;

Growth- This includes actual learning of new skills, with greater possibility of advancement within the current occupational specialty as well as personal growth.

Work it self- The nature of the tasks to be carried out on the job. The actual content of the job and its positive or negative effect upon the employee whether the job is characterized as interesting or boring, varied or routine, creative or stultifying, excessively easy or excessively difficult, challenging or non-demanding.

Responsibility- This includes both the responsibility and authority in relation to the job. Responsibility refers to the employee’s control over his or her own job or being given the responsibility for the work of others. Gaps between responsibility and authority are considered under the company policies and administration factor.

Achievement- This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one’s efforts.
**Advancement** - The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under responsibility.

**Recognition** - is the notice in the form of commendation from other individual (a supervisor or manager, a client, a peer, a professional colleague), personal acknowledgement by management; reward that is directly related to the work performance (Ayalew Shibeshi, 1991). This is the recognition by others for a job well done or personal accomplishment.

Cole (2004, p.39) describes “Herzberg’s motivation-hygiene theory was generally well received by practicing managers and consultants for its relatively simple and vivid distinction between factors inducing positive satisfaction and those causing dissatisfaction.” In addition, to improve job satisfaction, Herzberg suggests the technique of job enrichment as a way of building satisfiers into job content. “If you want people to do a good job, give them a good job to do” (Schmerhorn et al., 2011, p.115). Accordingly, Herzberg argues that both factors are equally important, but that good hygiene will only lead to average performance and preventing dissatisfaction, but not, by itself, creating a positive attitude or motivation to work.

Herzberg's motivational factors and Maslow's esteem and self-actualization needs are similar. Workers' low-level needs (physiological and security) have largely been satisfied by minimum-wage laws and occupational-safety standards set by various government agencies and are therefore not motivators. Consequently, to improve productivity, management should focus on satisfying workers' high-level needs or motivational factors by providing opportunities for achievement, involvement, and advancement and by recognizing good performance.

The relationship among each content theory of motivation (Maslow need hierarchy, Alderfer ERG theory and Herzberg two-factor theory presents as follow (Robinson, 2004).
Table 1: Relationship among Maslow, Alderfer and Herzberg Theory of Motivation

<table>
<thead>
<tr>
<th>Maslow need hierarchy</th>
<th>Alderfer ERG theory</th>
<th>Herzberg two-factor theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological</td>
<td>Existence</td>
<td>Hygiene Factors</td>
</tr>
<tr>
<td>Safety</td>
<td>Relatedness</td>
<td>Motivator Factors</td>
</tr>
<tr>
<td>Love</td>
<td></td>
<td></td>
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<tr>
<td>Esteem</td>
<td>Growth</td>
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<tr>
<td>Self-Actualization</td>
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Maslow’s analysis was concerned with the motivation of man from birth, at work and at leisure, in the family, and in his many social groups. Herzberg, however, has concentrated on studying how Maslow’s needs operate at work, in the employment situation (Robinson, 2004).

**Herzberg’s two factor theory and its implications for management**

If the motivation-hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself in order for employees to be satisfied with their jobs (Robinson, 2004). Herzberg argued that job enrichment is required for intrinsic motivation, and that it is a continuous management process. Designing jobs that provide for meaningful work, achievement, recognition, responsibility, advancement and growth is the key to job enrichment (Rue & Byars, 2009). According to Herzberg when enrich the job:

- The job should have sufficient challenge to utilize the full ability of the employee.
- Employees who demonstrate increasing levels of ability should be given increasing levels of responsibility.
- If a job cannot be designed to use an employee's full abilities, then the firm should consider automating the task or replacing the employee with one who has a lower level of skill. Because, if a person cannot be fully utilized, then there will be a motivation problem.
Job enrichment model for teacher

One of the important methods for increasing teachers’ interest and dedication within the province of administrators and supervisors is the structure of the teachers’ job. Jobs can be altered in a fashion which increases opportunities for teachers’ and others to experience intrinsic satisfaction. That is, administrators and supervisors can deliberately plan to build into the teacher’s job increased opportunities for experiencing achievement, recognition, advancement, growth opportunity and increased competence. Changing the job of teaching to improve opportunities for experiencing intrinsic satisfaction is called job enrichment (Sergiovanni & Carver, as cited in Ayalew Shibeshi, 1991).

Staw (as cited in Ayalew Shibeshi, 1991) identifies a number of ways in which the work of teachers’ can be enriched. These include;

- **Task variety**: implies building into the teaching job a greater assortment of tasks. It is assumed that varied work increases interest. Task variety emphasizes breaking down teaching episodes into small parts and assigning them to ‘specialists’.

- **Task uncertainty**: refers to tasks which involve information processing and cognitive stimulation. Teaching tasks are viewed as problems to be solved rather than details to be conveyed to students. Tasks arranged in a mechanical way may not be very satisfying to many teachers. Detailed curricular formats which, by following directions, can be implemented as well by the substitute teacher, do not comprise very meaty or challenging work for most teachers.

- **Social interaction**: recognizes that individuals at work generally derive satisfaction from interacting with others and for many, this source of satisfaction can be an inducement for working (Hackman & Oldham, cited in Ayalew Shibeshi, 1991) or at least a stimulus to building commitment and loyalty to the work group and school. Despite the wide acceptance of importance of social interaction among workers, and recognizing that significant gains are being made in schools in using teaching teams, teaching is still a relatively private activity.

- **Task significance**: refer to the perceived importance by teachers of the work to be done. Task significance requires an understanding and appreciation of what the educational program as a whole tries to accomplish and how one’s individual efforts fit into the largest view.
• **Responsibility for results**: requires that teachers be given a great deal of discretion over task activities but held more accountable for obtaining results. A caveat is in order here. To many, results only imply learning objectives achieved. But in education process and product, means and ends, are indistinguishable that both should be included in results. Therefore, characteristics such as classroom learning climate and general ambience, energy level of teachers and students, and pattern of verbal interaction should be considered, along with reading achievement, as results.

• **Knowledge of results**: refers to feedback as to the quality of one’s performance. Clearly, without feedback it is difficult to derive satisfaction from accomplishment.

### 2.5.2. Process Theories of Motivation

Process or cognitive theories of motivation focus on conscious human decision processes as an explanation of motivation. The process theories are concerned with determining how individual behavior is energized, directed, and maintained in the specifically willed and self-directed human cognitive processes. Process theories of motivation are based on early cognitive theories, which posit that behavior is the result of conscious decision-making processes (Cole, 2004).

Process theories of motivation attempt to identify the relationships among the dynamic variables, which make up motivation (Robinson, 2004). They provide a further contribution to our understanding of the complex nature of work motivation. Many of the process theories cannot be linked to a single writer, but major approaches and leading writers under this heading include: Expectancy-based model – Vroom, Equity theory – Adams, and Goal theory – Locke. Different types of process theory of motivation clearly described with their distinct features and implication for workers job satisfaction as follow.

#### 2.5.2.1 Expectancy Theory of Motivation

Victor Vroom expectancy approach to motivation is based on the idea that employee beliefs about the relationship among effort, performance and outcomes as a result of performance and the value employees place on the outcomes determine their level of motivation (Rue & Byars, 2009). According to the theory, an employee will work smarter and/or harder if he believes his additional efforts will lead to valued rewards. The expectancy approach postulates that an employees’ level of motivation depends on three basic beliefs: expectancy, instrumentality and valence. Expectancy: refers to the employee’s belief that his or her effort will lead to the desired level of performance.
**Instrumentality**: refers to the employee’s belief that attaining the desired level of performance will lead to certain rewards.

**Valence**: refers to the employee’s belief about the value of the rewards.

All three of these factors are expected to influence motivation in a multiplicative fashion, so that for an individual to be highly motivated, all three of the components of the expectancy model must be high. And, if even one of these is zero (e.g., instrumentality and valence are high, but expectancy is completely absent) the person will have no motivation for the task (Kondalkar, 2007). Thus, managers should attempt to ensure that their employees believe that increased effort will improve performance and that performance will lead to valued rewards. The next diagram shows the relationship that exists between the three factors.

**Fig. 4: Basic Models of Expectancy Theory of Motivation**

![Diagram](image)


Each of the separate components of the expectancy approach can be affected by the organizations practice and management. The expectancy that increased effort will lead to increased performance can be positively influenced by providing proper selection, training and clear direction to the workforce. The expectancy that increased performance will lead to desired rewards is almost totally under the control of the organization. The final component, the preference for the rewards being offered, is usually taken for granted by the organizations (Rue & Byars, 2009).
As Rue & Byars (2009) asserts, external factors are beyond the employee’s control and often negatively influence expectancies and instrumentalities because they introduce uncertainty into the relationship. Organizational policies and efficiency of the equipment being used are examples of external factors.

Expectancy theory has been shown to have useful applications in designing a reward system. If policies are consistently clearly and fairly implemented then the instrumentality would be high. If the rewards are substantial enough to be meaningful to an employee, then the valence would be also considered high. A precursor to motivation is that the employee finds the reward(s) attractive. In some instances, the reward or outcome might inadvertently be unattractive, such as increased workload or demanding travel that may come with a promotion. In such an instance, the valence might be lower for individuals who feel work–life balance is important, for example.

2.5.2.2 Equity Theory of Motivation

Ejiogu (as cited in Ofojebe and Ezugoh, 2010) identified the equity theory as an important motivational theory which focused on fairness and justness. Equity theory asserts that the main way in which a person evaluates his job is by comparing his own work experiences with those of other people. Such affects his feelings and performance in the job. Therefore, according to the equity theorists, a person’s feeling to job satisfaction or dissatisfaction is a product of his computation of the ratio of the person’s job inputs (such as educational qualifications, experiences, skills, age and effort) to the outcome he/she gets from the job example his salary, status and fringe benefits including the person’s comparison whether just or unjust with others in the same cadre in other places.

The presence of inequity in a person creates tension in that person that is proportional to the magnitude of the inequity (Robinson, 2004). Furthermore, the tension will motivate someone to achieve equity or to reduce inequity. The strength of the motivation varies directly with the amount of inequity. As Rue & Byars (2009) and Robinson (2004) indicate a person might take several actions to reduce inequity, like:

1) Increase inputs on the job if his or her inputs are low relative to the other. For example, a person might work harder to increase his or her inputs on the job.
2) Reduce inputs if they are high relative to the other person’s inputs and to his or her own outcomes.
3) Quit the job
4) Request a pay increase

If the employee is able to achieve a ratio of inputs to outputs that he perceives to be equitable, then the employee will be satisfied. The employee's evaluation of input-to-output ratios and subsequent striving to achieve equilibrium is an ongoing process.

As Ofojebe and Ezugoh (2010) describe the equity theory is normally associated with pay satisfaction as the case may be. In the school system, it is usually associated with teachers’ salary, remuneration, working conditions and other benefits. Generally, equity theory draws attention to one role of social comparisons in influencing satisfaction.

The implication of this model in management is that the manager must always ensure not only that he is fair or equities. This calls for a more dynamic approach to problem of employee motivation in an organization. The notice of equity is the major force.

2.5.2.3 Goal Setting Theory of Motivation

The goal-setting theory posits that goals are the most important factors affecting the motivation and behavior of employees. This motivation theory was developed primarily by Edwin Locke and Gary Latham. Goal-setting theory emphasizes the importance of specific and challenging goals in achieving motivated behavior. Specific goals often involve quantitative targets for improvement in a behavior of interest. Research indicates that specific performance goals are much more effective than those in which a person is told to “do your best.” Challenging goals are difficult but not impossible to attain (Lunenburg, 2011). Empirical research supports the proposition that goals that are both specific and challenging are more motivational than vague goals or goals that are relatively easy to achieve.

