

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

ASSESSMENT OF TEACHERS' MOTIVATION AND JOB
SATISFACTION IN GOVERNMENT SECONDARY SCHOOLS OF
BOLE SUB-CITY, ADDIS ABABA

BY
SAMUEL MULUSHEWA

JUNE 2018
ADDIS ABABA

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

ASSESSMENT OF TEACHERS' MOTIVATION AND JOB
SATISFACTION IN GOVERNMENT SECONDARY SCHOOLS OF
BOLE SUB-CITY, ADDIS ABABA

BY
SAMUEL MULUSHEWA

JUNE 2018
ADDIS ABABA

APPROVED BY BOARD OF EXAMINERS

_____	_____	_____
Chairman, Department Graduate Committee	Signature	Date

_____	_____	_____
Research Advisor	Signature	Date

_____	_____	_____
External Examiner	Signature	Date

_____	_____	_____
Internal Examiner	Signature	Date

Acknowledgement

First of all, I praise the Almighty God for sustaining me and my family to date. My special credit goes to the teachers and principals who voluntarily participate in this study. They took their precious time to fill in the questionnaire and some others took part in the interview.

Also, I would like to express my gratitude to Dr. Zenebe Baraki, my advisor. This research paper came to completion due to his prompt follow-up and professional inputs. I am also grateful to Ato Adinew Husien for his technical assistance including data analysis.

Last but not least, I lack words to express the patience and support of Mender in Afework, my wife. She deserves my appreciation for checking and following the research project from the start to its final state.

Acronyms and Abbreviations

CPD- Continuous Professional Development

Disa.- Disagree

JS- Job Satisfaction

NR- Neutral response

SA- Strongly Agree

SD- Strongly disagree

SPSS- Statistical Package for Social Sciences

SS- Secondary School

TABLE OF CONTENTS

Contents	Page
ACKNOWLEDGEMENT	IV
ACRONYMS AND ABBREVIATIONS	V
LIST OF TABLES	VIII
LIST OF FIGURES	IX
ABSTRACT	X
CHAPTER ONE: INTRODUCTION	1
1.1 BACKGROUND	1
1.2. STATEMENT OF THE PROBLEM	3
1.3. RESEARCH QUESTIONS	5
1.4. OBJECTIVE OF THE STUDY	5
1.4.1. GENERAL OBJECTIVES	5
1.4.2. SPECIFIC OBJECTIVES OF THE STUDY	5
1.5 SIGNIFICANCE OF THE STUDY	6
1.6. DELIMITATION OF THE STUDY	6
1.7. LIMITATION OF THE STUDY	6
1.8. DEFINITION OF TERMS	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE	8
2.1 THE CONCEPT OF MOTIVATION	8
2.2 THEORETICAL PERSPECTIVES OF MOTIVATION	8
2.2.1 NEEDS-BASED THEORIES	9
2.2.2 COGNITIVE THEORIES	11
2.2.3 DRIVE AND REINFORCEMENT THEORIES	15
2.3 EVIDENCES FOR EFFECTIVE MOTIVATIONAL SCHEMES	15
2.4. THEORIES OF JOB SATISFACTION	16
2.4.1. HERZBERG'S TWO FACTOR THEORY	17
2.4.2. Maslow's Hierarchy of Needs Theory	18
2.4.3. Need for Achievement and Basic Needs Theory	19
2.4.4. EXPECTANCY THEORY	20
2.4.5. EQUITY THEORY	21
2.4.6. JOB CHARACTERISTIC THEORY	22
2.4.7. GOAL -SETTING THEORY	22
2.5. FACTORS AFFECTING TEACHERS SATISFACTION	23
2.5.1. SALARY AND INCENTIVES	24
2.5.2. PROMOTION	25
2.5.3. ADMINISTRATIVE PROBLEM	25
2.5.4. LEADERSHIP STYLES	26
2.6. DESCRIBING JOB SATISFACTION	27
2.7 THE DYNAMICS OF EDUCATIONAL LEADERSHIP	28
2.8 PERFORMANCE, MOTIVATION AND JOB SATISFACTION	29
2.9. CONCEPTUAL FRAMEWORK OF THE STUDY	31
CHAPTER THREE: RESEARCH METHODOLOGY	33
3.1. RESEARCH DESIGN	33
3.2. SOURCE OF DATA	33

3.3. POPULATION SAMPLE SIZE AND SAMPLING TECHNIQUE	33
3.4. DATA COLLECTION INSTRUMENTS.....	34
3.4.1. QUESTIONNAIRE.....	34
3.4.2. INTERVIEW.....	34
3.5. DATA GATHERING PROCEDURE	35
3.6. METHOD OF DATA ANALYSIS.....	35
CHAPTER FOUR: RESULTS OF THE STUDY	36
4.1. PROFILE OF TEACHER RESPONDENTS	37
4.2. TEACHERS' MOTIVATION.....	39
4.3. TEACHERS' JOB SATISFACTION	45
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	51
5.1. SUMMARY OF MAJOR FINDINGS	51
5.2. CONCLUSION	51
5.3. RECOMMENDATIONS	52
REFERENCES.....	53
<i>APPENDIX 1- SURVEY QUESTIONNAIRE</i>	<i>59</i>
<i>APPENDIX 2- KEY INFORMANT INTERVIEW.....</i>	<i>64</i>
<i>APPENDIX 3: CROSS-TABULATION.....</i>	<i>67</i>
DECLARATION	69

List of Tables

Table 1: Characteristics of respondents	37
Table 2: Teachers response towards reward and recognition (N=69).....	40
Table 3: Teachers' responses regarding pride in the teaching profession (N=69).....	41
Table 4: Teachers' views about the social benefits of teaching (N=69)	42
Table 5: Teachers' response on system, administration and policy factors (N=69)	43
Table 6: Responses of teachers to intrinsic factors of job satisfaction (N=69).....	45
Table 7: Views of respondents towards the teaching job (N=69).....	46
Table 8: Learners related source of job satisfaction among teachers (N=69).....	47
Table 9: Responses of teachers on job related opportunities (N=69)	48
Table 10: Teachers' overall motivation and job satisfaction scores	48
Table 11: Chi-square for test of relationship between teachers' profile and their job satisfaction.....	67

List of Figures

Figure 1: Conceptual framework adapted from William (2011)	31
Figure 2: Work experience of teachers in years.....	38
Figure 3: Work load of teachers in hours per week	38
Figure 4: Club membership of respondents	39
Figure 5: Respondents by additional roles	39

Abstract

The purpose of this descriptive study was to assess the motivation and job satisfaction of secondary school teachers in Bole sub city. A total of 69 respondents representing 25% of the 276 teacher population were selected randomly from six secondary schools. A lottery draw was made through a pre-numbered enrolled tickets coded separately for each school. In addition, 12 key informants (six principals and six vice principals for teachers' development) were included. Thus, there were a total of 81 study participants. Data was collected through a self-administered questionnaire filled by teachers and a semi-structured interview conducted by the researcher with the key informants. Data were analyzed through SPSS version 20 software. Descriptive statistics mainly mean values and standard deviations were compared during analysis. Results were presented in frequency tables, bar charts and pie diagrams. It was found out that more than half of teacher respondents, 55%, were motivated. However, the prevalence of job satisfaction was low reported only by 48% of teachers. Findings also show that job security, having additional responsibility other than teaching, pride in the profession of teaching, social relations and CPD were among the motivating factors. By contrast, the current supervision and evaluation practices were alleged to be improper as reported by teachers. Moreover, feeling of inferiority, low income and working conditions were identified by teachers as dissatisfying factors. It was concluded that motivation of teachers in the study area was moderate while job satisfaction was low. Recommendations are finally made pertaining to policy implementation, further study and mechanisms to enhance the job satisfaction of teachers.

Key Terms: Motivation, Job Satisfaction, Teachers, CPD, Secondary School

CHAPTER ONE: INTRODUCTION

This introductory chapter presents the initial literature about job motivation and job satisfaction. It also deals with the statement of the problem, significance, objectives and the research questions. Furthermore, it indicates the delimitation and limitations of the study. Teachers play a vital role in the teaching learning process. They are expected to devote themselves professionally to the proper education of students and so assist them to gain knowledge as well as skills and attain intellectual, conceptual and attitudinal changes. Teachers are also supposed to carry out their responsibilities properly so that pupils develop their potentials. Effective teaching enables students to become participatory in all aspects of curricular as well as extra-curricular activities. As a matter of fact, several teachers also work as advisors of different school clubs thus responsible to the enhancement of the overall personal and social development of students.

As is the case in most professions, teachers also have moral obligations. Indeed, teachers interact with their fellow students and undoubtedly establish interpersonal relationships with other staff including administration and supervisors. Sometimes, they also have contacts with members of parent-teacher committee. Indeed, all of their day-to-day duties and social interactions in the school compound are bound to certain rules and regulations.

The most widely accepted theory of job satisfaction was proposed by Locke (1976), who defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke, 1975, p.1304).

1.1 BACKGROUND

One of the influential theories of motivation has been coined by Abraham Maslow (1970:43). His “Need-Based Theory of Motivation” provided the hierarchy of factors that motivate an employee such as physiological/basic needs, safety and security, belongingness and affiliation, self-esteem, and self-actualization. Muhammad et al. (2012) has explained these set of needs in organizational context. At primary level, an employee is first motivated due to physiological factors such as food, clothing, shelter etc or in short he needs pay to fulfill his basic needs. Then security and safety needs are activated. Employees need secure jobs, safe working conditions, protection against threats etc.

Muhammad et al. (2012) argued that reward and recognition are the two along with many other factors which can have an effect on the job satisfaction and motivation of teachers. Yet, these authors asserted that awarding the financial benefit to employee without any prominent show also loses its importance. In addition, the types and nature of rewards have a direct relation with the motivation and satisfaction of the employees. Ali and Ahmed (2009) confirmed the strong direct effects of rewards and recognition on job motivation and satisfaction. Sargent and Hannum (2005) asserted that if the teachers are satisfied then they are to greater extent committed and involved to their job. In this respect, Muhammed et al. (2012) found a positive relationship between job satisfaction and intrinsic motivation in support of their research hypothesis.

Job satisfaction is an extent to which employee feels positively or negatively about different aspects of job e.g. job conditions, timing, structure, compensation, tasks, and relationship with co-workers and responsibilities (Omme et al., 2009; Spector, 1997). Employee's satisfaction results in pleasant environment in an organization (Khan, Aslam and Lodhi, 2011). Pay is thought to be a key factor behind job satisfaction besides promotion, recognition, job involvement and commitment. Job satisfaction is a feeling of an employee about his job (Kamal and Hanif, 2009). The management should give priority to its human resources who play a vital role to give a competitive edge to the organization (Khan et al., 2011). Job attachment, dedication and willingness are the key factors that provide satisfaction (Sargent and Hannum, 2005). There is evidence that job satisfaction is related to the work itself. With regard to this, Sargent and Hannum (2005) pointed out that the working conditions at school contribute to the satisfaction of teachers.

According to Prendergast (2002), supervisors at times impose personal liking and disliking in the rewards and punishments. The caliber of the leaders and supervisors has an effect on the working environment of the school (Sargent and Hannum, 2005). Hence, it is essential that an objective evaluation measures should be in place for an effective supervision that minimizes hidden motives for a healthy educational system. Otherwise, unfair judgments from officials not only dissatisfy teachers but also force qualified teachers to leave the school or their profession at all. Ali Abdulkadir and Ali (2016) have cited various sources that provide evidence for the impact of motivational factors to organizational factors.

In general, studies on motivation revealed that principals should focus on intrinsic motivation. Ali Abdulkadir and Ali (2016) recommend that further survey toned to be made over the effects of the intrinsic factors of motivation such as career development, recognition, etc. on organizational performance rather than extrinsic factors of motivation such as rewards and work environment.

Mensah (2011), who studied 100 teachers from four senior secondary schools in Ashanti district of Ghana, found out that 81% of the respondents indicated that they put in great deal of effort beyond normal in the course of their work. He then concluded that most teachers are committed to their jobs since they would like to maintain their jobs in order to provide for the socio economic needs of their families.

1.2. STATEMENT OF THE PROBLEM

Teachers are a very important group of professionals for our nation's education sector. This is true in as much as they inculcate knowledge, skills and attitudes in students and prepare them to take up role in national development. Teachers, as human capital, impart knowledge more efficiently and even the best of facilities cannot be substituted for teachers' roles as these facilities require well- trained instructors to make good use of them (Markos and Sridevi, 2010). Therefore, the teaching force is very crucial and forms an important input in the education system.

Teachers are the most important resources in schools. They are the key figures for any changes or educational reforms needed in schools. The provision of a high quality education system depends on high quality teachers (Jaye, 2004). A high level of teachers motivation and job satisfaction resulted in improving their subject knowledge, and specializing teaching skills (pedagogical knowledge) and increased motivation and satisfaction with their job is the central to quality teaching and learning (Bolin, 2007). The quality of the teachers, their motivation and job satisfaction are the determinant factors for the students to benefit from the education system. Teachers act as role model, since they are the pillars of the society (Jaye, 2009) who help the students not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead.

Low level of motivation and job satisfaction with the teaching components has negative consequences on performance of teachers. Teachers with low level of motivation and job

satisfaction lacks devotion and commitments on their job, in turn it hinders teachers bringing their best qualities to their schools , students, parents, and the society at large. The success of the education system depends mainly on whether teachers are satisfied and motivated, in turn; low level of motivation and satisfaction of teachers with their jobs causes failure in the education system of a country.

Furthermore, a teacher who is satisfied with his/ her job has a sense of motivation to uplift the society that he/she lives in; whereas, one who is dissatisfied and demotivated may exert a negative influence on the students' learning. Teacher's demotivation and job dissatisfaction has negative effects on students' academic growth. When teachers have motivation and satisfaction, they tend to teach well. It is generally believed that motivated and satisfied teachers are more productive than demotivated and dissatisfied teachers.

Teachers in particular encounter several challenges related to meeting basic needs, and maintaining professional status amid the ever growing market economy of the country. According to Legesse (1992), to achieve the vision and objectives stated in Ethiopian education policy and strategies set forth, the motivated and satisfied teachers' are crucial. Therefore, in the last couple of years, the Government of Ethiopia has taken various measures in response to this overwhelming problem. These include raising salary scales and reduction in the rate of income tax. Since 2015, the free public transportation service for civil servants to-and-from their respective work places being provided by the Addis Ababa City Administrative Council is believed to be a further intensive scheme to contain such problems.

