



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

AN ASSESSMENT OF TEACHERS JOB MOTIVATION IN
GOVERNMENT PRIMARY SCHOOLS OF LIDETA SUB-CITY IN ADDIS
ABABA CITY ADMINISTRATION

BY

GEZAHEGN GETAHUN

JULY, 2025
ADDIS ABABA, ETHIOPIA

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THE REQUIREMENTS FOR THE MASTER OF DEGREE IN SCHOOL
LEADERSHIP**

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APPROVAL OF THESIS

School of Postgraduate Studies

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This is to certify that the thesis prepared by Gezahegn Getahun entitled “An Assessment of Teachers Job Motivation in Government Primary Schools of Lideta Sub-City in Addis Ababa City Administration” and submitted impartial fulfillment of the requirements for the Degree of Master of **Educational Planning and Management** complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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I the undersigned, declare that this thesis entitled: “An Assessment of Teachers Job Motivation in Government Primary Schools of Lideta Sub-City in Addis Ababa City Administration” is my original work. I have undertaken the research work independently with the guidance and support of the research advisor. This study has not been submitted for any degree or diploma program in this or any other institutions and that all sources of materials used for the thesis has been duly acknowledged.

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CERTIFICATE

This is to certify that the MA Thesis entitled “An Assessment of Teachers Job Motivation in Government Primary Schools of Lideta Sub-City in Addis Ababa City Administration.” submitted to Ababa University, Department of Educational Leadership for the award of the degree of Masters in School Leadership at Ababa University. It is a record of genuine research work carried out by Mr. Gezahegn Getahun under our guidance and supervision complies with the regulations of the university and meets the accepted standards with respect to originality and quality

Therefore, I hereby declare that no part of this thesis has submitted to any other College or institutions for the award of any degree or diploma.

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LIST OF ABBREVIATIONS AND ACRONYMS

ETP - Education and Training Policy

ERG - Existence, Relatedness, and Growth

SDT - Self-Determination Theory

CPD- Continuous Professional Development

PDM- Participatory Decision-Making

SPSS- Statistical Package for the Social Science

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ABSTRACT

The very purpose of this research paper was to take an assessment for the realization of teacher motivation that influence teachers' performance in government primary schools of Lideta Sub-city in Addis Ababa City administration. The study guided by Maslow theory of motivation which is usually known for its five fundamental needs of a person: physiological, security affiliation, esteem, and self- actualization. In addition, its guided by Herzberg two factor theory Hygiene of and motivator factors motivation which is usually known for Hygiene factors include job security, working conditions, company policy and its administration, technical supervision, peer relationships, relationships with supervisors, and the motivator factors emphasis is on recognition, awarded to the teachers. The study adopted descriptive research design, employing a quantitative approach. A total sample of 210 respondents participated in the study, of whom 21 respondents were school principals and 189 respondents were ordinary teachers. The sample was obtained through simple random sampling and purposive sampling. The study found that motivating factors tend to influence teachers' commitment to their teaching and learning processes. Thus, teachers' positive motivations improve students' academic performance and increase their participation in their schools. Based on the study findings, the study recommends that the government should improve the working condition for teachers in government primary school through the following: reviewing salary scales, bonus, allowance or non-financial support (medication, housing transportation), improve recruitment practices: recruitment processes should be focus not only on employment availability but also on assessing applicants' passion, commitment and teaching aptitude, and school principals should be receive formal training in educational leadership, decision-making and participate teachers involved in school planning and decision making process.

Key Words: *Motivation, Two factors of hygiene factor, Participation in decision making, recruitment, financial and non-financial support*