Goal setting theory involves the conscious process of establishing levels of performance in order to obtain desired outcomes. If individuals or teams find that their current performance is not achieving desired goals, they are motivated to increase effort or change their strategy (Locke & Latham, 2006, cited in Cramer, 2012).

The decision to set a goal results from dissatisfaction with current performance levels. Setting a goal provides structure to direct actions and behaviors to improve the unsatisfactory performance. Locke and Latham (2002) found a direct linear relationship between goal difficulty, level of performance, and effort involved. The direct linear relationship will stay positive, as long as the person is committed to the goal, has the requisite ability to attain it,
and does not have conflicting goals (Locke & Latham, 2006). Locke and Latham's goal setting theory states that several conditions are particularly important in successful goal achievement. These include goal acceptance and commitment, goal specificity, goal difficulty, and feedback.

However, because of the tunnel vision focus created by goal-setting theory, several studies have shown this motivational theory may not be applicable in all situations. In fact, in tasks that require creative on-the-spot improvising, goal-setting can even be counterproductive (Lunenburg, 2011). In addition, because clear goal specificity is essential to a properly designed goal-setting task, multiple goals can create confusion for the employee and the end result is a muted overall drive.

Locke suggested several reasons why goals are motivating: they direct attention, lead to task persistence and the development of task strategies for accomplishing the goal. In order for a goal to be motivating, the employee or work group must first accept the goal. While difficult goals can be more motivating, a goal still needs to appear achievable, which in turn will lead to greater goal acceptance. Specific goals that set a performance expectation are more motivating than those that are vague. Similarly, more proximal goals have greater motivation impact than those that are very long range or distal goals.

Under the right conditions, goal setting can be a powerful technique for motivating organization members. Towards this, Lunenburg (2011) provides the following practical suggestions for managers to consider when attempting using goal-setting to enhance motivation and performance goals need to be specific, goals must be difficult but attainable, goals must be accepted and feedback must be provided on goal attainment.

### 2.6. Theory of Motivation and its Educational Implications

James (as cited in Rue and Byars, 2009, p.265) asserts that “highly motivated employees will work at approximately 80 to 90 percent of their ability.” Thus, highly motivated employees can bring about substantial increase in performance and substantial decrease in problems such as absenteeism, turnover, tardiness, strikes and grievances. As a result, the motivational theories and strategies have great implications in the educational system, which includes the following:

- Satisfaction of the motivational factors leads to quality performance and high productivity which enhances the achievement of quality educational system.
- The motivational theories are essential for schools’ administration when it comes to coordinating and controlling activities within the school environment. With this notion, Ejioagu (as cited in Ofojebe and Ezugoh, 2010) opined that teachers’ motivation provides the essential means for control and coordination of activities within a given school system. For instance, staff training and development is one of the most important elements in efficient administration which is assumed to make workers realize better what they have to do to acquire skills required for proficient performance in order to enhance quality education.

- When the motivational factors applied negatively in the school system causes no satisfaction on teachers’ which result into withdrawal, neglect of duty and negative outcomes but when applied positively causes satisfaction resulting to increase in commitment, productivity and quality performance.

- There is also a close relationship between stability in the teaching profession and their efficiency of the educational system. If experience on the part of the teacher contributes in general to increased efficiency in the classroom, a large turnover is certain to produce poorer educational products which have serious implications to education. Teachers’ motivation count when it comes to their stability and turnover in the teaching profession. Another important thing is that motivational factors involving the motivators and hygiene factors as well influence teachers’ job retention, their level of participation in decision making and quality contributions in the school and commitment to duty. When they feel dissatisfied with their job rewards, they will become frustrated, regularly absent from duty and may eventually quit.

2.7 Teachers’ Motivation Practices

As some studies shown that teachers are motivated by intrinsic than by extrinsic rewards like Pastor (1982) cited by Atkinson, (2007), conducted a survey and found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision – making, use of valued skills, freedom and independence, expression of creativity, and opportunity for learning.

They concluded that high internal motivation, work satisfaction and high – quality performance depend on three original psychological states: experienced meaningfulness, responsibility for outcomes, and knowledge of results. Dawit (2008) likewise found that
teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing, recognition and feeling responsible.

Teachers are expected to render a very high job performance, and the Ministry of Education in Nigeria is always curious regarding the job performance of its teachers. In addition, Nigeria’s Ministry of Education demands a very measure of loyalty, patriotism, dedications’’ motivational methods and tools cannot be underemphasizing because high motivation enhances productivity that is naturally in the interests of all educational system (Oluble, 2005).

According to him when an institution loses its teachers, it may jeopardize efforts to affair institutional objectives. The better achievement of learning outcomes depends fundamentally on improvement of the system of teaching. This is directly related to the motivated and committed teacher to improve learning outcomes and to achieve the school objectives. Because, the teacher is the one who translates educational philosophy and objective in to knowledge and skill and transfers them to students (Ofoegbu, 2004)

According to some researchers like Herzberg (1964) and Pastor (1982) cited by Atkinson, (2007), the key points to work motivation lies in between extrinsic and intrinsic rewards. Hence, both intrinsic and extrinsic rewards as well as motivation have a vital role for teachers’’ motivation at their work. Herzberg (1964) distinguishes between extrinsic rewards surrounding a job (such as salaries, fringe benefits, and job security) and intrinsic rewards of the job, which are more satisfying and motivating.

Teachers have both intrinsic and extrinsic needs. Teacher, who is intrinsically motivated, may be observing to undertake a task for its own sake, for the satisfaction it (provides or for the feeling of accomplishment and self-actualization. On the other hand, extrinsic, all motivated teachers may perform the activity or duty in order to obtain some reward such as salary. Therefore, the aim of the institution or organization should be to build and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement. Acceding to Dornie (2001) teaching as a profession is supplied from intrinsic motives and states that there are some damaging elements which weaken and destroy the intrinsic character of teacher motivation. “Born out is a professional hazard” (Suslus, 2006).
Bennell and Akyeampong, (2007) noted that poor teacher motivation and inadequate incentives have for reaching adverse impacts on the behavior and overall performance of teachers and thus, learning outcomes. In addition to this, according to Seguin (1997) cited in Robbins, S.P. (2001) teacher motivation is also affected by age, differences by surmising that people were motivated by different things at different stages of their lives. Moreover he pointed out that is individuals moved through educational career and gained years of experience people were motivated by high level of needs.

2.7.1. Teacher Management, Administration and Organization policy

Although, Many Educational researchers and school leaders have been facing challenges of motivating teachers to high level of performance, teacher motivation and retention depends critically on effective management, particularly at the institution level. According to Bennell and Akyeampong (2007), teacher management tends to be authoritarian, based on rigid hierarchical structures, which results in limited participation, delegation, and communication by teachers with respect to major institution management functions. So teachers subjected to these types of management regimes have little sense of self-determination which by itself seriously undermines work motivation and retention of teachers. As Aklilu (1966) stated that continuous persistent and positive treatment of teachers by administrators, favorable working conditions within the schools, placement of teachers by performance, low salaries, status and recognition are the motivating factors for teachers in Ethiopia. Thus, teacher management is most crucial at the institutional level, as the importance of teachers: work and their competence in performing their duties are crucially influenced by the quality of both internal and external supervision.

In addition, poor human resource management seriously de-motivates teachers. In most Africa, for almost all administration regarding teacher management, it is noted that a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort are mostly observed (IIEP, 2004).

The democratization of the organization and administration of education is provided in educational policy of article 3.8.4 Cited in MOE (2002):

“Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training program, with an overall coordination and democratic leadership by boards or committees, consisting of members from the
community (society), development and research institutions, teachers and students” MOE (2002).

Thus, the provision of democratization of organizational policy and administration enhances not only teachers’ motivation to teach, but also the motivation to retain in the institution.

2.7.2. Teachers’ Technical Support and Supervision

Teacher motivation and retention depends critically on effective management, particularly at the institution level. Bennell and Akyeampong (2007) suggested that teacher management tends to be authoritarian, based on rigid hierarchical structures, which results in limited participation, delegation and communication by teachers with respect to major institution management functions. So, teachers subjected to these types of management regimes have little sense of self – determination, which by itself seriously undermines work motivation and retention of teachers. According to Mulkeen (2005), teachers need both technical support and supervision throughout their careers. It would be a naïve to assume that teachers can go through a pre – service program and then perform well for the remainder of their careers without further professional development and support.

Therefore, as Mulkeen (2005) stated that there is a need for teacher supervision and monitoring. Teachers should be supported in a variety forms like access to resources, in service courses and peer groups. Halliday (1999), cited by Atkinson, (2007), stated that school principals should promote and monitor beginner teachers through induction programs to improve their teaching and classroom management abilities in the first year of teaching. This means, to develop good practice, teachers teach the required course materials. However, as Dawit (2008), in many African countries such inspection systems focus on faultfinding, rather than support. In some cases, supervisors or inspectors lack the resources to travel to institutions. In other ways, some experienced staff and school principals have a key role in monitoring and assisting new teachers so that they improve and consolidate their responsibility for their own effective professional development and possibly increase retention in the institution.

2.7.3. Interpersonal Relationships with Administrators, Peers, and Subordinates.

One of the causes of teacher / work motivation in the organization is related to teacher – administrator/supervisor/colleagues relationship. The positive relationship of teacher with administrator and /or supervisor motivates workers and leads to satisfaction and retention of
teachers. Evidently, teacher/employee motivation or job satisfaction and retention is improved when administrators/Supervisors are perceived to be fair, helpful, competent, and effective. This includes the supervisor / administrators skill as a problem solver, coach or trainer and as the timely source of key job-related information for teachers/employees (Teck-Hong, 2011).

Conversely, poor relationship like incentives and in competent administrators /supervisors is reported to have the most negative effect on employee job satisfaction and retentions. These include, according to Carell et al, (1992) unfair or biased treatment by administrators /supervisors to listen and respond to teachers’/ employees’ problems and Problems with management communication credibility. Moreover, employee teacher motivation is significantly affected by the quality of relationship of employee with co-workers in the work environment who might act as a role model. For instance, Carell et al, (1992) concluded that the quality of relationship with in the workgroup in very important to teachers /employees; especially to the extent that the individual is accepted as part of the work unit and the friendliness and support of his/ her fellow teachers /employees.

Eble (1987) suggests that it is essential that a personality joy and pleasure be derived from the act of teaching and the interpersonal communication of knowledge. In general the level of interpersonal trust reveal that the extent to which individual’s social environment as cooperative or friendly determines the tendency of the employee/ teacher to accomplish the task assigned effectively.

2.8. Motivational Challenges

Motivation seems to be a simple function of management in books, but in practice it is more challenging. The reasons for motivation being challenging job as retrieved from http://www.managementstudyguide.com/motivational-challenges.htm are as follows:

- One of the main reasons of motivation being a challenging job is due to the changing workforce. The employees become a part of their organization with various needs and expectations. Different employees have different beliefs, attitudes, values, backgrounds and thinking. But all the organizations are not aware of the diversity in their workforce and thus are not aware and clear about different ways of motivating their diverse workforce. Towards this Evans (as cited in Tanaka, 2010) suggests that motivators might be school-specific, but that the way individual teachers feel and
perceive them, even in the same school, is not the same; in this sense, motivation is highly individual.