However, improvement in monthly income cannot alone lead to better employee commitment as there are various intrinsic and extrinsic factors that influence motivation and job satisfaction. In this regard Muhammad et. al., (2012), who studied a large sample of teaching staff in Pakistan, stated that the work itself or the quality of supervision may also contribute towards job satisfaction. The working conditions at school contribute to the satisfaction of teachers.

According to these authors, employees or teachers may be considered as dissatisfied with their jobs if they remain absent and reluctant to the job of teaching. Sargent and Hannum (2005), as cited in Muhammed et al. (2012), argued that teachers are more content with communities that are less distant and having better economic and social possession. Moreover, teachers are said

to be happy with good pay, big schools where they have the chance of professional growth, where there is not much workload and where they get the administration support (Sargent and Hannum, 2005).

The human resource management practice in the country seems to be not in par with the theoretical and empirical viewpoints. The aggravating living conditions and dwindling status of teachers have been observed through public media a couple of years ago. In connection with this, the quality of education was perceived to be affected. In response to this, the Government of Ethiopia set a couple of measures to address the issues of teachers. These include: public transport service, salary adjustment and housing provision for teachers working in Addis Ababa. Therefore, it is a special time to conduct job satisfaction and motivation of teachers. Also, there are very few studies done in Addis Ababa on such topics in the capital city in recent years.

1.3. RESEARCH QUESTIONS

This study is going to answer the following questions:

- (1) What factors influence the motivation of secondary school teachers in Bole Sub-city?
- (2) What factors influence job satisfaction of teachers in the selected secondary school of teachers?
- (3) How is the level of motivation and job satisfaction of teachers in the study area?
- (4) Which socio-economic characteristics tend to show a relationship with job motivation and satisfaction among teachers in the study area?

1.4. OBJECTIVE OF THE STUDY

1.4.1. GENERAL OBJECTIVES

The general objective of the study was to assess the extent of the current status of teachers' motivation and job satisfaction in the government secondary schools of Bole sub-city.

1.4.2. SPECIFIC OBJECTIVES OF THE STUDY

1. To identify factors related to motivation of secondary school teachers in Bole Sub-city.
2. To describe the level of job satisfaction of teachers in selected secondary schools of Bole Sub-city

3. To assess the level of motivation and job satisfaction of teachers in the study area
4. To find out whether the socio-economic characteristics of teachers are related or not with their motivation and job satisfaction in the study area.

1.5 SIGNIFICANCE OF THE STUDY

The study aimed to assess the current status of teacher's motivation and job satisfaction, and try to identify factors that affect teachers' motivation and job satisfaction. Therefore, the study is significant to:

1. Provide information about the current status of teacher's motivation and job satisfaction in Secondary School to concerned educational stakeholders.
2. Identify the problems related to lack of motivation and dissatisfaction of teachers for principals, woreda education office, sub-city officials, as well as for teachers themselves to take measure for improvement.
3. Make recommendations, and hence school principals and sub-city authorities may develop different strategies in order to raise the motivation and job satisfaction of teachers.
4. Point out some issues as a basis for other research in the future.

1.6. DELIMITATION OF THE STUDY

The main purpose of this study was assessing the current status of teachers' motivation and job satisfaction in the government secondary schools of Bole sub-city. This study was delimited to secondary school of Bole sub city.

The target populations that include in this study were teachers, principals, and vice principals. This study was also delimited to assessing whether teacher's currently motivated and satisfied or not by identifying the major factors that affect teachers' motivation and job satisfaction, and indicating possible measure how to motivate and satisfy teachers.

1.7. LIMITATION OF THE STUDY

In the first place, the researcher obtained little qualitative information due to budget shortage. If a qualitative method such as focus group discussion was conducted with teachers, it would have been possible to better explain some results. In addition, the reluctance of most teachers to indicate their monthly household income somehow affected the analysis. There are some

evidences that show relationship between job satisfaction and income level because of other sources like through their wives or family business.

1.8. DEFINITION OF TERMS

Status: is the necessary condition for teacher's motivation and job satisfaction.

Job satisfaction: Job satisfaction is the positive attitudes or emotional dispositions of people /individuals/ may gain from work or through aspects of work (Brian and Kimberly, 2016). The term here refers to the level of pleasurable or positive emotional state of teachers towards his/her job as measured by a five-points scale ranging from 1 (highly dissatisfied) to 5 (highly satisfied).

Motivation: refers to the perceived interest and affiliation with the teaching professions as a function of the recognition, respect and benefit. In this paper, the term is the degree of perceived interest or affiliation with the teaching work as measured by a five-points scale ranging from 1 (highly demotivated) to 5 (highly motivated).

Motivational Factors: the different reward scheme, job appraisal, supervision feedback, career opportunity, and pay compensations including such fringe benefits like public transport and housing in Government provision.

Professional development: refers to the equity and opportunity a teacher gets in the entire career structure including further education and advancement of position on the criteria of achievements, experience and educational qualification of the teacher.

School administration: the term is used to encompass the management system and decision-making capacity of school principals and supervisors in relation to the supervision and evaluation practices that potentially affect the motivation and job satisfaction of teachers.

Secondary School: In the Ethiopian education system, a secondary school refers to grade 9 and 10.

Retention: refers to the rate of influx or maintenance of qualified teaching staff in the selected secondary school in a given academic calendar or fiscal year.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter contains the different aspects of the issues related to the topic of the present research. For the sake of clarity and ease of comparison, the chapter is divided into seven sections by sub-topics. Citations and referencing are made as per the standard guideline and style recommended for an academic paper. In this respect, the researcher has tried to make proper acknowledgement to authors cited and sources used in this document.

2.1 THE CONCEPT OF MOTIVATION

The concept of motivation has been described in various ways by different authors and researchers. The term is derived from the Latin word “*movere*” which means to move (Baron, Henley, McGibbon and McCarthy, 2002). Spector (2008) describes motivation as an internal state that induces a person to engage in particular behaviors, and viewed motivation further from two perspectives: one emphasizing direction, intensity and persistence, and the other having the desire to achieve a certain goal. In support of these views, another author conceives that work motivation is a set of internal and external forces that initiate work-related behavior and determine its form, direction, intensity and duration (Pinder, 2008, p.11). In the context of the school therefore, both environmental (contextual) factors and those inherent in teachers themselves, would direct teacher motivation and work behavior (i.e. teaching and learning).

2.2 THEORETICAL PERSPECTIVES OF MOTIVATION

Researches on motivation draw on several theoretical perspectives. Baron et al. (2002) posit that motivation theories are broadly classified into three categories namely needs-based theories, cognitive theories, as well as drive and reinforcement theories. Needs-based theories are also referred to as content theories since they explain the content of motivation. These theories propose that internal states within individuals energize and direct their behavior. These internal states are referred to as drives, needs or motives. Examples of needs-based theories are Maslow’s hierarchy of needs, Herzberg’s two-factor theory, McGregor’s Theory X and Theory Y, Hackman and Oldham’s task enrichment theory and McClelland’s learned needs theory.

Cognitive theories focus on cognitive processes such as thoughts, beliefs and values which people use to make choices regarding their behavior at work (Beck, 1983:380-383). These theories include the equity theory, goal setting theory and the expectancy theory (Baron et al., 2002). They also include the more recent theories such as the self-efficacy, control and action theories. According to Dehaloo (2011), a high level of self-efficacy or belief in one's own capabilities is a necessary component of work motivation and subsequent performance. Drive and reinforcement theories are based on behaviorist approaches which are based on the premise that behavior that has been rewarded in the past will tend to be repeated, and behavior that has been punished previously, will tend to be extinguished (Owens, 1995:26). A description of the different theories of motivation is provided in the following section.

2.2.1 NEEDS-BASED THEORIES

Maslow's pioneering work on motivation dates back to 1943 (Spector, 2008:202). The basic tenet of Maslow's theory is that human beings have needs which he classified in a hierarchy ranging from lower order to higher order needs. Lower order needs include physiological and safety needs whilst higher order needs range from social, egotistical and self-actualization needs. Maslow contended that lower order needs have to be satisfied first, before higher order needs can be satisfied (Schultz and Schultz, 1998:240).

Physiological needs are related to basic survival, e.g. hunger or thirst, whilst safety needs relate to physical safety and security as opposed to being exposed to harm. Safety needs, according to Spector (2008:203), are also related to job security. Social needs refer to friendship, love and social acceptance and support, whereas egotistical needs involve a person's desire to be respected by others and by him/her. The highest order need in the hierarchy is the need for self-actualization, which represents a person's striving towards the full development of his/her potential.

Alderfer revised Maslow's theory of needs to align more with empirical research (Schultz and Schultz, 1998:240). Alderfer's ERG theory is an expansion of Maslow's theory, and is based on three needs: existence (physical survival needs), relatedness (social needs) and growth (personal growth and development needs). According to the ERG theory, there is more than one need that is in operation at the same time, and that these needs do not occur in a hierarchy, but rather on a continuum (Schultz and Schultz, 1998:241; Spector, 2003:191).

Herzberg's two-factor theory states that motivation comes from the nature of the job itself, and not from external rewards or job conditions (Spector, 2003:192). It argues that the factors that lead to job satisfaction (i.e. the 'motivators') are different from those that lead to job dissatisfaction (i.e., 'hygiene factors' or 'maintenance factors').

Hygiene or maintenance factors range on a continuum from a state of dissatisfaction to no dissatisfaction. These factors involve circumstances surrounding the task which do not lead to job satisfaction, but prevent dissatisfaction if maintained adequately. Examples of these maintenance factors are: level of supervision, job status, work circumstances, service conditions, remuneration and interpersonal relationships (Herzberg in Hoy and Miskel, 1996:320).

The two-factor theory has had a major impact on organizational psychology in that it has led to the re-design of many jobs to allow for greater participation of employees in planning, performing and evaluating their work (Baron et al., 2002; Schultz and Schultz, 1998:24). In addition, the two-factor theory has been very successful in focusing attention on the importance of providing employees with work that is meaningful to them (Spector, 2003:192).

Highly motivated teachers with satisfied needs can create a good social, psychological and physical climate in the classroom. Such teachers would be able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective practice) (in Ololube, 2006:6).

McClelland postulated the needs theory and identified three types of motivational needs prevalent in workers and managers to varying degrees. These needs are: the need for achievement, the need for power and the need for affiliation. McClelland (1996) describe these as follows. Power needs is expressed in a strong desire to change or alter the course of events. The term affiliation refers to the fact that feelings of belongingness exist in all human beings but in widely differing degrees. On the other hand, the need for achievement for humans is the question of success or failure. Considering achievement in-depth the authors stated that for one to be successful, there are three things to do: Seek a challenge, set goals or objectives, and work hard to achieve those objectives.

The learned needs theory is pertinent to teachers in the sense that teachers are individuals who form part of a team. They desire affiliation to the team (i.e. colleagues on the staff) with whom they share a professional relationship based on mutual trust and cooperation. Teachers constantly seek lofty achievement as implementers of the curriculum, and the power to know they are in charge.

The task enrichment theory, also known as the Job Characteristics Model (JCM), was postulated by Hackman and Oldham (1976). The JCM combines and unifies Maslow's needs fulfillment theory, Herzberg's job enrichment theory and the expectancy theory into a theory of job design (Hoy and Miskel, 1996:323). According to the JCM (Hoy and Miskel, 1996:324), there are three psychological states which are necessary to enhance an individual's motivation and job satisfaction, and these are:

- Experience of work as meaningful, i.e. the quality of work performance;
- Experience of work responsibility, i.e. the level of personal responsibility for a person's work; and
- Insight in job performance, i.e. an evaluation of how well or poorly an individual is performing at his/her job.

With reference to the task itself, Hackman and Oldham (1976) identified five job characteristics which lead to the above psychological states, and these are skills variety, task identity, task importance, autonomy and feedback.

However, managers can also assist teachers to experience meaningfulness, responsibility and knowledge of results. Hackman and Oldham (1980) aver that managers need to do the following: create opportunities for teachers to use their talents and skills; engage them in activities that enable them to see the whole and to understand how their contributions fit into the overall purpose and mission (task identity); view their work as having a significant impact on the lives of learners (task significance); let them experience independence in scheduling work, deciding classroom arrangements and teaching methods (autonomy); and to give them clear information about the effects of their performance (feedback).

2.2.2 COGNITIVE THEORIES

Adams (Schultz and Schultz, 1998:246) postulated the equity theory in 1965. According to this theory, people are motivated if they experience equity/fairness at work. Baron et al.

(2002) assert that people make judgments or comparisons between their own inputs at work (e.g. their qualifications, experience and effort) and the outcomes they receive (such as pay and fringe benefits, status and working conditions). There is also a tendency for employees to compare their own situation with that of others. If they perceive anomalies, discrepancies and/or inconsistencies, they are inclined to react to these to bring about equity.

In the context of this study, the theory states that teachers compare themselves to others with regard to outcomes and inputs at work, and discrepancies in ratios can motivate them to take action. The choice of action may include changing the level of commitment to the organization, changing the rewards from work, or even quitting (Spector, 2008:219). The equity theory has laid the foundation for more recent theories, for example the fairness theory (Spector, 2008:212-213). The fairness theory distinguishes between the distribution of rewards and the procedures by which rewards are allocated, thereby subscribing to both distributive and procedural justice at schools.

Vroom postulated the expectancy theory in 1964. The basic tenet of the expectancy theory is that people base their behavior on their beliefs and expectations regarding future events, namely those maximally advantageous to them (Baron et al., 2002). The expectancy theory, also known as Vroom's Expectancy-Valence-Instrumentality (VIE) theory, posits that motivation (or 'force') is a mathematical function of three types of cognition, expressed as follows (Vroom, 1964):

$$\text{Force} = \text{Expectancy} \times \sum (\text{Valence} \times \text{Instrumentalities})$$

Where:

- force is the person's motivation to perform;
- expectancy is the perceived probability that a person has regarding his ability to perform the behavior required to lead to a desired outcome e.g. working hard enough to secure a promotion;
- valence is the value or the attractiveness of the outcome to the person, and
- instrumentality is the perceived probability that a given behavior will lead to the desired outcome.

Spector (2008:206) hypothesizes that for each form of behavior there may be more than one outcome. For each outcome, a valence and instrumentality are multiplied, and each resulting product then summed (Σ) and multiplied by the person's (in this case the teacher's)

expectancy to produce an overall force or motivation score. If any of the cognitive components equal zero, then the overall level of motivation of teachers will be zero.

The expectancy theory suggests that motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Spector, 2008, p. 206).

Pinder (in Hoy and Miskel, 1996:111), in support of the expectancy theory, maintains that the expectancy theory is an excellent predictor of job satisfaction. This theory also predicts performance but not as well as it predicts satisfaction; and demonstrates that people work hard when they think that working hard is likely to lead to desirable outcomes.