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Job motivation refers to the factors that drive individuals to perform their work with enthusiasm and commitment. It can broadly categorize into intrinsic and extrinsic motivation: Intrinsic Motivation comes from within the individual. It includes: Personal Satisfaction Enjoying the work itself and finding it fulfilling, Passion having a genuine interest in the tasks and responsibilities and growth and development: The desire to learn new skills and advance professionally. Extrinsic Motivation This type of motivation influenced by external factors. It includes: Salary and Benefits: Financial rewards and benefits such as health insurance, bonuses, and retirement plan Recognition and Rewards: Acknowledgment of achievements through awards, promotions, or public praise. Job Security: Assurance of continued employment and stability. Additional Factor Work Environment: A positive and supportive workplace culture. Work-Life Balance: The ability to balance work responsibilities with Impact and Purpose: Feeling that one's work makes a meaningful contribution to the organization or Understanding these motivations can help employers create strategies to keep their employees engaged and productive. Motivated teachers bring numerous benefits to the educational environment: Improved Student Outcomes: Motivated teachers are more engaged and effective, leading to better student performance and higher achievement levels. Higher Retention Rates: Teachers who are satisfied and motivated are less likely to leave the profession, reducing turnover and maintaining continuity in schools. Positive School Climate: Motivated teachers contribute to a positive and collaborative school culture, which can enhance the overall learning environment. Professional Growth: Motivated teachers are more likely to pursue professional development opportunities, improving their skills and teaching practices⁴. Policies and Strategies Supporting Teacher Motivation. Several policies and strategies can help support and enhance teacher motivation: Professional Development: Offering continuous learning opportunities and career advancement programs can keep teachers motivated and up-to-date with the latest educational practices. Recognition and Rewards: Implementing systems to recognize and reward outstanding performance can boost morale and motivation. Supportive Leadership: School leaders who

provide support, listen to teachers' concerns, and involve them in decision-making processes can significantly enhance motivation. Work-Life Balance: Policies that promote a healthy work-life balance, such as flexible scheduling and adequate planning time, can help prevent burnout and maintain motivation. Competitive Compensation: Ensuring that teachers receive fair and competitive salaries and benefits is crucial for maintaining motivation.

Socio-Economic Situations of the Study Area

The socio-economic context of the study area can significantly affect teacher motivation. Factors to consider include: Economic Conditions: In areas with lower economic development, teachers may face challenges such as inadequate resources, lower salaries, and higher workloads. Community Support: The level of support from the community and parents can influence teachers' motivation. Strong community involvement often leads to higher job satisfaction. Infrastructure and Resources: Access to adequate teaching materials, technology, and facilities can affect teachers' ability to perform their duties effectively and stay motivated. Social Issues: Issues such as poverty, crime, and health problems in the community can create additional stress for teachers, affecting their motivation and job satisfaction. Understanding these factors can help in designing targeted interventions to improve teacher motivation and, consequently, educational outcomes. Effective motivation in educational institutions plays a crucial role in shaping the learning environment and driving the success of teachers and pupils. The head of school, as the primary leader in an educational setting, wields significant influence over the school's culture, policies, and practices. Moreover, the motivation levels of teachers, who are at the forefront of delivering quality education, are vital in determining their performance and, consequently, the academic achievements of pupils. Therefore, the head of schools' motivation impacts the performance of teachers and pupils in fostering a conducive and productive learning environment. In recent years, there has been a growing recognition of the importance of motivation in education and its direct correlation with student outcomes. Research has shown that effective motivation can lead to improved teacher morale, increased student engagement, and enhanced academic achievement. Furthermore, motivation, as a key driver of behavior and performance, is closely linked to leadership practices within educational institutions. When teachers are motivated and inspired by their leaders, they are more likely to be engaged in their

work, exhibit higher levels of job satisfaction, and deliver better educational outcomes for their students (Werang, et al., 2024).

Teachers being considered as one of the most faithful sources in the success of educational process in schools, they have to produce well learned students that depend upon their teaching performance. So, the teachers need to be well trained and highly motivated. Any increase in teachers' motivation would contribute in improvements in their performance. In schools, teachers are not fully independent; they have to work under the guidance of the head teacher. Head teachers supervise the teachers in instructions for better performance. Head teachers may also motivate the teachers to do their best. Teachers' performance increased by improving the head teachers' instructional supervisory practices Ahmed, Samee, & Khalid (2021). Similarly, according to Rahabav, (2016) supervisors should come forth and have to make the decisions to improve the quality of teaching in their teachers. As stated in Edward (1999) Frederic Herzberg proposed two sets of factors of work motivation: Hygiene factors and motivator factors. Hygiene factors were identified as aspects of job context. They do not motivate us to work harder if they are satisfied but have the potential, if unsatisfactory, to reduce our performance by making us dissatisfied with the employment. Hygiene factors include job security, working conditions, company policy and its administration, technical supervision, peer relationships, relationships with supervisors. Satisfying experiences of employment in Herzberg's theory were what he called motivator factors. The emphasis is on the internal satisfaction of doing the work, the challenges and rewards of the doing. The motivator categories in Herzberg's lists are achievement on important tasks, recognition, doing good work, the nature of the work itself, responsibility for the work, and advancement based on work. The Head teacher as the leader in the school must have the ability and skill that can practiced in everyday life at school. According to Von Krogh, et al., (2012), the conduct of the leader may be affected by the context knowledge of the value and their experience of the capabilities of the leader as an example, who believes that individual needs must be secondary to the needs of the organization, will play a critical role in the sections of these subordinates. The way the Head teacher interacts with the subordinate greatly influences the success or failure of the school he leads. The Head teacher's effort in improving teacher performances must be by choosing the right kind of motivation which, generally in the form of money or goods as well as non-material in the form of praise and appreciation. Considering that motivation is a driving factor that greatly influences human