- Motivation of employees becomes challenging especially when the organizations have considerably changed the job role of the employees, or have lessened the hierarchy levels of hierarchy, or have chucked out a significant number of employees in the name of down-sizing or right-sizing. Certain firms have chosen to hire and fire and paying for performance strategies nearly giving up motivational efforts. These strategies are unsuccessful in making an individual overreach himself.

- The vigorous nature of needs also pose challenge to a manager in motivating his subordinates. This is because an employee at a certain point of time has diverse needs and expectations. Also, these needs and expectations keep on changing and might also clash with each other. For instance-the employees who spend extra time at work for meeting their needs for accomplishment might discover that the extra time spent by them clash with their social needs and with the need for affiliation.

2.9. Teachers’ Motivation Strategies and its Challenges

To some extent, a high level of employee motivation is derived from effective management practices. To develop motivated employees, a manager must treat people as individuals, empower workers, provide an effective reward system, redesign jobs, and create a flexible workplace. Moreover, one of the policy changes implemented in many developing countries to motivate teachers’ is decentralization. The rationale for such a policy is to become more responsive to local needs; to utilize limited resources efficiently; and to deliver services effectively (Prinsen and Titeca, 2008 and Crawford, 2008, cited in Tanaka, 2010).

In decentralized education management, school level administrative systems have been adopted to enhance school autonomy, devolving decision making to teachers in collaboration with parents, community members and others (Behrman et al. 2002, in Tanaka, 2010). There are three areas of school level management control: budgeting, personnel and staffing, and curriculum/program – although normally, school committees can only control the use of funds allocated by the central government. Interestingly, decentralization, including training at school level, is perceived by some sub-Saharan Anglophone educators to motivate teachers, as their level of participation tends to be increased and empowerment takes place (Commonwealth Secretariat, 1995 cited in Tanaka, 2010).
As Manzoor (2012) emphasized empowerment and recognition have positive effect on employee motivation. More the empowerment and recognition of employees in an organization is increased, more will their motivation to work will enhance. Empowerment provides benefits to organizations and makes sense of belonging and pride in the workforce. In fact, it builds a Win - Win connection among organizations and employees; which is considered an ideal environment in numerous organizations and their employees (Manzoor, 2012).

In addition, employee recognition and employee motivation towards organizational tasks have positive relationship between them as exhibited by the empirical studies conducted by Kalimullah (2010), Rizwan (2010), Reena (2009) and Salman (2010) (as cited in Manzoor, 2012). Thus it is concluded that appreciation and recognition of employees and employees’ tasks fulfilment stimulates them towards working with more energy and dedication to the organization.

Furthermore, various strategies that will enhance teachers’ motivation in the educational system as identified by Ojedele and Fadipe (1999); Akale (2002) and Fredriksson (2004) (as cited in Ofejebe & Ezugoh, 2010) include the following: Staff development and training, Participatory decision making, Good working conditions; remunerations and salaries, Job security, recognition of teachers’ profession (Teachers Professionalism), conducive working environment, provision of adequate instructional materials/teaching aids, financial rewards, awards, teacher’s scholarship. Sponsorship of both local and international seminars, conferences and workshop participations as it is done in other fields.

The proper availability of such motivational strategies in the school compound promote teachers’ work motivation and job satisfaction which lead to improve the students’ academic achievement, while it’s inadequacy or poor handling influence teachers’ motivation, quality education and job satisfaction negatively.

In general, as Ofejebe & Ezugoh (2010) describes once teachers’ lack majority of these motivational needs, it will result to work dissatisfaction which negatively influence quality education in the educational system.
Chapter Three
Research Design and Its Methodology

3.1 Research Design
The study was employed a mixed research design approach. In this research both quantitative and quantitative research design was used to analyse the finding of the study. The method which is appropriate to assess the current status, challenge practice of work motivation of primary and secondary school teachers’ in the research area were both quantitative and qualitative method.

3.2 Sources of Data
The sources of necessary information to conduct the study are primary data sources. The primary data were collected from wereda education office expert, secondary school cluster supervisor, school principals. Documents also examined, like education abstract, school rewarding strategies and research findings that focus on teacher motivation to supplement the data collected from primary sources. The population that were included in this research are all concerned with academic staffs in 16 schools of kurmuk wereda; specifically, school teachers (218), principals (16), cluster supervisors (4) and Wereda education office teachers, principals and supervisors development coordinator (1), a total of 239.

3.3 The Study Site
Beneshangul Gumuz is one of the 9 states of the Federal Democratic Republic of Ethiopia (FDRE) which lies in the North West part of Ethiopia. The Region is located in the Western part of the country. It stretches along the Sudanese border between 9.170 and 12.060 N. The Western Eastern limits are given by the longitudes 34.100 and 37.040 E, respectively. The Amhara, Oromiya and Gambella States are bordering the region in the North East, East, and South respectively. The total area of the region is estimated to be about 50,380km$^2$. The region is divided in by the Blue Nile in to two parts. The Northern part-Assosa Zone, Kemash Zone and Mao-komo special Woreda of 23, 820 km$^2$. The region is administratively divided in to three Zones, 19 Woredas, one special Woreda and one City Administration.

Kurmuk is one a district weredas of Benishangul-Gumuz Regional State of Ethiopia, which is bordered on the south by Assosa wereda, on the west by Sudan, on the northeast by Sherkole wereda and on the east by Menge wereda, south east Homosha wereda. It is found on 767 KM distance from Addis Ababa. Kurmuk wereda comprises 16 Kebeles.
According the census of 1999 the population of the region was around 784345 from the total population 50.8% male ad 49.2% female. In addition from the total population of the region 42.6% able writing and reading. The rest 57.4% didn’t able writing and reading.

Currently in the region 497 primary schools and 47 secondary schools giving teaching and learning service to about 177031 students (BGREB annual abstract, 2009).

3.4 Sampling Technique and Sample Size

In this study both probability and non-probability sampling techniques were used to select sample respondents. Firstly, eight primary and secondary schools were selected by using purposive sampling technique. In those selected schools huge amount of teachers were available to serve the teaching learning process. Secondly, the researcher was employed simple random sampling to select sample teachers from the selected schools. Finally, the researcher was also used purposive sampling technique to select sample school cluster supervisors, school principals and wereda education office experts.

To determine the sample size of sample teachers, the researcher was applied the formula of Paler-Calmorin and Calmorin (as cited in Workineh and Shimels, 2010). Based on this formula 85 sample teacher respondents were used. The research was also employed a proportion method of selecting sample respondents for each schools. Besides, the researcher was used sample respondents of school cluster supervisors, school principals and wereda education office experts of a sample 4, 8 and 1 respectively.
Table 2- The Summary of the Population, Study Subjects and Sampling Technique

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Types of School</th>
<th>Total</th>
<th>Sample Size</th>
<th>Sampling Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Secondary and primary schools</td>
<td></td>
<td>16</td>
<td>8</td>
<td>Purposive sampling.</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>HorazahabS.School</td>
<td>12</td>
<td>8</td>
<td>Simple Random sampling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Famatsere primary school</td>
<td>20</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Abadi primary school</td>
<td>23</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dulshetalo primary school</td>
<td>20</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beshir primary school</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kurmuk primary school</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Belehujibla primary school</td>
<td>15</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Akendeyu primary school</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>111</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>School cluster supervisor</td>
<td></td>
<td>4</td>
<td></td>
<td>Purposive Sampling</td>
</tr>
<tr>
<td>4</td>
<td>school principals</td>
<td></td>
<td>8</td>
<td></td>
<td>Purposive Sampling</td>
</tr>
<tr>
<td>5</td>
<td>Wereda education office teachers, principals and supervisors development coordinator</td>
<td></td>
<td>1</td>
<td></td>
<td>Purposive Sampling</td>
</tr>
<tr>
<td></td>
<td>Total sample</td>
<td></td>
<td>98</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.5 Instruments for Data Collection

Different types of instruments were used for collecting data from respondents depending on their size and for extensive use of access. This includes questionnaire, interview, observation and documents.

3.5.1 Questionnaire

Both closed and open ended questionnaire were employed to collect qualitative and quantitative data from sample primary and secondary school teachers’. The questionnaire has two parts. The first part of the questionnaire describes the respondents’ background information, categories include: gender, age, status, area of specialization, education level, and length of service. The second and the largest part were containing both closed and open-ended question items.

3.5.2 Interview

Semi-structured interview was used to gather in-depth qualitative data from wereda education office expert (1), school principals (8) and cluster supervisors (4) to assess the status,
challenge ad practices teachers work motivation in primary and secondary school teachers of kurmuk wereda.

3.5.3 Observation
The technique helps the researcher to see the behaviour and work habit of teachers’ in their school context, (that is in their work environment in respective schools) and also important to enrich the data gathered by the other instruments.

3.5.4 Document
Documents like school rewarding strategies, in-school teachers professional growth and development strategies and school reports on teachers evaluation results were consulted to supplement the data obtained through questionnaire and semi-structured interview.

3.5.5 Procedures of Data Collection
To answer the research questions raised, the researcher goes through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the sample units. After having letters of authorization from Addis Ababa University the researcher was contact to wereda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher was introducing his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the selected schools. The participants allowed giving their own answers to each item independently and the researcher was closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires will be collected and make it ready for data organization.

The interview was conducted after the participants’ individual consent was obtained. During the process of interview the researcher attempt to select free and clam environment to lessen communication barriers that disturb the interviewing process.

3.6 Method of Data Analysis
The data collected from teachers’ through closed ended questionnaire (the quantitative one) were processed and analyzed using several sets of statistical tools, like percentage, mean and standard deviation were used. While open ended questions were thematically narrated by combining with the data obtained from the interview and the results were triangulated with the quantitative findings.
3.7 Validity and Reliability Checks

To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out on 20 teachers of Horazahab primary and secondary schools to pre-test the instrument. After the dispatched questionnaires’ were returned, necessary modification of items and complete removal and replacement of unclear questions were done. Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As Table 3 shows the results of Cronbach's coefficient alpha is satisfactory (between 0.71 and 0.93), indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

**Table 3 Reliability Test Results with Cronbach's Alpha**

<table>
<thead>
<tr>
<th>The job motivation variables</th>
<th>Number of items</th>
<th>Cronbach's alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>6</td>
<td>0.85</td>
</tr>
<tr>
<td>Responsibility</td>
<td>7</td>
<td>0.75</td>
</tr>
<tr>
<td>Growth and development</td>
<td>6</td>
<td>0.85</td>
</tr>
<tr>
<td>Recognition</td>
<td>7</td>
<td>0.81</td>
</tr>
<tr>
<td>Work design</td>
<td>6</td>
<td>0.79</td>
</tr>
<tr>
<td>Advancement</td>
<td>4</td>
<td>0.73</td>
</tr>
<tr>
<td>School policy and administration</td>
<td>9</td>
<td>0.88</td>
</tr>
<tr>
<td>Supervision</td>
<td>7</td>
<td>0.93</td>
</tr>
<tr>
<td>Work relationship</td>
<td>8</td>
<td>0.88</td>
</tr>
<tr>
<td>Status</td>
<td>5</td>
<td>0.81</td>
</tr>
<tr>
<td>School working condition</td>
<td>7</td>
<td>0.82</td>
</tr>
<tr>
<td>Job security</td>
<td>5</td>
<td>0.83</td>
</tr>
<tr>
<td>Incentives and benefit</td>
<td>4</td>
<td>0.71</td>
</tr>
<tr>
<td><strong>Average reliability result</strong></td>
<td></td>
<td><strong>0.82</strong></td>
</tr>
</tbody>
</table>
3.8 Ethical Consideration

Research ethics refers to the type of contract that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, there are a number of ethical considerations made during the study. Voluntary participation of respondents is encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation could disrupt the respondents’ regular activity. For this reason, the researchers explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. To avoid any psychological harm, questions were framed in a manner that is not offensive and disturb their personality. They are assured that the information they provided would be kept confidential. To ensure this, the researchers removed information that required identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents’ cooperation to provide the required information for the study.
Chapter Four

Data Presentation, Analysis and Interpretation

4.1. Characteristics of the Respondents

In order to get reliable information, two categories of respondents were involved in this study. The first group had 75 teachers, who gave their responses for questionnaires, and the second group includes school principals, cluster supervisors and educational experts of the wereda, who gave their responses for the interview guide questions.