At school, the expectation of teachers to manage and implement the curriculum, for example, is continually evaluated against learner results in performance tests. Teachers experience motivation and job satisfaction if they believe that their efforts in the light of their expectations are realized. If learner performance is repeatedly mediocre or poor, teacher motivation levels are bound to decline.

According to Bandura (in Spector, 2008) the self-efficacy theory posits that motivation and performance are determined by how effective people believe they can be. In other words, people with high self-efficacy believe they are capable of accomplishing tasks and will be motivated to put in more effort to achieve their goals. Similarly, people with low self-efficacy do not believe they can accomplish tasks successfully. They will therefore not be motivated and will not put in the desired effort. The effort that needs to be put in, however, is reliant on the individual's ability to perform the specific task.

In order for the goal directed behavior to effectively improve job performance at the workplace, Henneand Locke (1985) as well as Hoy and Miskel (1996:121), outline the following prerequisites:

- A thorough commitment to the specific goal;
- Regular feedback on the person's performance towards attaining the goal;
- Goals that are specific rather than vague (such as "do your best");
- self-set goals rather than organizationally set goals. If this is not possible, a person needs to at least have input into his own goals; and challenging goals.

Christopher (2004) maintains that in an organization such as a school, performance depends on the combination of goal-directed effort, organizational support and self-efficacy or individual abilities and traits. Organizational support would imply the provision of resources, appropriate organizational policies, and measures involving safety and security, among others. The role of the school principal is crucial. Principals need to ensure that teachers will accept and remain committed to stated goals. However, for teachers to be committed to set goals, the goals must be realistic, challenging and rewarding (William, 2011).

The integrated control theory model of work motivation was postulated by Klein (Spector, 2008:216). It is a recent model which builds upon Locke's goal setting theory, and focuses on how feedback effects motivation to maintain efforts towards goals. According to control theory, motivation begins with a goal that one intends to achieve. The theory posits that the goal must be attainable, and, as one works towards the accomplishment of the goal, feedback about performance is given. The feedback is evaluated by comparing the current goal (progress) to some internal standard or expected progress. If progress is insufficient, one will be motivated to take action, which might include goal re-evaluation or adoption of other strategies to improve performance. These strategies could be working harder (increase in effort) or working smarter (adopting new strategies).

The action theory of motivation is a comprehensive German theory of work behavior that describes a process linking goals and intentions to behaviors (Frese and Zapf in Spector, 2008:217). The theory proposes that work motivation theories should focus mainly on goal-oriented or voluntary behavior called actions. These action processes link a hierarchy of cognitions both to actions and to feedback from the environment (Spector, 2008:217)

According to the action theory there must be a desire to accomplish something, and that desire leads to specific goals and objectives to achieve it. Once the goals are set, plans and specific steps are chosen to achieve the goals. Thereafter the plans are executed, and execution involves actions. Finally the person receives feedback, which is an indicator of whether progress is being made toward the goal or not. If the feedback is positive, the actions are sustained; negative feedback can lead to changes in goals, plans and actions (Spector, 2008:217).

2.2.3 DRIVE AND REINFORCEMENT THEORIES

Drive and reinforcement theories were originally postulated by Thorndike and developed further by Woodworth, Hull and (much later) by Skinner (Schultz and Schultz, 1998). Baron et al. (2002) posit that these theories assume that peoples' behaviors are determined by perceived positive and negative consequences, based on the 'Law of Effect'. Reinforcement is defined as any effect that causes behavior to be repeated or inhibited. Studies carried out by Skinner (Ololube 2006:8) reveal that if pleasant consequences follow a behavior, the behavior tends to continue; but if unpleasant consequences result, the behavior tends to stop. The consequences of behavior may be tangible (such as money and gifts) or intangible (such as recognition and praise).

According to Schultz and Schultz (1998:178), the reinforcement theory is influential in firmly establishing the ideas relating to incentive and reward systems prevalent in most organizations today. It provides the basis for the notion that rewards should be commensurate with individual units of productivity. This view is shared by Spector (2008:204), who adds that rewards can be highly effective in the enhancement of job performance.

Education authorities should ensure that teachers receive continual positive reinforcement in order for them to perform satisfactorily on a sustained basis. Praise and recognition as gestures of goodwill are examples of positive reinforcement that would motivate teachers to maintain or even enhance their performances in the classroom.

2.3 EVIDENCES FOR EFFECTIVE MOTIVATIONAL SCHEMES

Regarding motivational factors, some researchers gave emphasis to individual differences. Dobre (2013), for example, said that not all individuals are the same, so each one should be motivated using different strategies. Muhammad et al. (2012) stated that intrinsic motivation is found to be highly dependent upon the job satisfaction among employees.

According to Herzberg, employees who are satisfied at work attribute their satisfaction to internal factors, while dissatisfied employees ascribe their discontent to external factors. Motivators at the workplace, according to Herzberg (1976), are level of recognition, pleasure of performance, increased responsibility and opportunities for advancement and promotion.

Teachers' motivation might come from many sources. Some teachers are motivated by factors external to them such as stable salary or the advantages of having more leaves. Dehaloo (2011) asserted that extrinsic factors have not been found to affect teacher job

satisfaction and effectiveness to the same extent as intrinsic factors. Mentioned in Dehaloo (2011), Whawo posits that extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by developing teachers' higher level needs, i.e., giving teachers greater opportunity, responsibility, authority and autonomy.

On the other hand, Firestone and Pennel, as well as Johnson and Rosenholtz (in Dehaloo, 2011), maintained that intrinsic motivation at the workplace is enhanced by psychological rewards. These include: meaningful and varied work, task autonomy, participatory decision-making, positive feedback, collaboration, administrative support, reasonable workload, adequate resources, and learning opportunities providing challenge and accomplishment.

Three kinds of incentive have particular relevance for teachers: monetary incentives (direct and indirect), non-monetary incentives and perverse incentives. Direct monetary incentives refer to salary and allowances that teachers receive for their work. While simply raising salaries is not effective Singh (2015). The study by Shah et al. (2012) who studied 294 teachers found out that a total of 45% of the variation in Job Satisfaction is explained by the three predicting variables. These are supervision, reward and recognition, and work itself.

In general, studies on motivation revealed that principals should focus on intrinsic motivation. Ali Y.A., Abdulkadir M. D. and Ali A. A. (2016) suggested a further survey should be made over the effects of the intrinsic factors of motivation such as career development, recognition, etc. on organizational performance rather than extrinsic factors of motivation such as rewards and work environment. Hence, to the extent that education leaders understand what motivate teachers, it may possible to provide incentives in ways that promote better quality education.

2.4. THEORIES OF JOB SATISFACTION

There are various theories attempting to explain job satisfaction in the literature, among these theories, prominent ones are divided into two categories: content theories and process theories. Content theories identify factors leading to job satisfaction or dissatisfaction and suggest that job satisfaction come true when employees' need for growth and self-actualization are met by their job. Process theories attempt to describe the interaction between variables for job satisfaction and explain job satisfaction by looking at how well the job meets one's expectations and values. Each of two theory groups has been explored by many researchers. Content Theories are Maslow's Need Hierarchy Theory, Alderfer-ERG,

Herzberg's Two Factor Theory, McClelland's Need Theory; and process theories are Vroom's Expectancy Theory, Locke's Goal-Setting Theory, Adams' Equity Theory and job characteristic theory etc.

These theories suggest different requirements of employees that need to be addressed in order to provide them an adequate level of satisfaction with their job. The reason why these theories were used for this study is based on the implications that they influence the way in which teachers are satisfied, since they have some aspects or factors that are highlighted as motivators and satisfiers.

2.4.1. HERZBERG'S TWO FACTOR THEORY

Frederick Herzberg (1959) has closely related with Maslow's hierarchy of human needs theory and introduced two-factor theory of motivation. According to Herzberg's two-factor theory of motivation, the factors are divided into two dimensions, "motivators" and "hygiene". According to him, certain factors that would directly motivate employees and cause satisfaction are intrinsic factors. Herzberg calls these factors as the "motivators" which give the intrinsic satisfaction, and represent the need for self-actualization and grow. The motivators are based on personal perceptions and internal feelings; including achievement, experience, the work itself, responsibility, changing status through promotion and opportunity for growth and advancement.

According to Herzberg's two-factor theory, the primary determinants of employee satisfaction are intrinsic factors, because employees are motivated to obtain more of them. If the motivator factors are not provided by the institution, individuals will be dissatisfied, as dissatisfaction is caused by hygiene factors. Absence of hygiene factors contributed to job dissatisfaction but their presence does not contribute to satisfaction. Some studies have shown evidences in support of the two-factor theory. For, example, Ngimbudzi (2009) indicated that teachers are satisfied with the social benefits (SB) of job dimension. This dimension includes recognition from community, co-workers, autonomy/freedom, responsibility, work itself and job security.

The implication of the motivator-hygiene theory is that needs such as improvement of salary, benefits and safety, which are extrinsic factors, will prevent employees from becoming actively dissatisfied but will not motivate them to exert additional effort toward better

performance. In contrast, in order to motivate workers, managers must focus on changing the intrinsic factors. A distinction between intrinsic and extrinsic motivation has been given by Latham (in Christopher, 2014). According to this author: intrinsic rewards include such issues as: professional development, nature of work itself and sense of achievement, while the extrinsic ones include pay and job security.

On the other hand, Herzberg's motivation-hygiene theory is also criticized on some points. Theory does not clarify the differences between the satisfaction and dissatisfaction. These two factors, called "motivators" and "hygiene", conclude differently from population to population. Any factor that causes dissatisfaction may contribute to satisfaction in any other condition or any other country. In addition, this difference is hard to put into effect, since people have different needs and expectations. Yet, level of satisfaction cannot be predicted with the only motivator or hygiene.

2.4.2. Maslow's Hierarchy of Needs Theory

Maslow's (1943) theory of human motivation is based on assumptions that needs that are not satisfied motivates or influence behavior. Needs are arranged according to a hierarchy of importance and that an individual's needs at any level on the hierarchy emerges only when lower level needs are reasonably well satisfied.

The use of universal needs hierarchy by a manager in motivating employees is based on the concept that reasonably well satisfied needs do not motivate. Maslow identified five levels of needs. These are the physiological needs, safety needs, love or social needs, esteem needs, and the need for self-actualization.

Physiological needs are undoubtedly the most basic in the hierarchy. Once the basic needs are satisfied, they cease to motivate an individual. Once one is satisfied in one level of need one strives to satisfy needs in the next higher level. However, if the satisfaction of a lower order need is threatened, that need will again become proponent and the efforts to satisfy all higher order needs will be reduced (Okumbe, 1998).

Physiological needs are the most basic needs in Maslow's hierarchy, and include needs that must be satisfied for the person to survive; these include food, water, oxygen, sleep, sex and

sensory satisfaction in the employment context and are usually satisfied through adequate wages or salaries (Nzure 1999).

Safety needs, emerge when the physiological needs are relatively satisfied and occupy the second level in the hierarchy of needs. These needs include a desire to security stability, dependency, protection, and freedom from fear and anxiety, and a need for structure, order and law (Cherrington, 1989). These needs are also satisfied through adequate wages or salaries, although Maslow does not consider money as an effective motivator.

The third level of needs is love or social needs. These are needs for affiliation, belongingness, acceptance and friendship. In an educational institution the manager should facilitate an environment where the staff members and the learners can satisfy their love needs.

The fourth level of needs is the esteem needs. These are needs for self-respect, for accomplishment, for achievement (Maslow, 1954). The achievement must be recognized and appreciated by someone else.

The fifth level of needs is the self-actualization. This is the highest need in Maslow's hierarchy. This is the need of becoming all that a person is capable of becoming. There is need to utilize one's potential to the maximum when working with and for others. While Maslow's needs hierarchy theory is widely known and adopted by practicing managers, some researchers have criticized its findings. Alderfer (1972) conducted a cross-sectional study of needs and strength, the conclusion of the study failed to support the hierarchy concept as described by Maslow.

2.4.3. Need for Achievement and Basic Needs Theory

Need for Achievement Theory was developed by McClelland (1951, 1961). Individuals' needs are divided into three psychological needs. These primary needs in this theory are the need for affiliation, for power, and for achievement. Firstly, the need for affiliation reflects a desire to establish social relationships with others. Secondly, the need for power is a desire to control one's environment and influence others. Thirdly, the need for achievement is a desire to take responsibility, set challenging goals, and obtain performance feedback.

This theory has been a cornerstone for many empirical and experimental researches. The main point of this theory is that when one of these needs is strong in a person, it has the

potential to motivate behavior that leads to its satisfaction. Thus, especially managers should effort to develop an understanding of whether and to what degree their employees have these needs, and the extent to which their jobs can be structured to satisfy them.

2.4.4. EXPECTANCY THEORY

Expectancy can be defined as a belief, which concerns a particular action following by a particular outcome (Lunenburg, 2011b). An American psychologist, Edward C. Tolman, introduced “Expectancy Theory” in the 1930s. This theory indicates that human behavior is motivated by the expectations. According to the theory, an individual decides to behave in certain way to achieve the desired reward, motivates himself/herself to select a specific behavior concerning what they expect the result of that behavior (William, 2011). For instance, if workers need more money to satisfy their needs, they are assured that if they work harder; they will receive more money.

Vroom (1964) applied the concepts of behavioral research in the following years, which was introduced by Tolman. Expectance Theory is process theory of job satisfaction and motivation. This theory describes expectations in which an individual’s effort is determined by the expected outcomes and the values of outcomes in a person’s mind. In other words, the concept of expectancy is based on individual perception and personal behavior.

In addition, Locke (1975) states that needs are regard less of what the person wants, while values are subjective depending on the standards in the person’s mind. It means that while people have the same basic needs, value of the needs differ according to people’s standards. For example, one employee may feel that pay rate is extremely important while another may feel that social relationships are more important. To explain the effects of these differences, Locke (1976) put forth the ideas of the range of affect theory. The hypothesis of this theory is that employees weigh facets differently while assessing job satisfaction (Locke, 1976).

According to expectancy theory, there is strong relationship between the effort, the performance, and rewards they get from their effort and performance. They become motivated when they belief that strong effort will lead to a good performance, and good performance will lead to a desired reward (Lunenburg, 2011b). Vroom presented three basic variables in his theory: expectancies, instrumentalities, and valances:

Expectancy: is the degree to how much people believe that putting forth effort leads to a given level of performance. Instrumentality: is the degree to how much people believe that a given level of performance results in certain outcomes or rewards. Valence: is the extent to what the expected outcomes are attractive or unattractive. Differently from the content theories, expectancy theory recognizes of motivation process so that it is not a simplistic approach. Vroom's expectancy theory does not provide specific suggestions about the things that motivate employees. Instead, Vroom's theory provides process, which reflects individual differences in work motivation. Expectancy theory provides guidelines for enhancing employee motivation by defining the individual's effort-to-performance expectancy and performance –to-reward expectancy (Lunenburg, 2011b).