behavior, a teacher who has high motivation in his work will certainly be motivated to do work effectively and efficiently so that the planned goals can be achieved properly. The motivation of each person is different, some of them have high or low motivation and all of them affect their performance (Bennis, 2006). The Tanzanian government has been introducing various policies that aim at promoting the quality of education in the country; one of the policies is the current Education and Training Policy (ETP) of 2014. The implementation of this policy aims to mitigate various challenges including teachers' low morale due to poor motivation (remuneration) and poor working conditions. However, Mashala (2019) noted that the implementation of ETP of 2014 has paid much attention to students' enrolment and the construction of infrastructure, while teachers have many issues to deal with including salary increments and promotions. These situations add much pain to teachers' and de-motivate them as instead of getting relief from good packages, they denied some of their benefits they had before. Teachers' motivation is very essential as it directly promotes students' academic performance (Alarm, 2011; Mkumbo, 2013). There is a strong correlation between teachers' efficacy and students' performance (Marques, 2010; Marwa, 2017; Mustafa & Othman, 2010). Motivated teachers are likely to put more efforts towards achieving the goals set by their schools because they will be happy to contribute their best in a school that cares about their needs. According to Maningu (2017), motivation plays a vital role in the organization as it increases the employees' production enhancing the goals achieved in an efficient way. This means that low motivation of teachers affects their performance, which in turn affects the students' academic performance. Motivation factors (achievement, recognition, responsibility, advancement, the work itself and possibility of growth) are the primary cause of job because they related directly to the real nature (job content) of the work people performs (Plunkett and Attner, 1989). In addition to this Ritchie, and Crow, (1961) stated that the most important characteristics of effective teachers in the opinion of primary school principals, include subject matter mastery, motivation, dedication, co-operation, sense of humor, creative efficiency. Self-control, discipline, standards promptness with reports methods, success with regents (state) examinations and generosity with personal time for students.

1.2. Statement of the Problem

Motivation is the energizing of human behavior, or, simply stated, the process of stimulating action (Kinard, 1988). Different organizations, such as schools establish various motivational activities for their employees to maximize the accomplishment of their goal (Bogler, 2001).

In line with this idea, a number of studies have shown that the education mission seems to be dependent on the way teachers feel about their and how satisfied they are with it. Therefore, it is not surprising that researchers suggest, “Schools must give- more attention to increasing teacher job satisfaction” (Heller, clay and Perkins, 1993).

Intrinsic and extrinsic factors affecting teachers’ job satisfaction. In the Ethiopian Journal of education (Tekeste, 1990as cited in Mana and Tesfaye, 2000) noted that possible argument for the crisis of teaching as a profession in general and teacher dissatisfaction with the job in particular should be view from the broader perspective of the crisis of education as a system.

According to Dargie, (2002) described that in Addis Ababa high schools apparently time pressure is an issue. Some teachers carry a load of thirty periods a week and they teach at different grade levels. That makes preparation and follow-up very difficult large class size demands a lot of time for making papers and providing individual help. Yet the evaluation criteria assume that teachers can contribute noticeably in terms of research, extracurricular programs, and other non- teaching activities.

Moreover, according to Young, (2004) it is now possible to change how teachers are paid in ways that simultaneously enhance teaching as a profession and reinforce the goals and strategies of standard based reform. It is generally agree up on that if an employer can identify the reasons a worker is productive, reports to work on time, and remains with the company, the employer might then be able to apply this motivational factors unilaterally to the entire work force. Applying this model and fashioning the employment atmosphere to better accommodate the motivational factors of the employee, the employer becomes a more desirable employment destination, retaining employees longer, and increasing productivity and service at the same time. In the researcher observation and experience, this day’s many teachers leave the teaching profession and looking for another job for better salaries and living condition. Specifically, Norton and Kelly, (1997) identified the following factors that contributes to increase teacher dissatisfaction and to teachers leaving the profession. Problems related to students’ behavior and

handling of students' discipline; Problems/frustrations with the variety of administrative routines and accompanying paper work; Problem related to teacher load; Concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels; Low pay; Few possibilities of career promotion or growth, and; The declining respects for the profession.