Table 4 Teacher Respondents by Gender, Age and Service Year and field of specialization.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>Sex: A/male</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>B/Female</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Age: A/ 20-25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B/26-30</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>C/31-35</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>D/36-40</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>E/41 and above</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Service year: A/less than year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B/1-4 years</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>C/5-6years</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>D/above 6 years</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>E/above 6 years</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Service year in the school: A/less than a year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B/1-4 years</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>C/5-8 years</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>D/9-12years</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>E/ above 16 years</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Field of specialization: A/ social science</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>B/natural science</td>
<td>43</td>
</tr>
</tbody>
</table>

In this part the characteristics of the respondents from the school were analysed in frequency and percentage. In the above table depicts that characteristic in terms of sex, age, service years in the school, total service year in the teaching profession and field of specialization. Based on the above table male teachers constituted 56(75.7%) while females make up only
19(24.3%). Regarding to the age of respondents 23(30.7%) of teacher respondents are 26-30 years old, 7(9.3) and 2(2.7%) teacher respondents are 36-40 years old.

Due to service year 30(40%) and 29 (38.7%) teacher respondents served 1-4 years and 5-6 years respectively. Also the data shows that, 30(40%) of teacher respondents are natural science teachers and 38(50.7%) social science teachers.

4.2. **Analysis and Interpretation of the Data**

This section presents the analysis of the data focuses on teachers work motivation, teachers professional growth and development, teachers autonomy and responsibility, satisfaction of teachers on teaching profession, teachers recognition and reward, teachers advancement opportunity ,school policy and advancement ,supervision in school, teachers relation with stake holders, teachers work condition and environment and teachers personal and job security.

4.2.1. **Teachers Work Achievement**

To obtain the teachers motivation and satisfaction on their work achievement in the school, a list of questions are administered. Table 5 below presents the overall mean and standard deviation of the teachers’ response.

**Table 5 teachers’ response on teachers’ Work Achievement**

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers feeling in observing their work result</td>
<td>75</td>
<td>2.93</td>
<td>1.16</td>
</tr>
<tr>
<td>2</td>
<td>The pleasure teachers take in a job</td>
<td></td>
<td>2.97</td>
<td>1.09</td>
</tr>
<tr>
<td>3</td>
<td>Teachers feeling in doing things worthwhile</td>
<td></td>
<td>2.95</td>
<td>1.16</td>
</tr>
<tr>
<td>4</td>
<td>Teachers feeling from the accomplishment of their job</td>
<td></td>
<td>2.91</td>
<td>1.15</td>
</tr>
<tr>
<td>5</td>
<td>Teachers chance to do the work that they do best</td>
<td></td>
<td>2.91</td>
<td>1.14</td>
</tr>
<tr>
<td>6</td>
<td>Teachers chance to do works that suited to their ability</td>
<td></td>
<td>3.14</td>
<td>1.19</td>
</tr>
<tr>
<td></td>
<td><strong>Overall score</strong></td>
<td></td>
<td>2.96</td>
<td>0.77</td>
</tr>
</tbody>
</table>

*Scales;* ≤ 1.49 = *Not satisfied*, 1.5 – 2.49 = *Slightly Satisfied*, 2.5 – 3.49 = *Satisfied,* 3.5 – 4.49 = *Very Satisfied,* ≥ 4.5 = *extremely satisfied*
As the overall mean score 2.96 with a standard deviation of 0.77 indicates, the teachers’ motivation towards their achievement is in the level satisfied. As the value of standard deviation shows, the variation of teachers’ response from the mean score is small. The interview result also indicates, sometimes teachers are angered due to the low achievement of students’ in their respective subject and when they lack access to use their skill and knowledge in practice. Therefore, even if poor achievements of students and low school facility block them from doing more, teachers respond to satisfied to their work achievement. Towards this Smith (n.d) pinpoints a work force that is poorly motivated may exhibit lower productivity, poorer quality, more numerous grievances, and increased turnover when compared with a highly motivated work force.

4.2.2. Teachers response on teachers Work Responsibility

To measure the teachers feeling on having responsibility to their work in the school, five likert scale (1= strongly Disagree, 2= Disagree, 3= Not Decide, 4=Agree, and 5= strongly Agree) questions are distributed.

Table 6 Teachers’ Responsibility to Their Work

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers have been encouraged to take more responsibility for their own professional development</td>
<td>75</td>
<td>3.77</td>
<td>.994</td>
</tr>
<tr>
<td>2</td>
<td>Responsibilities have been given according to the teachers work achievement.</td>
<td></td>
<td>3.81</td>
<td>.954</td>
</tr>
<tr>
<td>3</td>
<td>Teachers have received an authorities in relation to their job</td>
<td></td>
<td>3.88</td>
<td>.986</td>
</tr>
<tr>
<td>4</td>
<td>There is proper delegation of position in the school (like department head, mentor, etc…).</td>
<td></td>
<td>3.84</td>
<td>.959</td>
</tr>
<tr>
<td>5</td>
<td>Teachers support the work of others.</td>
<td></td>
<td>3.06</td>
<td>1.06</td>
</tr>
</tbody>
</table>

Overall score 3.78 0.77

Scales- ≤ 1.49 = Very low, 1.5 – 2.49 = Low, 2.5 – 3.49 = Satisfactory, 3.5 – 4.49 = High, ≥ 4.5 = Very high

Teachers, as professionals need to have responsibility to their own works to be effective and good performer. As Table above reveals, majority of the respondents had positive feeling on the schools practice in giving responsibility for the teachers work. The overall mean score 3.78 with a standard deviation of 0.77 indicates the teachers agreement on the issue raised. Therefore, teachers are responsible for their work with small variation among their response
from the average mean. But the interview result indicates that, majority of teachers expect command from the school principal, department heads or other concerned staff members to do their work. It indicates the low initiation of teachers in performing their task without external pressure. Therefore, it is safe to conclude that although teachers indicate their agreement regarding to their responsibility, they did not implement it effectively due to expecting injections from others. This confirms the presence of low work motivation among secondary and primary school teachers of the study area; which reduces their involvement in various school issues as well as their efforts in improving the students’ academic achievement.

4.2.3. Teachers Professional Growth and Development

Training and development constitute an on-going process in any organization. The focus of training and development is to enable employees to perform their current and future role effectively (Collin, 2001). Scholars believe that the staff development activities help a person to make positive contributions to the organizations. Therefore to assess the practice of growth and development in schools, the following questions are dispatched to teachers. The Table 7 below presents the overall mean and standard deviation of the questions.

Table 7: Teachers’ response on teachers Professional Growth and Development Practices

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The school gave in-service training based on the need of the teachers.</td>
<td></td>
<td>3.17</td>
<td>1.132</td>
</tr>
<tr>
<td>2</td>
<td>Experience sharing between teachers were takes place</td>
<td></td>
<td>3.61</td>
<td>.837</td>
</tr>
<tr>
<td>3</td>
<td>Experience sharing between nearby schools were facilitated</td>
<td></td>
<td>2.96</td>
<td>1.243</td>
</tr>
<tr>
<td>4</td>
<td>Professional development opportunities offered enables me to know more</td>
<td>75</td>
<td>3.34</td>
<td>1.050</td>
</tr>
<tr>
<td>5</td>
<td>Any challenges during teacher development activities in your school?</td>
<td></td>
<td>1.61</td>
<td>.818</td>
</tr>
<tr>
<td>6</td>
<td>Teachers chance to improve their leadership skill.</td>
<td></td>
<td>3.17</td>
<td>1.18</td>
</tr>
</tbody>
</table>

The overall average = 2.9 1.03

Scales- ≤ 1.49 = Very low, 1.5 – 2.49 = Low, 2.5 – 3.49 = Satisfactory, 3.5 – 4.49 = High, ≥ 4.5 = Very high
As Table 7 above indicates, the teachers’ response on the schools professional growth and development activities is satisfactory with a mean value 2.9 and a standard deviation of 1.03. The interview with cluster supervisor and Wereda education office experts indicates that, trainings on various issues are given rarely due to a number of limitations (budget and necessary personnel) in both Wereda and at school level. According to their response, principals, cluster supervisors and Wereda education office experts are also in similar or below qualification. Thus teachers are not interested to be free to participate with issues organized by Wereda experts. By supporting this one school principal informed that:

The availability of necessary human resources in Wereda education office is not sufficient. It forced the office to assign one individual in two or more responsibilities. Thus, the experts have burden of office works and flight to different areas to participate in various trainings given by REB or other organization. These workload impedes the expert from disseminating of new skills or concepts gained from the training as well as the delivery of continual support to school level personnel.

In addition data from document consultation shows, even if most of teachers as well as schools have training and development plan in the form of CPD, its schedulable implementation is not effective. Simply teachers and schools prepared their plan for the matter of planning, but not facilitate and monitor its implementation.

Generally the compiled result indicates, teachers get little opportunities of training from regional education bureau, but the involvement of Wereda education office and schools in delivering training on various issues is low. Thus, it can be argued that this plays pivotal role in reducing the motivation level of teachers to their work as well as the academic benefit of students. Towards this Saeed & Asghar (2012) pinpoints training and development improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee. Therefore, training is a motivational factor which enhances the knowledge of the employee towards the job. By the help of training employees become proficient in their jobs and they become able to give better results.

4.2.4. Teachers Recognition and Reward

Recognizing the good performance of individuals has strong effect on their future productivity as well as organizations effectiveness. The way recognition is given and its type promote the workers internal (intrinsic) satisfaction. Therefore to examine the recognition
activities of teachers, items which have five likert scales are distributed to teachers. The result presents in the Table below.