The meaning of this theory is that if workers put forth more effort and perform better at work, then they are compensated. If discrepancies occur between expected compensation and actual outcome, this leads employees to dissatisfaction. In other words, if employees receive less than dissatisfaction may occur (Worrell. 2004). Thus, managers should ensure that their employees believe high effort leading to valued rewards (Lunenburg, 2011a).

In 1964, Vroom also pointed out that the job satisfaction has seven aspects, i.e., the compensation, the supervisor, the colleagues, the working environment, the job content, the promotion, and the organization itself.

2.4.5. EQUITY THEORY

Equity theory is a motivation theory but there are important points about satisfaction and dissatisfaction in it. According to Adams (1963, 1965), satisfaction is determined by the perceived input-outcome balance. He states that, employees aim to reach a balance between their “inputs” and their “outcomes”.

The degree of equity is factor that defined by the relationship between inputs and outcomes. Employees make comparison between their own contribution and rewards during this stage, if employees feel themselves as not being fairly treated, this will resulting dissatisfaction. If the rates of reward are low than others, means inequality increases, employees try to increase their rewards. If this is not possible, they decrease their contribution and performance. Some studies related with equality state that, for instance, female may be more tolerant or under payment in equality than males, and they may experience less perceived inequality.

As a conclusion, Adam's Theory made a significant contribution to motivation theory by pointing out social comparisons. Apart from expectancy theories, which focus on the relationship between performance and reward, Adma's theory proposed that motivation process is more complicated and employees evaluate their rewards by social comparisons.

2.4.6. JOB CHARACTERISTIC THEORY

Hackman and Oldham (1980) to explain aspects of job satisfaction develop job characteristic model. It states that job characteristics are the best predictors of job satisfaction since job satisfaction is affected by interaction of task characteristics, of workers and organizational characteristics (Green, 2000). According to job characteristic model, job satisfaction is based on five job characteristics, which are under three psychological states; experienced meaningfulness of the work activities. Experienced meaningfulness has three job characteristics; they are skill variety, task identity and task significance. Job characteristic of experienced responsibility is autonomy and job characteristic of knowledge of the actual results' is feedback.

Hackman and Oldham (1976) studies provide an important background for the Oldham model (1975), their model stated the most widely accepted job characteristic with the six job attributes: variety, autonomy, task identity, feedback, dealing with others and friendship opportunities.

2.4.7. GOAL –SETTING THEORY

Goal setting theory is developed by Locke and Luthans, and according to the theory, goal setting is one of the significant components of job satisfaction. Goal-setting theory emphasizes the importance of specific goals in obtaining motivation and satisfaction. In goal setting process, people want to achieve goals in order to get satisfied on emotions and desires (Luthans, 1998).

One of the findings of goal setting theory, specific and difficult goals necessitates the higher performance. Another is that goal setting would be most effective ineffective feedback process exists. Therefore, manager should assess the reasons why objectives are reached or not, rather than giving punishment (Luthans 1998).According to him several factors contribute to rewarding or non-rewarding nature of job. These factors include; salary, supervision, recognition, promotion, working conditions and leadership style.

2.5. FACTORS AFFECTING TEACHERS SATISFACTION

Mustapha and Ghee (2013), who studied 320 academics in four public Secondary Schools in Malaysia, found out a negative significant relationship between daily faculty workload and job satisfaction. Based on evidence of their study, Mustapha and Ghee (2013) recommended that organization should consider a reasonable daily load since the amount of workload determines job satisfaction.

Many teachers raise concerns about dissatisfaction with working conditions, time allotted for planning instructions, poor relations at school with colleagues and the general school environment (Christopher, 2014). Data from Christopher (2014) study revealed that majority (over three-fourth) were of the view that job security is a contributing factor to job satisfaction.

Pay is thought to be a key factor behind job satisfaction besides promotion, recognition, job involvement and commitment. Job satisfaction is a feeling of an employee about his job (Kamal and Hanif, 2009). Job attachment, dedication and willingness are the key factors that provide satisfaction (Sargent and Hannum, 2005). There is evidence that job satisfaction is related to the work itself. With regard to this, Sargent and Hannum (2005) pointed out that the working conditions at school contribute to the satisfaction of teachers.

A study by Dehaloo (2011) revealed significant differences in perceptions in relation to the sex, age and qualification of secondary school teachers. Male teachers were more satisfied with policies, interpersonal relationships and school organization. Teachers with 26 and more years of experience were less negative about their physical environments. Qualifications also made a difference: teachers with certificates only were the least satisfied with their physical environments, school organization and structure.

Spector (2003:224) identified negative affectivity (NA) and locus of control as two important personality traits that defined individuals' job satisfaction levels. "Internals" saw their lives being controlled by their own actions, and "externals" were those who perceived their lives as being controlled by outside forces such as fate and luck (Spector, 2003:224). Several studies (in Crossman and Harris, 2006:31) revealed that "internals" experienced higher levels of job

satisfaction than “externals”, possibly because they performed better at their jobs and received greater rewards.

2.5.1. SALARY AND INCENTIVES

Negussie (2012) has studied on the relationship between salary and teachers’ job motivation. In comparison with other professional groups, many studies reveal that in most developing countries teachers’ low pay is clearly a major cause of teachers’ dissatisfaction. There is a general feeling of teachers that even when starting salaries could be comparable, those moving into other fields such as medical, telecommunication, commerce or agriculture could achieve bigger salaries. There is indeed a sense of frustration to teachers that their qualifications and skills are undervalued (VSO Ethiopia, 2011).

Adelabu (2005) found out that salary issue has been the biggest motivational issue for teachers in Nigeria in recent times. Incentives for schools and teachers in the public education sector to perform well are frequently weak due to ineffective incentives and sanctions (Bennell, 2004). In any profession salary and other monetary related benefits are said to be a motivating factor for employees. In other words inadequate salary can create dissatisfaction among employees which may cause some teachers to leave the profession or a particular school because they are dissatisfied with their salaries.

Different research findings show that low salary is the most significant factor that contributes to teacher turnover (Aklilu, 1967; Bame, 1991; Crossman, Hampton and Herrman, 2006). Research conducted by Bame (1991, p.128) revealed that out of the list of eight reasons the most important factors which drive out teachers from teaching in Ghana salary ranked first. According to review of the literature by Bloland and Selby (1980), salary appears to be an important factor in the career change of male educators, but not female educators.

ILO/UNESCO (1993) seminar on the study of the status of teachers observed that in Kenya, many young people opt for training and employment into the teaching profession because they could not get careers of their choice. The seminars further identified poor salaries and lack of promotion and instead give those who do little incentives to improve their teaching skills. Therefore, there is need for the teacher employer to look into ways of remunerating their employees in tandem with the work they put in for the betterment of results in the examinations.

Frunham (1992) explained that, increment in remuneration package would make teachers become more satisfied with their job while their involvement in management motivates them more since they feel being part of management. It has been observed in different researches that increases in salary have a strong correlation with workers' productivity.

2.5.2. PROMOTION

Robbins (1998) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status Drafke and Kossen (2002) postulate that many people patience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease.

Lubans (1992) further maintains that promotions may take a variety of different forms and are generally accompanied by different rewards. Promotional opportunities therefore have differential effects on job satisfaction, and it is essential that this be taken into account in cases share promotion policies are designed to enhance employee satisfaction.

2.5.3. ADMINISTRATIVE PROBLEM

As per Getachew (1999) secondary school administrators should continuously upgrade prepare themselves in order to meet changing demands of their jobs. They further noted that organized and systematic training in educational leadership and effective and transparent management that goes further than the infrequent workshop presently offered in most systems is urgently needed for principals. In connection with administrative problems, (Kyriacou and Sutcliffe cited in Darge (2002) stated that defective regulations' or the failure to adhere to regulations is still another area of discontent for teachers. In this regard, Mana and Tesfaye (2000) indicated that satisfaction of employees with effective administration and support and supervision are major predicators of job satisfaction and there by career decision of teachers. They further found that 66.5 and 35.2 percent of teachers involved in their study were unhappy in their relationship with the school administration and colleagues respectively. The Ministry of Education (2009) stated that the school administrators (principals and vice principals) should be master's degree holders.

2.5.4. LEADERSHIP STYLES

As it was described by Single (1990), leaders in learning organizations as responsible for building “organizations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental model” (P. 340). A shared vision is the most important leadership quality (Senge, 1990). Shared vision allows for a commitment by the follower because they want to reach the organizations goal.

Bogler (1999) studied the role of the teachers’ perception of principals’ behavior in relation to teacher job satisfaction. Principal behaviors include leadership style and decision-making strategies. Many studies revealed that the more teachers satisfied with their occupation as a profession, the more they perceived their school principal as participatory leader. Job satisfaction was related more to teacher’s satisfaction of occupational prestige, self-esteem, and professional self-development. Teachers preferred a participative leadership style. A participative style of leadership is transformational (Bogler, 1999).

The participatory leadership style is characterized by a leader who shared ideas and facilitates the participation of teachers in decision making process. Findings of different studies suggested encouragement, sharing information with colleagues and a feeling of teachers and administrators working together.

Almost all successful leaders draw on the same repertoire of basic leadership practices. According to this claim, four categories of core practices emerged that are related to leadership qualities and practices with teachers. The first category, building vision and setting directions, was centered on developing a shared purpose which is reflected in the acceptance of group goals and high aspirations in performance. The second category, understanding and developing people contributed to motivation. This also consisted of the knowledge and skills all staff need to help accomplish the organizations goals. Redesigning the organization, the third category, include practices that established work conditions. The fourth category, managing the teaching and learning program, involved specific particles that help create productive working conditions for teachers.

Richards (2005) described principal leadership styles encourage teachers to stay in teaching. The principal’s role as a leader affects teacher job satisfaction. Since its inception, many

researchers have demonstrated the ability of transformational leadership for increasing organizational satisfaction, commitment, and effectiveness, as well as the increased understanding of the dynamics of transformational leadership (Bass, 2000). According to Bennis (2000), these leaders are willing to empower employees and make them feel significant in the organization.

The school principal was usually the most influential person in a school. The leadership style of the school principal would influence the behavior of teachers' at school (Sergiovanni, 1991). As compared to other occupations teachers tended to perceive that they were less able to influence their organization through decision-making process (Cobley, Bacharach Baur, 1989; Lowther, Stark and Chapman, 1984). If teachers could participate in decision making, they would have a sense of ownership of the decision and would consequently perceive that they were able to control the work environment. Teachers would derive more job satisfaction from their influence at work (Lesle, 1988; Pang, 1996). Otherwise, teachers would have a sense of powerlessness and job dissatisfaction.

Some research found that collaborative leadership of a principal would encourage teachers to share professional ideas and to work together in planning (Kruseand Louis, 1997) as an important component and treated as professionals at school (Cobley, Bacharach and Bauer, 1989). It would consequently reduce teachers' isolation and promote their professional interactions with in a school. As a result, teachers would derive more intrinsic job satisfaction from their work human factors of could also affect teachers' job satisfaction. A human supportive leadership style of a principal was identified to be a significant factor to determine the job satisfaction of teacher.

Similarly Darge (2002) explained that students' characteristic and disciplinary problems as deficient student academic background, misbehavior and low motivation of students and he emphasized that these kind of behavior lead to teachers dissatisfaction.

2.6. DESCRIBING JOB SATISFACTION

Job satisfaction is an extent to which employee feels positively or negatively about different aspects of job e.g. job conditions, timing, structure, compensation, tasks, and relationship with co-workers and responsibilities (Omme et al, 2009; Spector, 1997). Employee's satisfaction results in pleasant environment in an organization (Khan et al., 2011).

Spector (2008) invariably agree that job satisfaction is an attitudinal and emotional response that reflects how people feel about their jobs overall, as well as about various aspects of the jobs. Indeed, job satisfaction has to do with individuals' perceptions and evaluations of their job, and these perceptions were influenced by the individuals' unique circumstances, needs, values and expectations.

Job satisfaction of the workers is considered as a predictor of overall individual wellbeing, Citing one study, Christopher (2014) contends that teachers' job satisfaction is attributable as one of the several factors in whether or not a teacher chooses to stay or leave the profession. Heywood (2008) asserted that job satisfaction is a desired commodity worldwide.

2.7 THE DYNAMICS OF EDUCATIONAL LEADERSHIP

According to Muhammad et al. (2012), when employees feel a sense of accomplishment due to the nature of job and more specifically when they are satisfied with rewards and recognition, supervision and work itself, then it provides an intrinsic force to carry out the task. Employees start feeling it enjoyable, meaningful and interesting.

According to Christopher (2014), job satisfaction has been studied widely due to the fact that, many experts believe that its trends can affect the labor market behavior and influence work outcomes, work effort, employee presence or absenteeism and turnover. In fact, job satisfaction is a significant feature in everyday life and must be emphasized by all means if individuals and organizations can grow and develop to the desired ends. The management should give priority to its human resources who play a vital role to give a competitive edge to the organization (Khan et al., 2011).

Ayelew (1991) has underscored the importance of supervision in educational management. Supervision is one of the important factors influencing a teachers' job satisfaction. A study by Shah et al. (2012) showed that supervision is significantly related with job satisfaction. There are reports that supervisors become unfair when inspecting their subordinates. The caliber of the leaders and supervisors has an effect on the working environment of the school (Sargent and Hannum, 2005). Hence, it is essential that an objective evaluation measures should be in place for an effective supervision that minimizes hidden motives for a healthy educational system. Otherwise, unfair judgment from officials not only dissatisfies teachers but also force qualified teachers to leave the school or their profession at all. William (2011)

aver that the more teachers participate in and are involved with school change, the more positive they would feel about the change, and the more willing they would be to participate in future scenarios involving school change.

2.8 PERFORMANCE, MOTIVATION AND JOB SATISFACTION

In their research, Mustapha and Ghee (2013) concluded that high job satisfaction among employees will enhance organizational citizenship and loyalty. In the educational context, Ololube (2006:1) maintains that job satisfaction is the ability of the teaching job to meet teachers' needs and improve their performance in teaching.

Other authors, however, emphasized intrinsic motivation to job satisfaction. For example, Sargent and Hannum (2005) asserted that if the teachers are satisfied then they are to greater extent committed and involved to their job. In this respect, Shah et. al. (2012) found a positive relationship between job satisfaction and intrinsic motivation in support of their research hypothesis.

A study by Dehaloo (2011) involving 100 teachers from rural, suburban and urban secondary schools in one district of KwaZulu-Natal in South Africa. It was found out that teachers were unhappy with their workloads and the multiple roles they played at school. This study further reported that teachers believed that school policies related to remuneration, safety and security, school governance, and assessments and evaluations need to be revised if teacher motivation and job satisfaction are to be raised.

An interpersonal relation is one of the key factors in a school context. In this regard, Dehaloo (2011) showed that the relations of secondary school teachers with their school principals, school management teams and parents were unconstructive. Findings showed that 42% of teachers believed collegial support raised motivation and that harmonious relations ensured the smooth running of the schools.

A research by Lunenburg (2011) used exploratory factor analysis and a popular data mining technique called Support Vector Machine (SVM) on a sample of 249 to determine the impact of job satisfaction factors organizational performance. The findings indicated that there is positive relationship between employee motivation and organizational performance.

Shah et al. (2012) argued that reward and recognition are the two along with many other factors which can have an effect on the job satisfaction and motivation of teachers. Yet, these authors asserted that awarding the financial benefit to employee without any prominent show also loses its importance. In addition, the types and nature of rewards have a direct relation with the motivation and satisfaction of the employees.

Ali and Ahmed (2009) confirmed the strong direct effects of rewards and recognition on job motivation and satisfaction. This finding supports previous results by Katou (2008) who stated that motivation and job performance of employees can be increased considerably if more attention is given on employees reward and their recognition (satisfaction, motivation, knowledge, collaboration with partners and colleagues, dedications, holding and participation may be in the order of the most important aspects of human resource management results.

Another study tried to measure the effect of work motivation on organizational performance of employees in Islamic Revolution Housing Foundation, which has taken place in 2013. The results show that the work motivation has a positive and significant effect on job performances of employees in Islamic Revolution Housing Foundation (Azar and Shafiqhi, 2013). This result was also noted by other researchers.

After studying the relationship between motivation and organizational performance, Ali, Abdulkadir, and Ali (2016) found out that teacher motivation had significant relationship with organizational performance. These authors further showed that the three dimensions of teacher job satisfaction such as reward, autonomy and social benefits were positively correlated to employee motivation namely work environment, cooperation and facilitation. In fact, Ali, Abdulkadir and Ali (2016) showed that job satisfaction is a mediator between teacher motivation and organizational performance.

Though motivation and job satisfaction at the workplace are not necessarily conceptually synonymous, there is a causal link between them (Peretomode in Ololube 2006:3). Beck (2003) and Spector (2008) aver that job satisfaction is part of the motivational process. While motivation is mainly concerned with goal-directed behavior, job satisfaction is the fulfillment acquired by experiencing various job activities and rewards. Shah et al. (2012) after observing a highest correlation ($r=0.70$) between job satisfaction and intrinsic motivation

discussed that when teachers are satisfied with their job, it provides a strong driving force to complete ongoing and future assignments.

Ghenghesh (2013) who studied 103 academic staff from four faculties of the English department at the British University in Egypt identified eleven extrinsic factors related to teachers' perceived sources of motivation and job satisfaction. This study has shown that the 'working environment' (68.9%), 'recognition by one's boss and others' (61.2%), and 'pay/salary' (55.3%) were among the first five factors fundamental to teachers' motivation and job satisfaction. Likewise, opportunities for training and development (47.6%), job security (28.2%), university policies and administration (13.6%) and the workload (10.7%) were also important factors. Ghenghesh (2013) further identified the most important factors of job dissatisfaction as stated by 50% or more teachers of the study. Dissatisfying factors include: 'pay/salary' (61.2%), 'university policy and administration' (55.3%), lack of 'positive feedback' (54.4%) and 'lack of time for family and home' (51.5%) among others.

2.9. CONCEPTUAL FRAMEWORK OF THE STUDY

The conceptual framework of the study is displayed in Figure 1. Job satisfaction of teachers is influenced by various factors grouped into three components as: motivation, work characteristics, and policy directives. Several factors are believed to be part of motivation.

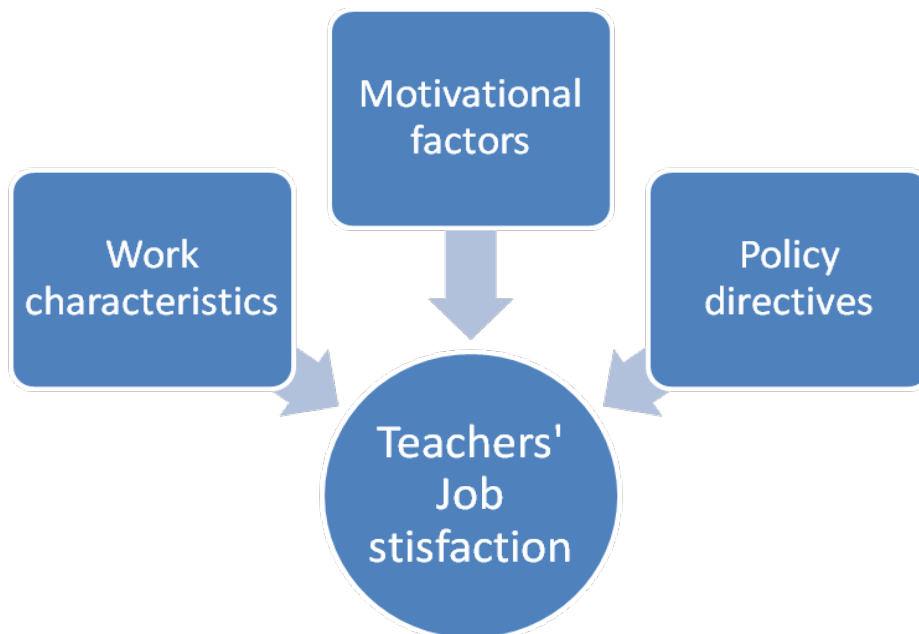


Figure 1: Conceptual framework adapted from William (2011)

This may include salary, reward, recognition, and students' achievement among others. It is conceived that when these kinds of motivators are available, teachers will be satisfied with the profession. Lack of motivational schemes may result in low job satisfaction. The second component labeled as work characteristics can encompass innovativeness while doing the teaching job, interpersonal relations with colleagues, having additional roles beyond teaching the work environment like comfortable room and availability of facility in the school compound. Policy directives, on the other hand, involve support from administrators, autonomy, and the practice of supervision as well as evaluation. The cumulative effect of these components contributes to loyalty to stay with the profession, and sense of being important in teaching. These positive state or emotions are conceived to describe the job satisfaction among teachers.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. RESEARCH DESIGN

The purpose of this study was to assess teachers' motivation and job satisfaction. It was conducted following a descriptive survey design. Self-reported behaviors like motivation and job satisfaction that are the day-to-day realities of people can better be obtained through surveys. In this regard, Kothari (2004:2) states that the major purpose of descriptive research is a description of the state of affairs as it exists at present. Expounding the last assumption, Seyoum and Ayalew (1989:17) expressed that the descriptive survey design of research is more appropriate to gather several kinds of data of such a broad size than case study. A deductive approach was made in the study based mainly on a quantitative data which supplemented by some quantitative information.

3.2. SOURCE OF DATA

Gathering data from various sources is an important aspect of research methodology. Therefore; secondary school teachers, principals, and vice-principals were the primary data sources of the study while facts and figures about teachers collected from the respective schools were secondary data sources.

3.3. POPULATION SAMPLE SIZE AND SAMPLING TECHNIQUE

The target population of the study were secondary school teachers, principals, and vice principals. In Addis Ababa City Administration there are 10 sub cities. Available records from Bole Sub City Education Office showed that there are six secondary schools, 276 secondary school teachers, six principals and six vice principals dealing with teachers' development issues.

A simple random sampling procedure was used to select sample respondents. The list of teachers was obtained from the pay roll data of the schools. There were 45 teachers in each of the three schools, and 47 teachers in the remaining three schools. The number of teachers to be selected was determined proportional to size. Hence, 11 teachers from schools with 45 teaching staff, and 12 teachers from those schools with 47 teaching staff were considered for sampling. Accordingly, the names of each of the teachers were assigned a serial number sequentially from 1 to 45 and 1 to 47. A pre-numbered lottery tickets were enrolled for every

schools separately and then administrative staff were invited to draw either 11 or 12 rolled tickets according to their size. In this way, 69 teachers which represent 25% of the total secondary school population of teachers were selected.

On the other hand, selection of 12 key informants for the interview was purposive. It was because the Principals and Vice principals for Teachers' Development Affairs were selected. As a whole, a total of 81 respondents (composed of 69 teachers, six principals and six vice principals) participated in the study.

3.4. DATA COLLECTION INSTRUMENTS

In order to achieve the objectives of the study, two types of data collection tools (i.e., questionnaire, and semi-structured interview) were used.

3.4.1. QUESTIONNAIRE

The teachers' questionnaire consisted of 41 closed-ended and open-ended items. Many of the questionnaire items were closed ended, while some items were open-ended in order to give a chance for respondents to express their views, ideas and opinions using their own words. The close-ended items contained multiple choice ordered items on 5-point Likert scale that were relevant to the various issues addressing the research questions. Out of the total 41 items, 33 were closed-ended and eight of them were open-ended questions. The initial tool was adapted from Ngimbudzi (2009) was pretested with 10 secondary school teachers who were not part of the study. The result of the pretesting thus helped to avoid three items which were either repetitive or less important. For example, questions about the average monthly income and occupation of the wife of respondents were avoided. Some of the questionnaire items were reviewed so that vague statements were clarified and wordings were simplified. In this respect, the word "*amotivation*" was replaced by "*demotivation*."

3.4.2. INTERVIEW

Semi-structured interview is one of the prominent of data collection tool in academic researches. It enables the researcher to seek clarifications and brings to the forefront the issues of concern (Krishnaswami and Ranganathan, 2007). Semi- structured interview give the opportunity to the researcher to get the detailed information concerning feelings, attitudes and the future / present situation of the phenomena from the respondents about the issues under study. An interview tool consisting of 11 items was developed to obtain qualitative information in order to supplement the data collected through questionnaires. The questions

deal with overall job satisfaction level, motivation of teachers, motivational strategy used by the respective schools, and reasons for leaving the teaching profession.

3.5. DATA GATHERING PROCEDURE

In the first place, the researcher approached appropriate officials of the Bole sub-city Education Office to undertake the study in the secondary schools. Then, further communication was made to each of the school principals who approved permission for the conduct of the study. Arrangements on the place and time of distributing the study questionnaire were thus made in consultation with the Vice Principals for Teachers' Development Affairs. The questionnaires were self-administered by the teacher respondents in the presence of the researcher himself to collect the filled questionnaires to check for their completeness on spot.

Likewise, appointment was made for the interview sessions. The researcher conducted the interview face-to-face with principals and vice principals of the schools who were considered as key informants. The responses of the respondents were noted by using assistant while main points were taken by the researcher himself.

3.6. METHOD OF DATA ANALYSIS

The quantitative data obtained through the Likert Scale measure was analyzed based on Best and Khan (1998)'s statistical solution. Best and Kahn (1998) demonstrated that mean score from 1 to 1.80 is lowest (or strongly disagree), from 1.81 to 2.61 is lower (or disagree), from 2.62 to 3.41 is average/moderate (or neutral), from 3.42 to 4.21 is good/high (or agree), and 4.22 to 5 is considered very well (or strongly agree). In addition, a value of SD of 1 and less shows less variability in the views of respondents.

During analysis of data, different descriptive statistics including mean and standard deviation were generated. In addition, a Chi-square test was used to see if there was association between the socio-demographic characteristics of respondents. Moreover, content summary of the qualitative information obtained through interviews was made and used to enrich the quantitative results.

CHAPTER FOUR: RESULTS OF THE STUDY

The results of the study are presented in four sections. The first section presents the demographic profile of teachers and principals who participated in the study. The second section displays data on teachers' motivation and the third section presents findings on teachers' job satisfaction. The last section presents findings on relationships of motivation and job satisfaction the profile of respondents.

To assess their motivation and satisfaction, teachers were asked to give their opinion on a five response option ranging from "agree", "strongly agree", "not sure", and "disagree", to "strongly disagree". In assessing their level of motivation and job satisfaction, other factors such as work load, having roles in addition to teaching, length of work experience, getting a house or land, salary increase, and being a member of a school club or not were analyzed to assess their effect on teachers' motivation and satisfaction.

The teachers' motivation and job satisfaction survey questionnaire adapted from the Job Satisfaction Survey created by Spector (1985). The Job Satisfaction Survey contains 36 items based on nine job facets. The job facets include pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of work and communication. The study tool was designed using 5-points Likert scale consisted of 28 items. The first half (Items 1 to 14) of the questionnaire item deals with motivation factors while the second half (Items 15 to 28) states about job satisfaction matters. The reliability coefficient of the questionnaire was calculated using Cronbach's alpha. As the result displayed in the Table 1, the tool has 0.66 reliability coefficient, which is satisfactory. In fact, the reliability based on standardized items was found to be 0.68. It is to be noted that the first coefficient (0.66) is an estimate of the true alpha and tells about the internal consistency of the scale, in general. The second value (0.68), which is the reliability based on standardized items, indicates about the inter-item consistency among the 28 questionnaire items. The mean score of the questionnaire was 96.99 out of the expected minimum of 28 and a maximum of 140 points. Its standard deviation was relatively large (9.699) with a variance of 94.073. These test statistics showed the dispersion of scores between items which means that the scale was able to differentiate responses among study participants.

4.1. Profile of Teacher Respondents

The profile of teachers is presented in table of frequencies, pie charts and bar graphs. The characteristics of teacher and principals respondents labeled as profile include: sex, age, marital status, and educational qualification.

Table 1: Characteristics of respondents

Profile		Teachers (N=69)		Principals (N=12)	
		Freq.	%	Freq.	%
Gender	Male	45	65.2	11	91.7
	Female	24	34.8	1	8.3
	Total	69	100	12	100
Age in years	23-33 years	51	73.9	2	16.7
	34-44 years	14	20.3	8	66.6
	45 years and above	4	5.8	2	16.7
	Total	69	100	12	100
Marital status	Single	36	52.2	3	25.0
	Married	33	47.8	8	66.7
	Divorced	-	-	1	8.3
	Total	69	100	12	100
Educational Level	BA / BSc	60	87.0	10	83.0
	MA	9	13.0	2	17.0
	Total	69	100	12	100

Out of the total respondents (N=69), the majority of the respondents (65 percent) were females and the remaining were females. Of the total 12 respondents selected from among principals and vice principals, many (11) were males while the remaining were females. The age of the majority of teacher respondents (74%) were found to be from 23 to 33 years age brackets. Principals were generally elderly as compared to teachers. Over two-thirds (67%) of the principals were found to be in the age range of 34 to 44 years and the remaining were either below 34 or above 44 years of age.