Table 8: Teachers’ response on teachers’ Recognition and Reward on Their Job

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Recognition have made by the participation of necessary stakeholders</td>
<td></td>
<td>3.36</td>
<td>1.259</td>
</tr>
<tr>
<td>3</td>
<td>The school energizes good effort by giving non-monetary reward (like Certificate, Medal, etc.)</td>
<td>75</td>
<td>3.27</td>
<td>1.2</td>
</tr>
<tr>
<td>4</td>
<td>Recognition given by the school is a fair assessment of your work as a teacher</td>
<td></td>
<td>1.27</td>
<td>.4</td>
</tr>
<tr>
<td>5</td>
<td>The school strategy implies a reward to the best performance</td>
<td></td>
<td>2.17</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td><strong>Overall score</strong></td>
<td></td>
<td>2.42</td>
<td>1.04</td>
</tr>
</tbody>
</table>

Scales: \( \leq 1.49 = \text{Not satisfied} \), \( 1.5 – 2.49 = \text{slightly satisfied} \), \( 2.5 – 3.49 = \text{Satisfied} \), \( 3.5 – 4.49 = \text{Very satisfied} \), \( \geq 4.5 = \text{extremely satisfied} \)

Table 8 above indicates that, teachers are slightly satisfied with the activities which are undergoing to recognize their achievement in the school. The mean value 2.42 with a standard deviation of 1.04 shows the insignificant efforts of the school to recognize the better achievement of teachers. The number one problems in rewarding teachers is the absence or poorness of school rewarding strategies (mean value = 2.14). Furthermore, the teachers response for an open ended item indicates that the rewarding activities in the school is not focused on the actual achievement of teachers, instead they simply delivering it through relationships and minor issues that far from their work achievement. This confirms that the rewarding system in secondary and primary schools and Wereda education office is not in a good position. In addition majority of schools had not documented activities regarding the practice of recognition. By supporting this one Wereda teacher, principal and supervisor coordinator said:

*The practices in recognizing the good performance of teachers, principals and also cluster supervisors in each levels (school and Wereda education office) is poor due to various obstacles (like budget, awareness and skill problems among principals and supervisors). But here after we already incorporated it in our plan and tried to make formal as well as the habit of the schools and Wereda education office.*
To conclude, the practice of recognition for the good performance or achievement of teachers at school level is low; it may hinder their level of work motivation. Besides, it impedes them from using their full efforts in realizing the expected school goals as well as quality education. Towards this Ahuja & Shukla (2007) describes good motivation is dependent on proper proportioning of rewards and recognitions among persons and for the person at different time.

4.2.5. School Policy and its Administration

School policy and procedure are important because they let the teachers to know all about the schools. Good policy is a tool which makes administration easier, and allows people to get on with the organization’s core strategy more efficiently and effectively. Therefore, to assess the policy and its administration in secondary schools the following questions are distributed to teachers. The result displays in the Table below.

Table 9 Teachers’ response on School Guidelines and its Administration

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The school has clear rules and regulation to lead the teaching</td>
<td>75</td>
<td>3.83</td>
<td>1.143</td>
</tr>
<tr>
<td></td>
<td>learning process effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers work distributions were managed well and fairly.</td>
<td></td>
<td>3.84</td>
<td>1.079</td>
</tr>
<tr>
<td>3</td>
<td>The school treats teachers as equal partners and professionals.</td>
<td></td>
<td>3.58</td>
<td>1.013</td>
</tr>
<tr>
<td>4</td>
<td>Teachers were invited to participate on issues that concerned them.</td>
<td></td>
<td>3.75</td>
<td>.974</td>
</tr>
<tr>
<td>5</td>
<td>The way school policies are put into practice.</td>
<td></td>
<td>2.83</td>
<td>1.14</td>
</tr>
<tr>
<td>6</td>
<td>The participation of teachers on various school issues.</td>
<td></td>
<td>2.5</td>
<td>1.04</td>
</tr>
<tr>
<td></td>
<td>Overall score</td>
<td></td>
<td>3.36</td>
<td>1.06</td>
</tr>
</tbody>
</table>

Scales- ≤ 1.49 = Very low, 1.5 – 2.49 = Low, 2.5 – 3.49 = Satisfactory,
3.5 – 4.49 = High, ≥ 4.5 = Very high

Ineffective school policy and its administration influence the motivation level of teachers (Ahuja & Shukla, 2007). Therefore, as Table-8 above indicates the overall mean score of teacher responses to the school policy and its administration is 3.36 with a standard deviation of 1.06 this shows that the teachers’ response on the school policy and its administration is satisfactory. But relatively low practices is observed on the participation of teachers on
various issues that concerned them (mean value = 2.52) and the way the school put policies in practice (mean score = 2.83). These two concepts might strongly influence the motivation level of teachers. Because, the general guiding rules in all secondary and primary school comes from Ministry of Education. But making it situational in the process of implementation, to make it effective, is one that expected from schools.

Regarding to the issue, one Wereda education office teachers, principals and supervisors coordinator informed that:

*Majority of schools have no modified or situational rule and regulation to lead the school activities effectively. They simply used the guideline comes from Ministry of Education in 1994. In addition, even most of school teachers are beginner in their carrier structure, they did not properly inform about the school governing guideline. This creates a gap in the participation of teachers in various issues of the school.*

Generally, even if teachers’ response on their school policy and the way it is administered rated satisfactory, its weakness in participating teachers in various issues and the attractiveness of the policy on its practice has an ignorable impact on the motivation level of teachers. But the current education and training policy of Ethiopia (MoE, 1994) announced that educational management will be democratic, professional, coordinated, efficient and effective and will encourage the participation of stakeholders. Thus the limitations on these aspects affect the effective and efficient teaching-learning activities in the school; which affect the students’ academic achievement as well as it facilitate the teachers’ turnover.

4.2.6. Teachers Advancement Program

The Teacher Advancement Program (TAP) counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation. Teacher Advancement Program provides an integrated and comprehensive solution to these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession (TAPF, n.d). Therefore, to assess the practices accomplished in secondary and primary schools of kurmuk wereda questionnaire which focused on teachers’ advancement programs are distributed. The result presents in the Table below.
Table 10: Teachers’ response on teachers’ Advancement Program in the School

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The school has merit-based advancement strategies for teachers.</td>
<td></td>
<td>3.35</td>
<td>.626</td>
</tr>
<tr>
<td>2</td>
<td>Teachers get the possibility of career advancement to their good achievement</td>
<td>75</td>
<td>3.24</td>
<td>.463</td>
</tr>
<tr>
<td>3</td>
<td>The School strategy improves teachers’ class room instruction.</td>
<td></td>
<td>2.68</td>
<td>1.08</td>
</tr>
<tr>
<td>4</td>
<td>Teachers have an opportunity to become mentors.</td>
<td></td>
<td>3.02</td>
<td>1.10</td>
</tr>
</tbody>
</table>

*Overall mean* 3.07 0.81

*Scales* ≤ 1.49 = strongly disagree, 1.5 – 2.49 = disagree 2.5 – 3.49 = agree

≥ 3.5 = strongly agree

As can be observed from Table 10 the overall mean response toward teachers’ advancement program in secondary schools is 3.12 with a standard deviation of 0.81. This shows that teachers are agreed with the advancement opportunities obtained under their schools. But the least mean score is given to strategies that the school used to improve teachers in classroom instructional process (2.88). Overall, the teachers’ advancement practices in schools need additional effort to make teachers more motivated and effective to their work. By supporting this TAPF pinpoints teachers advancement focuses on a whole school reform intended to motivate, develop and retain high quality teachers in order to increase student achievement (TAPF, n.d).

4.2.7. Supervision

Successful supervision for teachers will lead to a greater sense of self-confidence in their ability to both understand and complete the responsibilities of their job; and it help the teachers to gain the necessary motivation, autonomy and self-awareness to successfully move to achieve the expected goal of the school. Thus, supervision requires a greater level of skill and flexibility to help teachers negotiate the difficult challenges of their work. To examine the teachers’ feeling on the practices of supervision in improving their work motivation the following questions are distributed to them. The compiled result is put in the Table below.
Table 11: Teachers’ response on Supervision Practices in the School

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Supervisors deliver good technical support to improve the teaching-learning process in the school</td>
<td>2.2</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The School supervisors are observed classes (director, dep. heads…) regularly.</td>
<td>2.3</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Supervisors are well prepared for taking leadership and motivating teachers under difficult conditions</td>
<td>2.6</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Cluster supervisors regularly visit the school</td>
<td>75</td>
<td>2.8</td>
<td>1.5</td>
</tr>
<tr>
<td>4</td>
<td>School supervisors provide training on various issues</td>
<td>2.4</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teachers are supervised in a supportive and democratic manner.</td>
<td>2.3</td>
<td>1.27</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Supervisors initiate the teachers to discuss on various academic issues.</td>
<td>2.4</td>
<td>1.23</td>
<td></td>
</tr>
</tbody>
</table>

Overall score 2.46 1.4

Scales: $\leq 1.49 = $ strongly disagree, $1.5 – 2.49 = $ Disagree, $2.5 – 3.49 = $ Undecided, $3.5 – 4.49 = $ Agree, $\geq 4.5 = $ strongly agree

The overall mean value 2.46 with a standard deviation of 1.4 shows the teachers disagreement to the practice of supervision in their school. The response in Table 11 above vividly indicates the presence of insignificant or low supervisory support to teachers in both internal and external supervisors. This impedes them from doing more tasks as well as reduces their level of work motivation. Furthermore, 52.3% of teachers agreed that the type of supervision in the school is focused on inspection, while 34.4% of them said it is the mix of inspection and support. This indicates that the activities of supervisors are more focused on inspection rather than supporting teachers to be effective in the teaching learning activities.

The interview conducted with Wereda education office expert also support the above finding through:

Due to burden of work in Wereda education office, supervisors go to school by having checklist once a semester. The observation is also focused on inspection rather than support, because there is a lack of time to discuss freely on various issues which are observed in each school. He also said, even if internal supervisors have a schedule to observe classroom instruction once per month, the actual practice is once a semester to fill the efficiency of teachers.
Similarly one school principal adds the following point regarding to school internal supervisors:

> Internal supervisors are selected in the school based on the experience of teachers and they are not free from classroom instruction. In addition they did not get sufficient support from Wereda, Zone and REB. As a result they give low attention to their supervisory responsibility. They only see classroom instruction to fill teachers’ efficiency at the end of the semester but not actively engaged in supporting teachers on their ongoing process.

As scholars describe inspection is more focused on control and evaluating employees performance, but to make teachers effective more support are necessary. As Ogunsanya in National Open University of Nigeria describes inspection activities focused on school administration and finding out what was not done right by teachers. On the other hand, supervision is land of or assistance to a profession colleague, the teacher in the process of teaching. Thus, teachers need to get support rather than evaluating their performance. Therefore, the above limitations among supervisors may contribute to decrease the teachers’ level of work motivation as well as the effectiveness of the teaching-learning process in secondary and primary schools of kurmuk Wereda.

### 4.2.8. Work Design of Teaching

Teaching profession has always been a noble profession as it is responsible for creating and nurturing brilliant and intelligent minds by imparting knowledge. But due to various reasons most people give poor attention to the profession. It might affect the work motivation of teachers. Thus, to assess teachers’ attitude towards the work design of teaching, the following questions are dispatched to them. Table 4.2.8 below presents the overall mean and standard deviation of the questions.
The overall mean score value 3.65 with a standard deviation of 0.76 reveals that, teachers’ response to the design of their work is high. But, the interview result indicates that, due to a number of factors, like social, institutional, personal and financial, teachers need to leave the profession, even they did not perform their duties properly. This influences the students’ academic achievement and school goal in general. The research conducted by VSO also reports, although teachers like their profession and work design, various factors (like low respect for and low status, poor management and leadership and low incentive) reduce their level of motivation. Therefore, even the design of the work is highly rated by teachers; their motivation to stay in the profession is low. As a result teachers are not fully involved in improving students’ academic achievement as well as the schools goal.