About half of the teachers were found to be not married. By contrast, many of the principals (66.7%) were married, a quarter of them single and the rest divorced. As regards their educational level, a large majority (87%) were holders of a master degree and the remaining

with first degree. Yet, it was the reverse among principals where only 17% of acquired a masters' level degree and the majority (83%) had first degree in education.

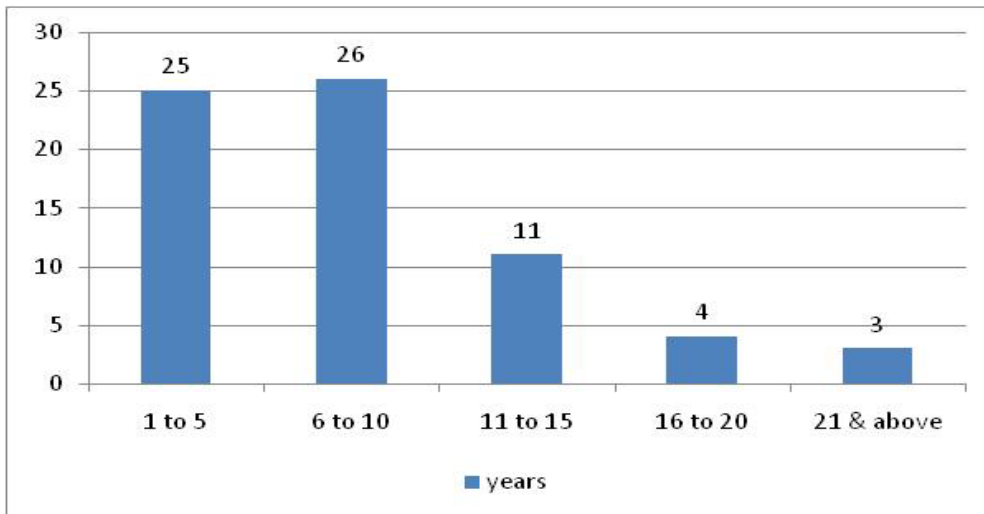


Figure 2: Work experience of teachers in years

Data on the length of experience and work load per week are shown in bar graphs while results related to additional role and in-school club membership are depicted in pie charts (see figures 2 to 5).

As depicted in Figure 2, almost two-third of the respondents has a work experience of one to ten years, another 16% of them reported a work experience of 11 to 15 years, and the remaining 10% has 16 and more years of experience. On the other hand, half of the principals served six to 10 years and the remaining principals served either less than 6 years or more than 11 years.

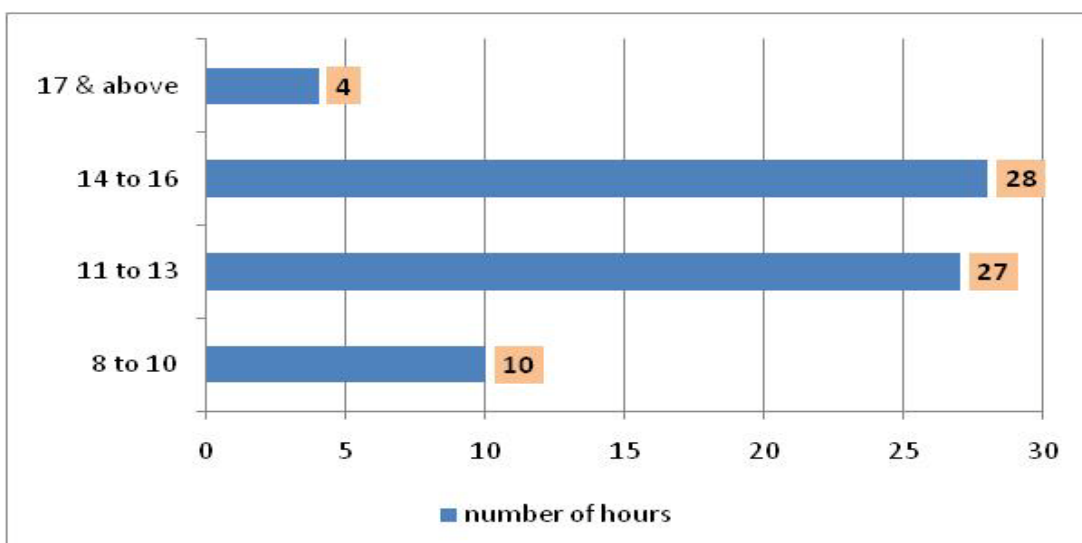


Figure 3: Work load of teachers in hours per week

As displayed in Figure 3, the large majority of respondents (80%) had a work load of 11 to16 hours per week. Ten teachers (14%) reported the least work load while 6% of them reported being over loaded with 17 and more hours.

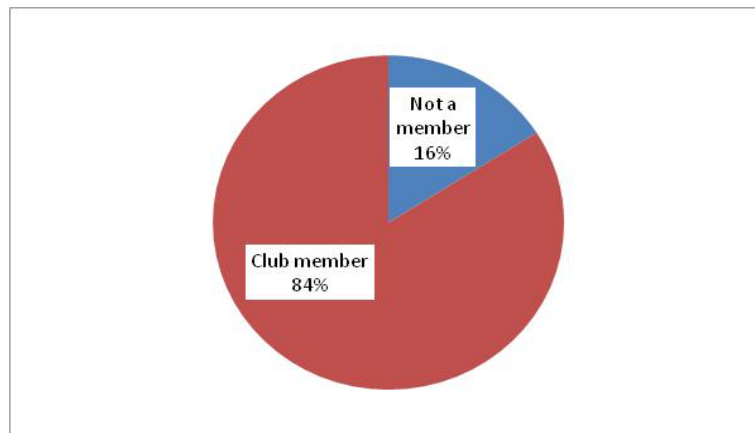


Figure 4: Club membership of respondents

According to data of the study, a great deal of respondents (84%) found to be club members (see Figure 4). On the other hand, over half (55%) of respondents (see Figure 5) have a role to execute in the school in addition to their teaching duties.

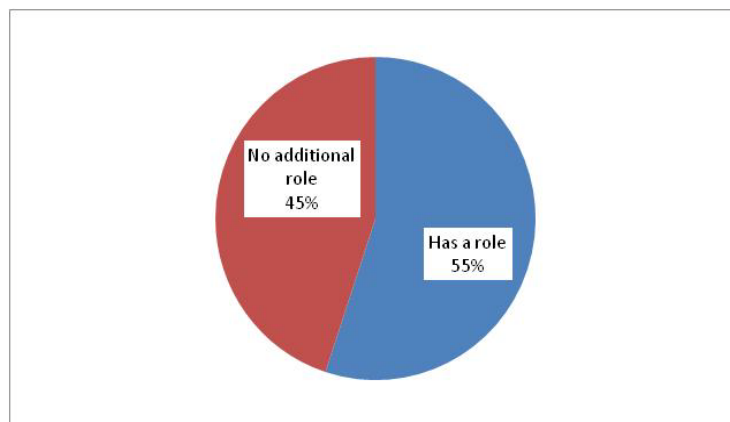


Figure 5: Respondents by additional roles

4.2. Teachers' Motivation

The first three items of the study questionnaire were categorized as reward and recognition since such variables are related to factors of teachers' motivation in a school setting. According to data displayed in Table 2, the study participants expressed agreement with reward and recognition. The mean scores of the four variables in this regard ranged from 3.64 to 4.17 which are within 3.42 to 4.21 values considered as good by Best and Kahn (1998).

It was found out that teachers were motivated by additional responsibility and job security. The finding was similar with Sylvia and Hutchinson (in Bishay, 1996) concluded that teachers' motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements. In fact, it was found out that 55% of teachers have additional roles as was presented in Figure 5 under the previous section.

Table 2: Teachers response towards reward and recognition (N=69)

Item	Min.	Max.	Std. Dev.	Mean
As a teacher, I am motivated by salary increment	1	5	1.098	4.17
As a teacher, I am motivated by recognition	1	5	1.146	3.67
As a teacher, I am motivated by having additional responsibility	1	5	.874	3.64
As a teacher, I am motivated by job security	1	5	.942	3.90
Overall			1.038	3.84

The result of the present study regarding additional responsibility is partially consistent with Herzberg's Two-Factor Theory whereby recognition, responsibility and work itself are referred to as satisfiers. This finding is also similar to results reported by Christopher (2014) where the majority (76.6%) was of the view that job security is a contributing factor to job satisfaction. However, the standard deviations of salary increment and recognition were greater than 1.000 thus both issues need to be improved if schools need to enhance teachers' motivation.

This finding was different from the results of some previous studies that evidenced both salary and recognition as motivational factors. Ngimbudzi (2009), for example, identified 11 variables fundamental to teachers' job satisfaction and motivation. Pay/salary was among the first five rankings along with students' 'interest in the module', the 'working environment', 'recognition by one's boss and others', and 'sufficient positive feedback'. This was also corroborated by Christopher (2014), who conducted a survey of 162 secondary school teachers in Tanzania.

The finding of the present study, however, is not consistent with Bishay (1996) who argued that pay incentives have been found to be unsuccessful in increasing motivation. Cited in

Bishay (1996), Sylvia and Hutchinson, who conducted a study on the motivation of 167 teachers, found out that pay incentives such as merit pay were predicted to be counterproductive. Similarly, Shan (as cited in Ngimbudzi (2009) stated that the aspect of pay was ranked as the least of all among the fourteen facets. This could be because the increase in salary was not satisfactory and likewise recognition might not be practiced regularly in the secondary schools covered by this study.

The qualitative information obtained from the principals' interview revealed various important motivational schemes which are largely non-monetary types. Many of the principals who were part of the interview of the study identified the following: Prize, certificate of appreciation; giving ranks on the basis of their work; and using verbal and financial means based on their performance.

On the other hand, a few others suggest giving a thank you letter and recognition. Admiring the very small positive thing teachers have done; rewarding teachers who perform their work effectively; naming the 'Star of the Week;' and being friendly with successful teachers were also motivational types cited by principals. Moreover, principals cited the following as good practices to motivation: Offering prizes every semester; posting the names of high performing every month; discussion of school principals with teachers.

Table 3: Teachers' responses regarding pride in the teaching profession (N=69)

Item	Min.	Max.	Std. Dev.	Mean
As a teacher, I feel being on a high status	1	5	1.132	3.45
As a teacher, I am motivated by being innovative	1	5	1.007	3.68
As a teacher, I think other teachers are motivated	1	5	1.323	2.68
As a teacher, I am motivated by CPD	1	5	.939	3.97
Overall			1.203	3.45

As displayed in Table 3, the overall mean value of pride in the teaching profession was 3.45 which is equivalent to Best and Kahn's (1998) average values. Continuous professional development (CPD) was found to be a good motivator (mean=3.97 with low standard deviation. The principal key informants in view of this said that offering different training to teachers is a motivating event for many teachers.

By contrast, high status and being innovative showed varied responses among teachers even though the mean values were equivalent to good result as per Best and Kahn's (1998) reference scores (3.42 to 4.21). The result is partially different from William (2011) who found out that 78% out of 100 teachers studied in Ghana agreed that teaching permits creativity.

According to data of the study (see Table 3), respondents did not think that their fellow colleagues are motivated because the mean value is moderate (2.68) and with a high response variation (standard deviation=1.323). This statement was included in the questionnaire because people sometimes manifest their own view when talking about others. In fact, this was almost equal to the present of responses on the total motivation score which was found to be 55.1% among secondary school teachers in the study area (see Table 10).

Table 4: Teachers' views about the social benefits of teaching (N=69)

Item	Min.	Max.	Std. Dev.	Mean
As a teacher, I am motivated by the interaction with administrators	2	5	.962	3.96
As a teacher, I am motivated by interpersonal relationship with colleagues	1	5	.962	4.01
Overall			.959	3.99

Respondents were further asked to rate the importance of social relations in relation to their motivation, and the results are summarized in Table 4. Data showed that teachers favored social interaction both with teachers and administrators to be a source of their motivation. Good result was found as per Best and Kahn (1998) points since the mean values were 3.96 and 4.01 of interaction with admin staff and fellow colleagues, respectively.

This finding is in agreement with Sylvia and Hutchinson (as cited in Bishay 1996). Woods and Weasmer were quoted in Ngimbudzi (2009) to say that workers' job satisfaction is derived from collegial relationship that they enjoy at their place of work. They go on to say it is very important for teachers to have time to share experiences. Hence, schools have to devise ways to maximize such social benefits so that teachers found school entertaining while executing their day to day duties.

The final set of motivational factors grouped under system or management include: supervision, evaluation and policy issues. The data in Table 5 indicated that the mean values (ranging from 2.78 to 3.10) of the variables were within the medium point of Best and Kahn (1998) statistics except that of sub-city policy with a mean of 3.42 (which is good). Yet, responses on the four types of system related matters, namely: supervision, evaluation, policy directives, and the work setting showed high variability (standard deviations ranged 1.143 to 1.211).

These results are consistent with Herzberg’s Two Factors Theory in which administration and supervision are sources of job dissatisfaction (Herzberg et. al., 1959) but different from the finding of Ngimbudzi (2009) where work place was reportedly comfortable.

Table 5: Teachers’ response on system, administration and policy factors (N=69)

Item	Min.	Max.	Std. Dev.	Mean
As a teacher, I am motivated by supervision	1	5	1.211	2.78
As a teacher, I am motivated by evaluation	1	5	1.144	2.99
As a teacher, I am motivated by sub-city policy	1	5	1.143	3.42
As a teacher, I am motivated by the working conditions	1	5	1.190	3.10
Overall			1.189	3.07

In fact, evaluation is a necessary process in a work setting. However, problems might happen with its objectiveness and fairness. School leaders as well as sub-city education officials need to improve school facilities, standardize evaluation criteria and practice supportive supervision.

A similar finding was previously reported by William (2011) who showed that a significant percentage (59%) disagreed with the education policies of Ghana. As a matter of fact, the problem with system level motivational factors is not bound to the policy statement. In our country’s context it is the result of improper management or poor implementation that might cause teachers discouraged.

Educational service, in fact, was favored by some respondents while nearly a quarter of them still remained neutral to system and policy related factors. Qualitative information of the study showed some additional system related factors. Lack of budget and financial support

were mentioned by many principals. While few principal key informants mentioned “Biased administrative decisions” as a challenge, some of them said that motivational challenges emanate from teachers and administrative staff.