4.2.9. Teachers Relationship with Stakeholders

Relationship in school incorporates the formal or informal interactions between an educational institution, experts and the surrounding community. Through collaborative peer relationships, teachers learn new strategies for teaching mixed-ability students, receive emotional support and reduce their workload by not having to reinvent solutions already developed by their colleagues (Leithwood, 2006). Therefore, to assess the teachers’ work relationship and their level of motivation the following questions are distributed to them. The result presents in the Table below.
Table 13: Teachers’ response on teachers’ Work Relationship in the School

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers’ relationship with community level.</td>
<td></td>
<td>3.2</td>
<td>.90</td>
</tr>
<tr>
<td>2</td>
<td>Teachers work relationship with supervisors.</td>
<td></td>
<td>2.6</td>
<td>1.1</td>
</tr>
<tr>
<td>3</td>
<td>Staff members’ cooperation to work.</td>
<td>75</td>
<td>3.6</td>
<td>1.01</td>
</tr>
<tr>
<td>4</td>
<td>Teachers’ relationship with school management group (PTA)</td>
<td></td>
<td>3.2</td>
<td>.98</td>
</tr>
<tr>
<td>5</td>
<td>Teachers’ opportunity to know each other well.</td>
<td></td>
<td>3.3</td>
<td>.99</td>
</tr>
</tbody>
</table>

Overall score: 3.19 0.996

Scales: ≤ 1.49 = Very low, 1.5 – 2.49 = Low, 2.5 – 3.49 = Satisfactory, 3.5 – 4.49 = High, ≥ 4.5 = Very high

As can be witnessed from Table 13, the overall mean score of teacher responses regarding to their work relationship with other teachers, school management and the school communities is 3.19 with a standard deviation of 0.996. This implies that, teachers have satisfactory work relationship with the school community. Relatively teachers have low work relationship with supervisors as a mean value 2.6 indicates. The interview conducted with one Wereda teachers, principals and supervisors development coordinator also support the above finding:

*Teachers’ work relationship with supervisors is reduced due to insufficient technical support of supervisors, the way supervisors contact with teachers and constraint to discuss on various academic issues with teachers. In the view of teachers, supervisors went to school only to see the teachers’ classroom instruction and to evaluate their work performance instead of giving instructional support. He also said supervisors are not actively involved to solve this contradicting idea among teachers.*

Therefore, the overall data indicates that the teachers work relationship in the school is satisfactory. Thus, the teachers work relationship might not influence their level of motivation in their respective schools. But teachers work relationship with supervisors need to be improved for the effectiveness of teaching learning process in secondary and primary schools of kurmuk wereda. Towards this Barnes & Conti Associates (2009) pinpoints building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement.
4.2.10. Teachers Professional Status

The status of teachers and teaching requires attention; at least, to the social standing and relative importance of people who are teachers. To examine the teachers’ social status and their level of motivation in kurnuk wereda the following items are dispatched. The compiled result of the teachers’ response presents hereunder.

Table 14: Teachers’ response teachers’ Status in the School Community

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The social position in the community that goes with the job</td>
<td>75</td>
<td>2.98</td>
<td>1.23</td>
</tr>
<tr>
<td>2</td>
<td>The teachers chance to participate in various social issues</td>
<td></td>
<td>3.21</td>
<td>1.01</td>
</tr>
<tr>
<td>3</td>
<td>The teachers chance to be important in the eye of others</td>
<td></td>
<td>2.87</td>
<td>1.15</td>
</tr>
<tr>
<td>4</td>
<td>The teachers chance to have a definite place in the community</td>
<td></td>
<td>2.95</td>
<td>1.19</td>
</tr>
<tr>
<td></td>
<td>Overall mean</td>
<td></td>
<td>3.04</td>
<td>0.86</td>
</tr>
</tbody>
</table>

*Scales:* $\leq 1.49 =$ Very low, $1.5 – 2.49 =$ Low, $2.5 – 3.49 =$ Satisfactory, $3.5 – 4.49 =$ High, $\geq 4.5 =$ Very high

Table 14 above indicates that the overall mean score of teacher responses about their status is 3.04 with a standard deviation of 0.86. The result shows that teachers have satisfactory professional status in their school community. But from interview results, teachers have low professional status in the view of the community than the status of other sector workers. This hinders the teachers from using their full effort to improve the students’ academic achievement as well as the communities. By supporting this one secondary school cluster supervisor informs:

*Before some years ago the communities give great attention for teachers’ welfare and status in working areas. But currently the status of teachers and their works is lowered in the view of the school community. As the result the school communities are not charitable to participate in the issues of teaching and teachers as well. Thus, it makes the teacher de-motivated in performing their responsibility effectively.*

Though teachers’ responded to satisfactory for their status, the compiled result indicates their low status in the school community. This impedes them from disseminating effective teaching learning process. Furthermore, it might lower their level of motivation. Therefore,
collaboration effort should be added to improve the teachers’ status among the community they served.

4.2.11. School Working Condition and Environment

Conditions in the school, such as leadership, decision making, school climate, communication, resources and local reputation of the school have potential either to enhance or diminish teachers’ job motivation depending on their nature (Leith wood, 2006). If the working conditions of an institution/organization are conducive, its performance will improve dramatically. Thus to assess the teachers motivation on their school working conditions, the following questions are administered to them. The following Table contains the summary of the teachers’ response for each item.

**Table 15: Teachers’ response on School Working Condition**

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School working conditions motivate teachers.</td>
<td></td>
<td>2.43</td>
<td>1.19</td>
</tr>
<tr>
<td>2</td>
<td>The school surroundings is attractive to work</td>
<td>75</td>
<td>2.28</td>
<td>1.08</td>
</tr>
<tr>
<td>3</td>
<td>The school environment supports the teachers work</td>
<td></td>
<td>2.41</td>
<td>1.06</td>
</tr>
<tr>
<td>4</td>
<td>Teachers have furnished staff room to work together</td>
<td></td>
<td>2.52</td>
<td>1.16</td>
</tr>
<tr>
<td>5</td>
<td>Adequate teaching equipment and facilities are available</td>
<td></td>
<td>2.13</td>
<td>1.09</td>
</tr>
<tr>
<td>6</td>
<td>The teachers workload is fairly distributed</td>
<td></td>
<td>3.16</td>
<td>1.28</td>
</tr>
<tr>
<td>7</td>
<td>Teachers have refreshment materials in the school (DSTV, Tennis ...)</td>
<td>75</td>
<td>2.35</td>
<td>1.13</td>
</tr>
</tbody>
</table>

*Overall mean score* 2.47 0.79

*Scale;* \( \leq 1.49 = \text{strongly disagree, } 1.5 – 2.49 = \text{Disagree, } 2.5 – 3.49 = \text{Undecided,} \)

\[3.5 – 4.49 = \text{Agree, } \geq 4.5 = \text{strongly agree}\]

The Table 15 above indicates that the working conditions of teachers in their respective schools had the overall mean score of 2.47 with a standard deviation of 0.79. The result reflects the teachers’ disagreement on the conduciveness of the school environment and working conditions. Thus, it has the weight to reduce the motivation level of teachers to their work. As the result also indicates, the number one factor in reducing the teachers work motivation is lack of teaching equipment and facilities (mean score =2.13) while the least factor is the distribution of workload (mean score = 3.16) among teachers.
As majority of the data gathered by interview and personal observation indicates, the school environment is poor to motivate teachers, because most schools lack necessary school facilities and equipment. Thus poor working conditions in the school block the teachers’ access to do various works that support the teaching learning process. According to Zhou (cited in Sargent and Hannum, 2005) a successful principal provides a well-maintained and pleasant working environment, establishes a happy atmosphere and places great importance on furnishing ample teaching resources to improve the teachers effort as well as work motivation. But limitations on these aspects make the teacher dissatisfied. Therefore, this problem has an effect on lowering the teachers’ level of work motivation, and this affect the students’ academic achievement as well as schools goal achievement.

4.2.12. Teachers Job Security

Employees need to be secure from various factors that may arise related to the work they performed, teachers too. Thus to assess the teachers motivation on their job security, the following questions are administered to them. The Table below presents the overall mean and standard deviation of the questions.

Table 16: Teachers’ response on teachers’ Job Security in the School

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers job security in the school</td>
<td>75</td>
<td>3.23</td>
<td>1.01</td>
</tr>
<tr>
<td>2</td>
<td>Teachers opportunity for a secure future</td>
<td></td>
<td>3.25</td>
<td>1.00</td>
</tr>
<tr>
<td>3</td>
<td>Teachers opportunity for steady employment</td>
<td></td>
<td>3.22</td>
<td>0.96</td>
</tr>
<tr>
<td>4</td>
<td>School management involvement for teachers welfare</td>
<td></td>
<td>3.10</td>
<td>0.98</td>
</tr>
<tr>
<td>5</td>
<td>The work to solve problems that threaten teachers</td>
<td></td>
<td>2.97</td>
<td>1.11</td>
</tr>
</tbody>
</table>

| Overall mean score | 3.15 | 0.79 |

_Scales_- $\leq 1.49 = Not Satisfied, \ 1.5 – 2.49 = Slightly Satisfied, \ 2.5 – 3.49 = Satisfied, \ 3.5 – 4.49 = Very Satisfied, \ \geq 4.5 = Extremely Satisfied

The overall assessment of the teachers’ job security in their school as can be seen from Table 16 above is 3.15 with a standard deviation of 0.79. This shows that teachers are satisfied with their job security in the school. Relatively the school practice is low in solving problems that threaten teachers work as a mean score 2.97 indicates. By supporting this, Mondy and NoE (2005) employees are protected from injuries caused by work related accidents and health as
keeping employees free from any physical or emotional illnesses. Thus the teachers’ safety in their work might not strongly influence the motivation level of teachers but further activities should be run to solve problems which threaten teachers in the school.

### 4.2.13. Incentive and Benefit

Incentive is something which tends to incite to determination or action (Ahuja & Shukla, 2007) while benefit is any support given for employee, like training, house, child care and others. Thus, incentives (monetary and non-monetary) are a promising option to improve organization performance and employee motivation as well. Therefore, employing various incentive and benefit systems for teachers has great impact on the teaching learning process in general and in the teachers’ level of work motivation in particular. For the sake of examining the teachers’ level of motivation on the schools activity in delivering or arranging necessary incentives and benefit for teachers, the following questions are administered. The compiled result presents in Table 17 below.