Moreover, the interview showed somehow favorable response to supervision and mixed view to evaluation. Key informants were asked about their experience with supervision (success as well as gaps) in terms of supervision and feedback system. Principals’ views include: Supervision is very important to fill the gap in classroom situation, and supervision should be time bounded. One principal specially said: “Principals are successful because they do anything by participating teachers.” However, others were negative about the supervision practice. In this respect, one key informant commented that “all positive exposed while all negatives are hidden.” In other words, strengths identified through supervisory activity are said to be announced while limitations remain secret. Indeed, such partial declaration of monitoring results might affect possible improvements. This could be the result of lack of competence in doing supervision. In this regard, one of the school principals forwarded a highly critical view by saying that: *“In most cases supervisors are not skillful and not knowledgeable.”*

As regards evaluation, principals manifested different comments during interview. A few believed that successful evaluation seems to be based on teachers’ balanced score card (BSCs) and the practice of consistent evaluation with advice giving. Some principals also indicated the involvement of department head, parents and students. On the other hand other principals commented on the criteria and process of evaluation. For example, a principal said that evaluation has to be based on the annual plan of teachers and the school checklist. Another principal suggested: evaluation should be done first with their department, then later on by school leaders.

Evaluation in terms of efficiency is good; but evaluation-based award was reported to be not practiced in most secondary schools of the study area. This view was stressed by one key informant who said that *“Teachers are not well (duly) awarded.”* This gap indicates that schools missed one important aspect of evaluation. Therefore, providing some reinforcement based on fair evaluation could be motivating for many teachers and can also result in high performance.

4.3. TEACHERS' JOB SATISFACTION

Data of the study (summarized in Table 6) showed large range of mean values (2.77 through 3.78) with a relatively high variability of responses (ranging from 0.979 to 1.262). It was found out that respondents agreed that they are still proud to tell others that they are teachers (with mean value of 3.48, and standard deviation less than 1.000) which is high or good result (Beck and Kahn, 1998).

Looking at the overall mean value (3.27) implicates moderate satisfaction with intrinsic factors related to the teaching profession. Yet, the standard deviation of 1.155 is a sign of high dispersion among respondents.

Regarding the responses of teachers to the statement that education service is satisfying, a total of 27.5% of respondents agree and by contrast 27.5% of them disagree. The result of some studies was different from this study.

Table 6: Responses of teachers to intrinsic factors of job satisfaction (N=69)

Item	Min.	Max.	Std. Dev.	Mean
As a teacher, I am satisfied with the work itself	1	5	1.027	3.78
As a teacher, I am satisfied with the Education Service itself	1	5	1.123	3.06
As a teacher, I am proud to tell others I'm a Teacher	1	5	.979	3.48
As a teacher, I am glad that I chose teaching over other professions	1	5	1.262	2.77
Overall			1.155	3.27

For example, Bishay (1996) who studied 50 secondary schools teachers showed that 95% of them enjoyed teaching. These days, in such emerging metropolitan city like Addis Ababa, job satisfaction seems to be derived from large earnings rather than professionalism. This remains a growing concern for the country until the status of teaching revives.

As displayed in Table 7, teachers were asked to give their satisfaction level regarding the effect of teaching on their personal life, if they are loyal to teaching, the idea of changing their profession, and feeling inferiority being a teacher.

These results are consistent with the findings of many researchers (Haki Elimu 2016, Christopher 2014, Shah et al. 2012, Dehaloo 2011 and William 2011). However, the finding of Singh (2015) and Ngimbudzi (2009) contradict with the evidence of the present study. Indeed, teachers in some context may value such motivation factors as recognition or other social benefits like observing students' achievement as potential drivers of work.

Teachers in the study area tend to disagree that teaching is a disturbance to one' personal life since the mean (2.39) is low value. On the other hand, loyalty to the profession was found to be within the medium range of Best and Kahn (1998) statistics. Respondents expressed agreements regarding changing to other profession and feeling of inferiority due to poor income. Since the standard deviations of all the four variables were above the limit, their responses were found to be mixed. This finding was partially supported by the interview result. In fact, some principals mentioned social respect as one of the matters that affect the retention of teachers. In this respect, some principals interviewed cited low economic status of teachers as a challenge to keep teachers stay in the education sector.

Table 7: Views of respondents towards the teaching job (N=69)

Item	Min.	Max.	Std. Dev.	Mean
As a teacher, I feel teaching is a disturbance with one's personal life	1	5	1.101	2.39
As a teacher, I am less loyal to the teaching profession	1	5	1.014	3.64
As a teacher, I want a change in my profession	1	5	1.217	2.93
As a teacher, I feel inferior due to the income I get from the profession	1	5	1.227	3.39
Overall			1.233	3.09

The reactions to the last salary increase was generally not favorable and not motivating as reported by the principals interviewed. Some of the comments of key informants regarding salary increase were quoted as follows: *“The increase was good, but it has now become valueless due to stagnant pay as compared to other public sectors.”* Another principal said that *“Teachers were not satisfied because the increase does not change their life.”* A different remark was also made by another principal, who said that teachers *“extremely hate*

it since it was little and aggravated living conditions.” The key informant further argued that *“it was also fake.”*

On the other hand, the other three factors displayed in Table 8 are largely part of the teaching-learning process. The overall mean value of these variables was 3.88 supposed to be a good result in terms of Beck and Kahn (1998). But, the standard deviation was large showing variations among respondent teachers. However, teachers were found to be satisfied with the gratitude from students for helping them understand complex concepts and by observing improvements in students’ achievements. The mean values of both satisfiers were 3.09 with low standard deviation. This has to be more encouraged in such secondary schools where preparatory students exist. Satisfied teachers can generate high achievers in their quest for higher education. Although satisfaction derived from students’ ability resulted in a high mean value, the variability was found to be large.

Table 8: Learners related source of job satisfaction among teachers (N=69)

Item	Min.	Max.	Std. Dev.	Mean
As a teacher, I am satisfied with students’ ability	1	5	1.220	3.46
As a teacher, I am happy with the gratitude received from students for understand difficult concept	2	5	.935	4.09
As a teacher, I am satisfied with observing students achievement	2	5	.903	4.09
Overall			1.066	3.88

The result is similar to Ngimbudzi (2009) who found out that the majority (65.5%) of the teachers said that the level of recognition and encouragement has a link with the level of satisfaction (Christopher, 2014).

The data in Table 9 showed that being selected as *teacher of the year* and attending an instructional workshop sponsored by the schools tend to be satisfying for teachers. The overall mean was 3.30 which was a good result. Due to high variable responses, these satisfiers were found to not significant. By contrast, respondent teachers hesitated to choose teaching again if they were allowed to start all over again. This was because the men value was 2.77 but with a relatively large standard deviation of 1.226.

This was partially supported by the interview. School principals as well as vice principals pointed out that: naming teachers the ‘*Star of the Week*’ is believed to improve motivation.

Table 9: Responses of teachers on job related opportunities (N=69)

Item	Min.	Max.	Std. Dev.	Mean
As a teacher, I am satisfied being teacher of the year	1	5	1.195	3.55
As a teacher, I am satisfied with an instructional workshop	1	5	1.005	3.59
As a teacher, I will choose the profession again	1	5	1.262	2.77
Overall			1.214	3.30

In fact, instructional workshop is a system level factor since it is organized by the school or education office. This finding is similar to the study by Haki Elimu (2016) who showed that almost half (48%) of the teachers will not choose a teaching career if given the opportunity.

Table 10: Teachers’ overall motivation and job satisfaction scores

Frequency	Teachers are		Total	Teachers are		Total
	Motivated	Not motivated		Satisfied	Dissatisfied	
N	38	31	69	33	36	69
Percent	55.1%	44.9%	100%	47.8%	52.2%	100%
Average	49.4			47.6		
Standard deviation	6.4			5.5		

As is shown in Table10, the overall mean motivation score of the study participants is 49.4 while that of job satisfaction is 47.6. Data of the study showed that 55.1% of teachers were found to be motivated and the remaining not. This data was supported by the qualitative information. When asked about the rate of motivation level of teachers in their schools, most principals said that teachers are moderately motivated.

On the other hand, 52.2% of teachers in general reported to be dissatisfied with their job. The overall satisfaction as shown by the study is 47.8%. Yet, most principals in general rated teachers’ job satisfaction as rare. By contrast, some principals rated job satisfaction highly while few others could not make a level. The results are partly similar to a previous study.

Singh (2015) who studied 300 secondary school teachers in one district of India has found out that only 27.7% were motivated. Like the present study, Singh's result has shown that a total of 49% of teachers had moderate to very high job satisfaction among teachers.

This is not in par with Singh and Tiwari (cited in Ali, Abdulkadir and Ali , 2016) who reported a positive correlation between motivation and job satisfaction i.e., motivation increases with increase in job satisfaction and vice-versa. The result is not consistent with Shah et al. (2012) who revealed that 49% of the variation in intrinsic motivation is explained by one predicting variable which is job satisfaction. In fact, there are various factors that affect global job satisfaction and the importance of factors as well as the relationship between motivation and job satisfaction. Singh (2015) argued that a person's satisfaction with his job and his motivation to perform the job can exist independently of each other. The principals' interview in relation to the housing provision is consistent with this view.

The reactions of teachers to the housing provision as reported by principals were mixed. Several key informants said that teachers are satisfied and motivated to stay in the profession due to the housing. Similar to this, a principal was of the view that "They feel ownership, hence motivated." It was also found out that those who obtained the house had good reactions, while others did not. In view of this, one principal stressed that "It would have been very exciting if it was given to all." Indeed, another principal suggested that it was a good beginning and should be continued for the rest.

However, the present study is supported by other researchers. In this regard, Ali, Abdulkadir and Ali (2016) showed that job satisfaction is a mediator between teacher motivation and organizational performance. Therefore, there could be a moderate level of job satisfaction given high level of motivation among employees because of some other mediating factors. There are several issues that affect the comfort of the working environment for a better job satisfaction. Sylvia and Hutchinson (1985) pronounced that true job satisfaction is derived from the gratification of higher-order needs, "social relations, esteem, and actualization" rather than lower-order needs.

The key informant interview held with school principals revealed additional information to improve motivation of teachers. At school level, some principals think that motivation has to be enhanced through experience. Others viewed that "Awarding teachers not only in

monetary terms but also with essential materials” can improve motivation. On the other hand, some pointed out conditions for motivation: “School teachers should be well mannered, skilled and knowledgeable,” and likewise “Schools should be well facilitated.”

At education level, principals forwarded the following to improve motivation:

- “Balancing salary scales with that of the other sectors,”
- “Good sub-city leaders” and
- “The profession should be given respect.”

On the other hand, the principals raised the issue of equal professional treatment. This was stressed by one principal saying: “Teachers should be treated equally with all other professions of the country.”

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. SUMMARY OF MAJOR FINDINGS

This descriptive survey was conducted to assess the motivation and job satisfaction of teachers in the six secondary schools of Bole sub-city in Addis Ababa. A total of 69 randomly selected teachers and 12 principals purposively selected were included in the study.

In general, more than half (55.1%) of the teachers were found to be motivated. Salary, job security, social relations, additional responsibility, pride in the profession, and recognition were among motivational factors. By contrast, supervision practices as well as policy implementation issues were not satisfying for most teachers.

The findings of the study revealed that slightly more than half of the teachers (52.2%) were dissatisfied with their jobs. The dissatisfying factors identified by the respondents include low income and lack of loyalty to the teaching profession among others. On the other hand, observing students' achievement, being teachers of the year, instructional workshop and gratitude from learners were found to be source of satisfaction for many teachers.

Apart from this, the study showed that 62% of the teachers reported not being happy with the salary scale increase made for teachers before the study data was collected. Likewise, a significant majority of teacher respondents (80%) did not confirm getting a house or plot of land supposed to meet their sheltering need.

Based on cross-tabulation and chi-square test (see Table 11 in the Annex section), the demographic profiles of teachers (such as gender, age, education, marital status, length of service, club membership, and having additional role beyond teaching) were not related to job satisfaction. Hence, these socio-demographic variables did not have relationship means the responses obtained from the 28 items were genuine.

5.2. CONCLUSION

The present study as a whole depicted that there are several factors that school administrators and education officials need to consider with regard to the motivation of teachers. Unlike

some studies, the data of the study did not support the fact that motivated people are likely to be satisfied in their job. Satisfying factors in fact can vary from place to place depending on the prevailing context in a given time. In general, teacher motivation is not limited to monetary terms. A thoughtful arrangement is deemed crucial so as to improve work environment besides the need to boost the participation of teachers become crucial in the study area.

5.3. RECOMMENDATIONS

The researcher would like to forward the following recommendations with regard to policy, professional development and human resource management.

- 1) Teachers' motivation evidently emanates from not only extrinsic factors but also intertwined with some intrinsic factors such as the opportunity for innovation, professional pride and social relations. Therefore, school authorities should devise mechanisms to enhance the fulfillment of such needs to maintain motivation among teachers. This could be a staff get together event twice or at least once in a year.
- 2) Job satisfaction in the present school localities was found to be low. In this respect, it is important to identify the most crucial aspects that result in negative impact on one's attitude towards his /her job. Continuous assessment has to be conducted to identify significant factors and draw lessons to improve the work setting on the one hand, and the nature of job, on the other.
- 3) It is known that the Government introduced special provisions, like for example housing, that were supposed to meet the needs of personnel in the teaching profession. Evidences from the principals' interviews showed that that there are some teachers who did not yet benefit. Hence, educational authorities have to check the gaps for the experience at the grassroots and find alternatives for equitable applications of privileges given to teachers.
- 4) School administrators need to be trained in leadership skills especially those with high responsibility positions. This will help to professionally undertake regulatory activities like supervision in an objective and participatory way.
- 5) Being selected teacher of the year as well as having additional responsibility was indicated to be important aspects of motivation and job satisfaction. If responsible bodies become aware of their importance, such satisfiers can be enhanced since they do not require much money or investment.

REFERENCES

- Abel, M.H. and Sewell, J. (1999). A stress and burout in rural and urban secondary school teachers. *Journal of Educational Research*, 92(5), 287-293.
- Adams, J. S. (1965). Inequity in social exchange in L. Berkowitz (Ed.), *Advances in experimental and social psychology* (pp. 276-299), New York, NY: Academic Press.
- Ali Y.A., Abdulkadir M. D., and Ali A.A. (2016). Teacher Motivation and School Performance, the Mediating Effect of Job Satisfaction: Survey from Secondary Schools in Mogadishu, *International Journal of Education and Social Science*, vol. 3(1), pp.87-103.
- Ali, R. and Ahmed, M.S. (2009). The impact of reward and recognition program on employees' motivation and satisfaction: An empirical study. *International Review of Business Research Paper*, 5, 270-279.
- Andre, B. (1996). Teacher motivation and job satisfaction: A study employing the experience sampling method. *Journal of Undergraduate Science*, 3(4), 147-154.
- Ayalew Shibesh. (1991). *Approach of educational organization and managment organization (Part I)*. Addis Ababa: Unpublished.
- Azar, M. and Shafighi, A.A. (2013). The effect of work motivation on employees' job performance (Case study: Employees of Isfahan Islmic Revolution Housing Foundation). *International Journal of Academic Research in Business and Social Sciences*, 3(9), 432-445.
- Baron, H., Henley, S., McGibbon, A. and McCarthy, T. (2002). *Motivation Manual and User's Guide*. Sussesx: Faville and Holdsworth Ltd.
- Best, J. W. and Kahn, J.V. (1998) *Research in Education*, 8th ed. Allyn and Bacon.
- Beck, A.T. (1987). Cognitive models of depression. *Journal of Cognitive Psychotherapy*, 1, 5-37.
- Best, J. and Kahn, J. (1993). *Research in Education* (7th Ed.). New Delhi: Prentice-Hall of India, Inc.
- Bogler, R. (2002). Two profiles of school teachers: A discriminate analysis of job satisfaction. *Teaching and Teacher Education*, 18, 665-673.

- Brian F. R. and Kimberly D. L., (2016). Job Satisfaction in Work Attitudes and Job Motivation, editor Kayla Weaver
- Christopher, N (2014) Factors influencing Secondary School Teachers' Job Satisfaction Levels in Lang'ata District, Nairobi, Kenya, *International Journal of Community and Cooperative Studies* Vol.1, No.2, pp.12-26
- Dehaloo, G. (2011). *The motivation and job satisfaction of secondary school teachers in Kwanzulu-Natal: An education management perspective*. University of South Africa. Johannesburg: Unpublished.
- Dobre, O. I. (2013). Employee motivation and organizational performance. *Review of Applied Socio-Economic Research*, 5(1), 1-8.
- Ghenghesh, P. (2013). Job satisfaction and motivation- What makes teachers tick? *British Journal of Education, Society and Behavioral Science* Vol. 3(4): pp.456-466
- Hackman, J. R. and Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16,250-279
- Hackman, J.R and Oldham, G.R. (1980), *Work Redesign*. Reading, Ma: Addison-Wesley.
- Haki Elimu (2016). Teachers Motivation and Job Satisfaction, a research report, Dareselam, Tanzania.
- Henne, D. and Locke, E. (1985). Job dissatisfaction: What are the consequences? *International Journal of Psychology*, 20(2), 221
- Herzberg, F. (1966). *Work and the nature of man*. London: Staples.
- Herzberg, F. (1976). *The motivation of work*. New York: Available online.
- Jaye, J.E. (2002). Stress, uncertainty and tension: A self-management programme to enable secondary school teachers in South Africa to cope proactively. D. Ed. thesis. Johannesburg: University of the Witwatersrand.
- Kamal, Y. and Hanif, M. F. (2009). Pay and job satisfaction: A comparative analysis of different Pakistani commercial banks. *The 9th National Reserach Conference* (pp. 24-31). Islamabad: Unpublished.
- Katou, A. A. (2008). Measuring the impact of HRM on organizational performance. *Journal of Industrial Engineering and Management*, 1(2), 119-142.

- Khan, R.I., Aslam, H.D. and Lodhi, I. (2011). Compensation management: A strategic conduit towards achieving employee retention and job satisfaction in Banking sector of Pakistan. *International Journal of Human Resource Studies*, 1(1), 2162-3058.
- Kothari, C. (2004). *Research Methodology: Methods and Techniques* (2nd revised ed.). New Delhi: New Age International (p) Ltd.Publishers.
- Krishnaswami, O.R. and Ranganathan, M. (2007). *Methodology of Research in Social Sciences*. New Delhi: Himalaya Publishing House
- Locke, E. (1975). Personnel attitudes and motivation, *Annual Review of Psychology*, pp. 457 - 480.
- Locke, E.A. (1976). The nature and causes of job satisfaction in Dunnette, M. D. (ed.). *Handbook of industrial and organizational psychology*, New York: John Wiley.
- Lunenburg, F. (2011b). *Motivating by enriching jobs to make them more*. Westsussex: Jhonwiley and Sons Inc.
- Luthans, F. (1998). *Organizational behavior*, Boston: McGraw- Hill.
- Markos, S., and Sridevi, M. S. (2010). Employee Engagement: The Key to Improving Performance. *International Journal of Business and Management* , 5 (12), 89-96.
- Maslow. (1943). A Theory of Human Motivation:. *Psychological Review*, 50, 370-396.
- McClelland, D.C. (1996) *Human Motivation*, Cambridge: Cambridge University Press
- Mensah, K. (2011). *Motivation and job commitment among teachers in four selected senior high schools in the Ashanti Region of Ghana*. Ashanti: Unpublished.
- Muhammad, J. S. et. al. (2012). Job satisfaction and motivation of teachers in public educational institutions. *International Journal of Business and Social Science*, 141-166.
- Muhammed, et. al. (2012). Factors affecting teacher motivation of secondary school level in Kohat city. *Interdisciplinary Journal of Contemporary Research in Business*, 3(10), 252-274.
- Mustapha, N. and Ghee, W.Y. (2013). Examining faculty workload as antecedent of job satisfaction among academic staff of higher public education in Kelantan, Malaysia. *Business and Management Horizons*, 1(1), 10-16.

- Negussie, N. (2012). Relationship between Rewards and Nurses' work motivation in Addis Ababa Hospitals. *Ethiop J Health Sci.* , 22 (2), 107-112.
- Ngimbudzi, F. W. (2009) Job Satisfaction among Secondary School Teachers in Tanzania: The Case of Njombe District. A master's thesis in Education, Department of Educational Sciences, Institute of Educational Leadership, University of Jyvaskyla
- Okumbe, A. J. (1998). *Educational management theory: a comparative evolution to general theory*. Nairobi: University Printers.
- Ommen et. al. (2009). The relationship between social capital in hospitals and physician job satisfaction. *BMC Health Services Research*, 9(81), 1-9.
- Pinder, C. (2008). *Work Motivation in Organizational Behavior* (2nd ed.). New York: Psychology Press.
- Prendergast, C. (2002). Uncertainty and incentives. *Journal of Labor Economics*, 20(2), 115-117.
- Ramesh, S. (2005). *Dictionary of Education*. India: A.P.H. publication.
- Sargent, T. and Hannum, E. (2005). Keeping teachers happy: Job satisfaction among primary school teachers in rural Northwest China. *Comparative Education Review*, 49(2), 173-204.
- Shah et al. (2012) Job Satisfaction and Motivation of Teachers of Public Educational Institutions, *International Journal of Business and Social Science*, Vol. 3 No. 8
- Singh, J. D. (2015). Work Motivation and Job Satisfaction of Secondary School Teachers of Shekhawati Region, *Journal of Psychological and Educational Research*, pp.1-10
- Spector, P. (1997). *Job satisfaction: Application, assessment, causes and consequences*. Thousand Oaks, CA: Sage.
- Spector, P. (2008). *Industrial and Organizational Behavior* (5th ed.). New York: John Wiley and Sons, Inc.
- Stello, C. M. (2011). *Herzberg's two factor theory of job satisfaction: An integrative literature review*. Minnesota: University of Minnesota.
- Vroom, V. H. (1964). *Work and motivation*, New York, NY: Wiley.

William, M. K. (2011). Motivation and Job Commitment among teachers in four selected senior High Schools in the Ashanti Region of Ghana, an MBA thesis submitted to the Institute of Distance Learning, Kwame Nkrumah University of Science and Technology, Ghana.

APPENDICES

7.3) What is your role or position in the club?

8. What is your teaching workload (periods per week) in the school currently?

a/ 10 or less () b/ 11-13 () c/ 14 or more ()

Part II. Teacher Motivation and Job Satisfaction Scale

DIRECTION: Based on the 5-point scale, indicate your level of agreement or disagreement to each of the following motivation and job satisfaction statements. Please put a check (✓) mark under your best option.

Scale : 5= Strongly Agree 4= Agree 3= Undecided 2 = Disagree 1= Strongly Disagree

No.	TEACHERS' MOTIVATION.....	1	2	3	4	5
1	As a teacher, I am motivated by salary increment					
2	As a teacher, I am motivated by recognition					
3	As a teacher, I am motivated by having additional responsibility					
4	As a teacher, I am motivated by job security					
5	As a teacher, I feel being on a high status					
6	As a teacher, I am motivated by being innovative					
7	As a teacher, I think other teachers are motivated					
8	As a teacher, I am motivated by CPD					
9	As a teacher, I am motivated by the interaction with administrators					
10	As a teacher, I am motivated by interpersonal relationship with colleagues					
11	As a teacher, I am motivated by supervision					
12	As a teacher, I am motivated by evaluation					
13	As a teacher, I am motivated by sub-city policy					
14	As a teacher, I am motivated by the working conditions					

Scale : 5= Strongly Agree 4= Agree 3= Undecided 2 = Disagree 1= Strongly Disagree

No.	JOB SATISFACTION.....	1	2	3	4	5
1	As a teacher, I am satisfied with the work itself					
2	As a teacher, I am satisfied with the Education Service itself					
3	As a teacher, I am proud to tell others I'm a Teacher					
4	As a teacher, I am glad that I chose teaching over other professions					
5	As a teacher, I feel teaching is a disturbance with one's personal life					
6	As a teacher, I am less loyal to the teaching profession					
7	As a teacher, I want a change in my profession					
8	As a teacher, I feel inferior due to the income I get from the profession					
9	As a teacher, I am satisfied with students' ability					
10	As a teacher, I am happy with the gratitude received from students for understand difficult concept					
11	As a teacher, I am satisfied with observing students achievement					
12	As a teacher, I am satisfied being teacher of the year					
13	As a teacher, I am satisfied with an instructional workshop					
14	As a teacher, I will choose the profession again					

PART III. OPEN-ENDED ITEMS

DIRECTIONS: For each item, please indicate your response by checking on the best choice of your response.

1. Have you obtained a salary increase in this year as a teacher? a/ Yes (.....) b/ No
(.....)

1.1. If YES, what is your overall reaction or feeling about the raise in the salary scale
of _____ teachers?

2. Did you get a house or land as a teacher? Yes No

2.1. If YES, what is your overall reaction or feeling about the housing benefit offered
to teachers? _____

3. Apart from salary increase and house / land benefits, what do you think will be the best
motivating factor to stay in the teaching profession?

4. In your view, what do you think is helpful to increase the job satisfaction of teachers?

THAK YOU

APPENDIX 2- KEY INFORMANT INTERVIEW

INTERVIEW WITH SCHOOL PRINCIPALS

My name is Samuel Mullushewa. I am conducting a study entitled: “Assessment of Teachers’ Motivation and Job Satisfaction in Selected Government Secondary Schools of Bole Sub-city, Addis Ababa.” The purpose of this research is to get some information about teachers’ motivation and job satisfaction in selected secondary school of Bole Sub-city, Addis Ababa. The research is done to fulfill the partial requirement to obtain a Master Degree in Educational Leadership from the School of Educational Leadership, Addis Ababa University. Your participation in this study is voluntary **I will not record** your name in order to keep your identity anonymous. All information you are going to give me will be confidential. I appreciate getting your own and genuine responses during the interview. I would like to thank you for taking time to be part of the study.

Date: _____; **Name of School:** _____

1. Please tell me the number of teachers working in your school?

a) Total: _____, b) Males: _____, c) Females: _____

2. Do you have any system to help you maintain the motivation of teachers in this school?

a/ Yes () b/ No ()

2.1. If you have a motivational system, please tell me / enlist me the type of motivation in place in your school:

2.2. How often do you practice motivation mechanisms in the school?

Monthly Every semester Once in a year

3. In general, how do you rate the motivation level of teachers in your school ?

Highly motivated Somehow motivated Not at all motivated

4. Please tell us any good practice that you believe is special in your school:

5. What challenges, if any, do the school face in maintaining the motivation of schools?

6. In general, how far do you think teachers in this school are satisfied with their job?

- Very highly Highly Rarely Unknown

7. To what extent, do you think teachers would like to stay in their profession?

- Most of them some of them Very few Not at all

8. In your observation, how do teachers react with the recent special salary scale increase?

9. In your observation, how do teachers react with the housing or land offered to teachers?

10. As a whole, what should be done to better enhance the motivation of teachers? (Please identify your suggestions at the school level and at Sub-city level)

10.1 School level _____

10.2. Subcity level _____

11. In terms of facility, how do you describe the status or conditions of your school?

12. Please tell me the experience (success as well as gaps) of your school in terms of supervision and feedback system:

13. Please tell me the experience (success as well as gaps) of your school in terms of teacher evaluation:

THANK YOU

APPENDIX 3: CROSS-TABULATION

Table 111: Chi-square for test of relationship between teachers' profile and their job satisfaction

Demographic category	Characteristics	Job Satisfaction		Total	Pearson Chi-Square (df*)	P-value. (2-sided)
		Not satisfied	Satisfied			
Gender	Male	24	21	45	.070	.792
	Female	12	12	24	Df=1	
Total		36	33	69		
Age in years	23-33 years	28	23	51	2.507	.285
	34-44 years	5	9	14	Df=2	
	45 years and above	3	1	4		
Total		36	33	69		
Marital status	Single	20	16	36	.557	
	Married	16	17	33	Df=1	
Total		36	33	69		
Educational Level	BA / BSc	30	30	60	.871	.351
	MA	6	3	9	Df=1	
Total		36	33	69		
Service year	1-5years	12	13	25	6.579	.160
	6-10years	16	10	26	Df=4	
	11-15years	3	8	11		
	16-20years	2	2	4		
	21years and above	3	0	3		
Total		36	33	69		
Work load	8-10 hours	4	6	10	6.334	.096

Demographic category	Characteristics	Job Satisfaction		Total	Pearson Chi-Square (df*)	P-value. (2-sided)
		Not satisfied	Satisfied			
	11-13 hours	19	8	27	Df=3	
	14-16 hours	12	16	28		
	17 and more hours	1	3	4		
Total		36	33	69		
Additional role	Has additional role	19	19	38	.160 Df=1	.689
	No additional role	17	14	31		
Total		36	33	69		
Club membership	Not a member	5	6	11	.237 Df=1	.627
	Club member	31	27	58		
Total		36	33	69		

DECLARATION

Endorsement