Table 17: Teachers’ response on teachers’ Incentive and Benefit in the School

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers monetary incentive for their extra work</td>
<td>75</td>
<td>1.99</td>
<td>1.09</td>
</tr>
<tr>
<td>2</td>
<td>The time teachers paid their salary</td>
<td></td>
<td>2.59</td>
<td>1.34</td>
</tr>
<tr>
<td>3</td>
<td>The school strategies to remunerate teachers</td>
<td></td>
<td>2.12</td>
<td>1.10</td>
</tr>
<tr>
<td>4</td>
<td>Teachers chance to get leave of absence in case they have a reason</td>
<td>75</td>
<td>3.26</td>
<td>1.09</td>
</tr>
<tr>
<td></td>
<td>Overall mean score</td>
<td></td>
<td>2.49</td>
<td>0.80</td>
</tr>
</tbody>
</table>

**Scales** - ≤ 1.49 = Not Satisfied, 1.5 – 2.49 = Slightly Satisfied, 2.5 – 3.49 = Satisfied, 3.5 – 4.49 = Very Satisfied, ≥ 4.5 = Extremely Satisfied

Table 17 above indicates that the deliver or arranging of necessary incentive and benefits to teachers had the overall mean score of 2.49 with a standard deviation of 0.80. This means that teachers are slightly satisfied with the incentive and benefits available or arranged in the school or Wereda level. Specifically teachers are satisfied with the issue of item 4 as the mean value 3.26 indicates, but relatively teachers’ monetary incentive for their extra work (mean score 1.99 indicates) is insufficient. In supporting this one of the school principal argued that:
When other sector civil servants invited for extra work in their free day, they got money for the extra time they involved in their work, but teachers had been required to participate on various issues (cluster school meeting, make up class, departmental activities and other) on their break time without any refreshment incentives. This influences teacher to think as having poor profession. This affects the motivation level of teachers and thus they tried to leave the profession.

In addition to this one secondary school cluster supervisor informed the following about teachers benefit: Schools in rural area serve for students who came from various near and far Kebeles. Thus, the communities near to the school are not freely participating in building or maintaining teachers’ house. As a result two or three teachers in rural area live together in one house; even the house is not properly constructed. In additions water sources are not furnished near to teachers home, this influence them to go long distance as well as keeping long time to get chance to take water.

Overall, the data gathered by questionnaire and interview indicates that, teachers are not satisfied with the incentive and benefits given or arranged in their schools. Therefore, it affects the proper teaching learning activities, students’ achievement as well as teachers’ level of work motivation. By supporting this, Noe, Hollenbeck, Gerhart and Wright (2009) pinpoint incentive may affect not only the level of motivation but also the kinds of employees who are attracted to and stay with the organization. In addition, Vegas (2005) pinpoint that the utilization of various incentive systems in the school may attract highly qualified teachers and motivate them to be effective in their jobs. In general, the school practices in the selected independent variables that might influence teachers’ motivation are insufficient. Therefore, most of the practices on independent variables scored below three, when it serves as the average of the likert scales. As a result teachers are not encouraged to disseminate their knowledge to students through effective teaching-learning method, to achieve schools objective as well as to stay in the profession. Thus, further attention should be given on improving the practice of schools on the above mentioned motivation factors. Improving the practice on those independent variables may help to improve the teachers’ level of work motivation as well as students’ academic performance. To reveal the clear picture on the practice of the schools on those listed independent variables of motivation, the results are compiled and presented in Figure-6 below.
Figure 5: Motivation factor and hygiene factors
Chapter Five:

Summary of Findings, Conclusion and Recommendations

5.1 Summary of the Findings

Motivation seems to be one of the most important tools of human resource management. Organizations design motivation systems to encourage employees to perform in the most effective way but also to attract potential candidates. Therefore, where teachers are highly motivated, this can be translated into good performance and improve the quality of education delivered to students. To this end, the key to create the efficient motivation system is an answer to the question what really motivate employees. Thus, this research seeks to provide the current teachers’ level of work motivation and the school practices on the improvement of teachers’ work motivation. Therefore, the study is aimed on assessing teachers work motivation practices in primary and secondary schools of kurmuk wereda. In order to meet this purpose, the following basic research questions are designed.

- What is the status of teachers’ work motivation in the study in kurmuk wereda primary and secondary school?
- To what extent do primary and secondary schools practice on various motivation variables to enhance their teachers work motivation in kurmuk wereda primary and secondary school?
- What are the challenges for enhancing the teachers work motivation in kurmuk wereda primary and secondary school?

To answer these research questions, descriptive analysis method was employed. To this effect the study is conducted on 8 sample primary and secondary schools of kurmuk wereda. A total of 85 sample teachers were selected through systematic random sampling technique to participate in the study. Furthermore, 8 principals, 4 cluster supervisors and 1 Wereda education office expert were selected purposively.

The data collected from the sample teachers were analysed and interpreted using descriptive statistical tools like frequency, percentage, mean and standard deviation. The analysis of the quantitative data was performed with the help of SPSS version 16. The data gathered through open ended questionnaire and semi-structured interview is analyzed qualitatively using narrations to support the result obtained from quantitative analysis. After all the research came up with the following major finding.
• As the teachers response indicates their responsibility for the teaching-learning processes are in good position. But the interview conducted with school principal and cluster supervisors indicates that, majority of teachers expect command from the school principal, department heads or other concerned staff members to do their work.

• The finding from both the interview and questionnaires shows that, there were low professional growth and development practices for teachers in the study area.

• The recognition and rewarding activities given for teachers in schools of kumuk wereda are insignificant. In study indicates that, teachers have not get good recognizing up on their performance or achievements, and which leads to demotivation for teachers in the schools.

• The schools involvement in having clear guidelines and administration is satisfactory, as the overall response of teacher depicts. Even if the teachers’ response on their school policy and the way it is administered rated satisfactory, its weakness in participating teachers in various issues and the attractiveness of the guidelines on its practice has great impact on the motivation level of teachers.

• Supervision is the core to improve the teaching learning process as well as the teachers’ capacity to solve problems. But, the response of teacher shows the availability is insignificant supervision in primary and secondary schools. In addition, majority of teachers agreed that most of the time supervisors come to school to evaluate or inspect the performance of teachers.

• Integration of school communities and teachers are decisive in contribution teachers motivating to teach in the school. The finding is also shows that, there were satisfactory relationships among the school communities and teachers. However, deprived relationship was observed between teachers and school supervisors in the study area.

• The school environment and working conditions are one that facilitates effective teaching learning process as well as teachers’ motivation. Even though, finding shows the environment and working conditions of primary and secondary schools are not attractive and initiative for teachers to work effectively. Therefore, this is challenge for enhancing work motivation of teachers in the study areas.

• The utilization of various incentive systems in the school may attract highly qualified teachers and motivate them to be effective in their jobs. However, the output of this study indicates that there were low level incentives and benefits which are provide to the
teachers in the schools. As a result teachers are slightly satisfied with the schools involvement in delivering various incentive and benefits.

- Educational managers’ practice such as technically supporting, recognizing and rewarding teachers are low in the study area, and leads to negatively affect to the motivation of teachers. In addition to this, they do not attempt and follow up adequately to create good relationship among staff members and school community.

5.2 Conclusion

The findings presented in previous section were provided the following general conclusions.

- The practices of the schools to promote the teachers work motivation are not as much satisfactory as expected.

- The major challenges of teachers work motivation in secondary and primary school kurmuk wereda are low incentive and benefit, low technical supervision and working conditions.

- The finding indicates that, there were low status of teachers work motivation in kurmuk wereda primary and secondary school.

5.3 Recommendations

It is found that motivated teachers perceive that they will fulfil their responsibilities by exerting maximally. The result of the study indicates that teachers are not motivated and satisfied as expected in the practices exercised in their respective schools. To direct the teaching learning process in a better way the school practices on teachers’ motivation should be improved.

The following recommendations are forwarded to all concerned academic staffs (school principals, cluster supervisors, and Wereda education office personnel).

- It is found that educational managers are not actively involved in employing various motivation mechanisms to improve teachers’ level of motivation. Therefore, it is recommended that Zone and Wereda education offices should arrange a special training program that could help the principal and cluster supervisors to understand and use various motivation techniques in supporting the work of teachers as well as to use their efforts for students’ better achievement.
➢ It is found that the teachers’ recognition practice in secondary and primary schools are poor and which affects the teachers’ motivation to their work. Therefore, it is recommended that to enhance the teacher motivation and performance it is vital that the recognition strategies and their implementation in the school must be revisited and all concerned bodies should follow up their proper administration. This should be done by arranging weekly/monthly or semester program to notice the good performing teachers for the school community, by giving paper recognition and others that initiate teachers to their work.

➢ Wereda education and council offices should support teachers through building house in rural areas by mobilizing the community, giving place to build home in urban areas and furnishing the working conditions with refreshment facilities (cafeteria, DSTV, tennis, and others). This serve as a benefit for teachers and it save them from losing much money in their working area.

➢ It is recommended that schools, Wereda and Zone education offices should arrange training programs on active teaching methodology, CPD, SIP and special training based on the result of classroom observations through collaborating with non-governmental or governmental organizations.

➢ Educational managers/supervisor and principal/ should arrange teacher experience sharing opportunities inside a school and with neighboring schools. All this makes the teachers to be effective as well as motivated in the school work.

➢ Zone and regional education offices work collaboratively to upgrade already assigned cluster as well as Wereda supervisors through giving training opportunities, while new comers should be selected and assigned according to their skill and professional qualifications to the position.

➢ Wereda education office in collaboration with communication office work together to improve the status of teachers by using various mechanisms like by preparing drama, distributing brochures, workshops, teachers day, and the like.
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London: Department for International Development


Washington: The World Bank


Appendix A
Addis Ababa University

College of Education and Behavioral studies

Department of Educational Planning and Management

Questionnaire to be filled by school teachers’

Dear Respondents:

I am a post graduate (Master) student of Addis Ababa University, Ethiopia. The main purpose of this questionnaire is only to collect relevant information to compliment this research work. You are, therefore, kindly requested to fill the questionnaire in order to give necessary information on the issue related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with great confidentiality.

THANK YOU!

Part I: This part of the questionnaire contains the personal information, thus, please fill the necessary background for each item properly by putting (✓) in the box prepared.

1. Name of the school ……………………..
2. Location of the school Urban ( ) Rural ( )
3. Gender Male ( ) Female ( )
5. Marital Status Single ( ) Married ( ) Widowed/orphaned ( )
6. Service Year A/ Less than a year ( ) B/1 – 4 years ( ) C/5 – 8 years ( ) D/9 – 12 years ( ) E/ Above 16 years ( )
7. How long have you been working at this school?
   A/ Less than a year ( ) B/1 – 2 years C/3 – 4 years D/5 – 6 years ( ) E/ above 6 years ( )
8. Field of specialization social Science ( ) natural science ( )
Part II

1. Items related to achievement are listed below. Please show your feelings by selecting the options that represent your feelings.

   \[ 1 = \text{Not Satisfied (NS)} \; 2 = \text{Slightly Satisfied (OSS)} \; 3 = \text{Satisfied (S)} \; 4 = \text{Very Satisfied (VS)} \; 5 = \text{Extremely Satisfied (ES)} \]

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Rating scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1.1</td>
<td>Being able to see the result of the work I do</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Being able to take pride in a job</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Being able to do something worthwhile</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>The feeling of accomplishment I get from the job</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>The chance to do the kind of work that I do best</td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>The chance to do work that is well suited to my ability</td>
<td></td>
</tr>
</tbody>
</table>

2. Items related to teachers professional growth and development opportunities in the school

   \[ 1 = \text{poor} \; 2 = \text{not decide} \; 3 = \text{satisfactory} \; 4 = \text{good} \; 5 = \text{very good} \]

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Rating scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.1</td>
<td>The school gave in-service training based on the need of the teachers.</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Experience sharing between teachers were takes place</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Experience sharing between nearby schools were facilitated</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Professional development opportunities offered in my school enables me to know more</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Any challenges during teacher development activities in your school?</td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Teachers chance to improve their leadership skill.</td>
<td></td>
</tr>
</tbody>
</table>

3. Questions related to teachers autonomy and responsibility in your school

   \[ 1 = \text{strongly disagree} \; 2 = \text{disagree} \; 3 = \text{not decide} \; 4 = \text{agree} \; 5 = \text{strongly agree} \]

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Rating scales</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3.1</td>
<td>Teachers have been encouraged to take more responsibility for their own professional development</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Responsibilities were given according to the teachers work achievement</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Teachers were receive authorities in relation to their job</td>
<td></td>
</tr>
</tbody>
</table>
3.4 There is proper delegation of position in the school (like department head, mentor, etc…)

3.5 Teachers support the work of others.

4. Items related to the teaching profession are listed below. Please select the options that indicate your position.

1 = Very Low (VL) 2 = Low (L) 3 = Satisfactory (S) 4 = High (H) 5 = Very High (VH)

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Rating scale 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Teachers opportunity to use their various talent and skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Opportunity of freedom and independence to individual teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.3</td>
<td>The substantial and significant impact of teachers work on the work of other people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Teachers chance to get clear feedback about their performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>Teachers chance to engage in clear and identifiable task</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.6</td>
<td>The teachers chance to shape the mind of students</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

5. Items related to teachers recognition and reward in the school

1 = strongly disagree 2 = disagree 3 = not decide 4 = agree 5 = strongly agree

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Rating scale 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Recognition were made by the participation of necessary stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>The school energizes good effort by giving non-monetary reward (like Certificate, Medal, etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>Does the recognition given by the school is a fair assessment of your work as a teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5.4</td>
<td>School strategy to reward best activities.</td>
<td></td>
<td></td>
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</tbody>
</table>

6. Questions related to teachers advancement program opportunities are listed below. Please, select the option that directly represents your position. 1 = strongly disagree 2 = disagree 3 = not decide 4 = agree 5 = strongly agree

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Rating scales 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Does the school have merit-base advancement strategies for teachers?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.2</td>
<td>Would you get the possibility of career advancement to your good achievement?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3</td>
<td>School strategies to improve teachers class room instruction</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
6.4 Teachers’ opportunity to become mentors.

7. The following items are focused on school policy and administration. Therefore, indicate your positions by selecting answers that fit with your side.

I = strongly disagree 2 = disagree 3 = not decide 4 = agree 5 = strongly agree

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Rating scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>The school has clear rules and regulation to lead the teaching learning process effectively.</td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>Teachers were invited to participate on issues that concerned them.</td>
<td></td>
</tr>
<tr>
<td>7.3</td>
<td>The school treats teachers as equal partners and professionals.</td>
<td></td>
</tr>
<tr>
<td>7.4</td>
<td>Teachers work distributions were managed well and fairly.</td>
<td></td>
</tr>
<tr>
<td>7.5</td>
<td>The way school policies are put into practice.</td>
<td></td>
</tr>
<tr>
<td>7.6</td>
<td>The participation of teachers on various school issues.</td>
<td></td>
</tr>
</tbody>
</table>

8. Question that focused on supervision are listed below. Please, indicate your position by selecting the options that represents your feeling. I = strongly disagree 2 = disagree 3 = not decide 4 = agree 5 = strongly agree

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Rating scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Supervisors deliver good technical support to improve the teaching-learning process in the school</td>
<td></td>
</tr>
<tr>
<td>8.2</td>
<td>School supervisors were observed classes regularly (director, dep. heads….)</td>
<td></td>
</tr>
<tr>
<td>8.3</td>
<td>Supervisors are well prepared for taking leadership and motivating teachers under difficult conditions</td>
<td></td>
</tr>
<tr>
<td>8.4</td>
<td>Cluster supervisors regularly visit the school</td>
<td></td>
</tr>
<tr>
<td>8.5</td>
<td>School supervisors provide training on various issues</td>
<td></td>
</tr>
<tr>
<td>8.6</td>
<td>Teachers are supervised in a supportive and democratic manner.</td>
<td></td>
</tr>
<tr>
<td>8.7</td>
<td>Supervisors initiate the teachers to discuss on various academics issues.</td>
<td></td>
</tr>
</tbody>
</table>
8.8 To what extent do supervisors visit focus on inspecting teachers (are they doing their job?) or on supporting teachers (giving advice on how they can do their job better)?

a. Mostly inspection
b. Mix of inspection and support
c. Mostly support

9. Questions related to relationship with stakeholders are listed below; please indicate your position by selecting alternatives that directly fit with you. 1 = strongly disagree 2 = disagree 3 = not decide 4 = agree 5 = strongly agree

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Rating scales</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9.1</td>
<td>Teachers have good relationship with the community they teach in</td>
<td></td>
</tr>
<tr>
<td>9.2</td>
<td>Teachers have good relationship with supervisors.</td>
<td></td>
</tr>
<tr>
<td>9.3</td>
<td>Staff members’ cooperation to work.</td>
<td></td>
</tr>
<tr>
<td>9.4</td>
<td>Teachers relationship with school management group (PTA)</td>
<td></td>
</tr>
<tr>
<td>9.5</td>
<td>Teachers’ opportunity to know each other.</td>
<td></td>
</tr>
</tbody>
</table>

10. Items that focused on school environment and working conditions are listed below; please show your position from the given alternatives.

1 = Strongly Disagree (SDA) 2 = Disagree (DA) 3 = Not Decide (ND) 4 = Agree (A) 5 = Strongly Agree (SA)

<table>
<thead>
<tr>
<th>No</th>
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<th>Rating scales</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10.1</td>
<td>The school has clean, initiating and comfortable working area</td>
<td></td>
</tr>
<tr>
<td>10.2</td>
<td>The physical surroundings where I work is attractive</td>
<td></td>
</tr>
<tr>
<td>10.3</td>
<td>The school environment supports the teachers work</td>
<td></td>
</tr>
<tr>
<td>10.4</td>
<td>The school create a furnished staff room for teachers to work together</td>
<td></td>
</tr>
<tr>
<td>10.5</td>
<td>The teaching equipment and facilities in the school are adequately provided</td>
<td></td>
</tr>
<tr>
<td>10.6</td>
<td>The teachers workload in my school is fairly distributed</td>
<td></td>
</tr>
<tr>
<td>10.7</td>
<td>The school has refreshment materials for teachers (DSTV, Tennis, …)</td>
<td></td>
</tr>
</tbody>
</table>
11. Items on social status of teachers are listed below. Please indicate your feelings from
the given alternatives.

1= Very Low (VL) 2= Low (L) 3= Satisfactory (S) 4= High (H) 5= Very High (VH)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11.1</td>
<td>The social position in the community that goes with the job</td>
<td></td>
</tr>
<tr>
<td>11.2</td>
<td>The teachers chance to participate in various social issues</td>
<td></td>
</tr>
<tr>
<td>11.3</td>
<td>The teachers chance to be important in the eye of others</td>
<td></td>
</tr>
<tr>
<td>11.4</td>
<td>The teachers chance to have a definite place in the community</td>
<td></td>
</tr>
</tbody>
</table>

12. Items related to job security are listed below. Please select the option that represents your
feeling in the school.

1= Not Satisfied (NS) 2= Slightly Satisfied (SS) 3= Satisfied (S) 4= Very Satisfied (VS) 5= Extremely Satisfied (ES)

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>12.1</td>
<td>Teachers job security in the school</td>
<td></td>
</tr>
<tr>
<td>12.2</td>
<td>Teachers opportunity for a secure future</td>
<td></td>
</tr>
<tr>
<td>12.3</td>
<td>Teachers opportunity for steady employment</td>
<td></td>
</tr>
<tr>
<td>12.4</td>
<td>School management involvement for teachers welfare</td>
<td></td>
</tr>
<tr>
<td>12.5</td>
<td>The work to solve problems that threaten teachers</td>
<td></td>
</tr>
</tbody>
</table>

13. The following questions focused on compensation and benefits, thus try to select the
option that represent your feelings.

1= Not Satisfied (NS) 2= Slightly Satisfied (SS) 3= Satisfied (S) 4= Very Satisfied (VS) 5= Extremely Satisfied (ES)

<table>
<thead>
<tr>
<th>No</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>13.1</td>
<td>Teachers monetary incentive for their extra work</td>
<td></td>
</tr>
<tr>
<td>13.2</td>
<td>The time teachers paid their salary</td>
<td></td>
</tr>
<tr>
<td>13.3</td>
<td>The school strategies to remunerate teachers</td>
<td></td>
</tr>
<tr>
<td>13.4</td>
<td>Teachers chance to get leave of absence in case they have a reason</td>
<td></td>
</tr>
</tbody>
</table>

14. Please rate your level of work motivation and satisfaction in your current job?

Very high ( ) High ( )
Satisfactory ( ) Low ( ) Very low ( )
Appendix B

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

Semi-structured interview guidelines for school principal

The main objective of this interview guideline is to collect extensive information about primary and secondary school teachers work motivation. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

Sex __________ Age ______

Current position _________________________ Service year ______________

1. Do teachers know the vision, mission and value of the school?
2. What the educational managers do to improve the teachers’ motivation?
3. Is the school conduct teachers training need assessment?
4. Are the school furnished with necessary facilities to support the teachers effort?
5. What measures are taken to compensate the teachers’ effort in the school?
6. Are teachers participative in various academic and non academic issues of the school?
7. How do you evaluate the teachers’ motivation to their work?
Appendix C

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

_Semi-structured interview guide for cluster supervisors and Wereda education office experts_

The main objective of this interview guideline is to collect extensive information about primary and secondary school teachers work motivation. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

Sex __________ Age ______

Current position ___________________________       Service year ______________

1. Do principal inform the schools vision, mission and value to teachers?
2. What the Wereda education office and schools do to improve the teachers’ classroom instruction?
3. Is the Wereda conduct teachers training need assessment?
4. Are Wereda experts giving continual support for teachers as well as the schools?
5. Are the school furnished with necessary facilities to support the teachers effort?
6. What measures are taken to compensate the teachers’ effort in the school or Wereda level?
Appendix D

To determine the sample size of teachers (in probability sampling technique) the formula of Paler-Calmorin and Calmorin was employed. This formula was used because it is one of the formulas in determining the sample size in probability sampling technique. Then the sample sizes were computed as:

\[
n = \frac{NZ + (Se)^2 \times (1 - p)}{N5e + Z^2 \times P(1 - P)}
\]

Where;

- \(n\) = sample size
- \(N\) = total number of population (218)
- \(Z\) = the standard value (2.58) of 1% level of probability with 0.99 reliability
- \(Se\) = Sampling error or degree of accuracy (0.01)
- \(p\) = the population proportion (it is assumed to be 0.5 since this would provide the maximum sample size)

Therefore,

\[
n = \frac{218(2.58) + (0.01)^2 \times (1 - 0.5)}{218 \times (0.01) + (2.58)^2 \times 0.5(1 - 0.5)}
\]

\[
n = 85
\]

Thus one hundred thirty nine secondary school teachers are necessary to represent the whole population of the study.
Declaration

I hereby declare that the thesis on the title, "Status, Practice and Challenges of Enhancing Teachers Work Motivation in the case of Kumruk district Wereda of Benishangul Gumuz Regional State" is my original work and that all sources that have been referred to and quotes have been dully indicated and acknowledged with complete references.

Name- Guesh Abraha

Sign ____________

Date ______________

This thesis has been submitted for examination with my approval as university advisor.

Advisor- Zenebe Baraki (PhD)

Sign ______________

Date ______________