From my experiences of above two decades participated in teaching profession and education expertise I have been seen and understand most of the teachers including me did not had motivation in our job, due to low pay of salary and lack of enough financial and non-financial incentives, disrespect of the profession by the society. Moreover, most of the teachers living condition as economic situation compared to other professions were hand to mouth and not sure in their physiological, security needs of external motivation, on the other side all concerned bodies of the teacher not focused in the intrinsic motivation.

Nowadays, there is a general feeling that teachers in Ethiopian primary school do not have satisfaction in their jobs. Teachers are dissatisfied in spite of different plans and programs, which have been implements to improve their jobs. Considering the above facts, this study conducted to assess job motivation and explore the factors affecting the job motivation of teachers in primary schools of Lideta sub city. The study found that motivating factors tend to influence teachers' commitment to their teaching and learning processes. Thus, teachers' positive motivations improve students' academic performance and increase their participation in their schools. Therefore, a number of evidences were discussed and conclusions formulated by different researchers about factors which can affect teachers motivation and consequences. However, this study focuses on comparing factors affecting teachers' motivation via activities taken by selected government primary schools in Lideta Sub city of Addis Ababa city administration and tries to answer the following questions:

1. To what extent are teachers motivated in their job at government primary school Lideta Sub-city of Addis Ababa?
2. What is the major factors influence efficiency of procurement on teachers' motivation?
3. To what extent, motivating factors affect the commitment and efficiency of teachers in governmental primary schools.

4. What the intervention have been done in order to motivate teachers of government primary School in Lideta Sub-city of Addis Ababa?
5. What are the relationship between the educational level, salary, age, experience of teachers and their motivation in Lideta Sub city primary schools?

1.3. Objectives of the Study

1.3.1. General objective

The general objective of this study is to assess job motivation and factors related to teachers' job motivation. Motivation of teachers in Government primary schools of Lideta sub-City in Addis Ababa city administration

1.3.2. Specific objectives

1. To assess the extent to which teachers are motivated in their job.
2. To determine the major factors that affect motivation of teachers in primary Schools of Lideta sub city in Addis Ababa.
3. To examine how the motivating factors affect the commitment and efficiency of teachers in Governmental selected primary schools.
4. Identify the intervention have been done in order to motivate teachers.
5. To distinguish if there any relationship between the educational level, salary, age and experience of teachers and their motivation in lideta sub city primary schools of Addis Ababa.

1.4. Significances of the Study

Teachers' qualification together with their commitment and motivation is highly related to the effective teaching learning process in general and raising quality of education in particular. Therefore, this study is significant for the following reasons:

- ✚ It helps to create awareness for concerned bodies about factors affecting teacher's motivation in selected governmental primary school of lideta sub city of Addis Ababa and to take corrective actions for continuous motivation and satisfaction.
- ✚ It may give some insights in to major theory and policy issues so that it play a part in delivering valuable information on the existing conditions concerning teachers' motivation of selected primary schools.

- ✚ It helps to understand the extent of the gaps among selected primary schools in terms of teachers' motivation more over it may serve as aspiring board for other similar studies.

1.5. Delimitations of the Study

In general, teachers are the sole center of teaching-learning process. Thus, they play important role on the quality of education. Knowledge of subject matter, professional interest, school culture, tactfulness, adaptability skill in motivating work, and the like considered as personal qualification of teachers, among which this study focuses on teachers' motivation. Though various factors affect motivation, this study focuses on self-interest, economic, social value, working condition and administration factors. At present in Addis Ababa, the numbers of primary schools are increasing from year to year. Moreover, the researchers would like to conduct similar study throughout Addis Ababa city administration, but for the manageability purpose and time factor, the researcher delimited the scope in collecting data from one sub-city. Because, there is no significance difference of input and process among the primary schools in Lideta sub city of Addis Ababa and easily manage the research.

1.6. Definitions of Key Terms

1. **Motivation:** - the interaction of people internalized needs external influences equity, expectancy, and previous conditioning that determine behavior designed to achieve a goal.
2. **Governmental schools:** - are schools, which governed and financed by the government
3. **Job satisfaction:** - the positive and pleasurable feelings and attitudes determined by the extent to which an individual's perceives his/her needs. It is the extent to which, teachers are happy with their job.
4. **Work itself:** - the act of performing the job or the tasks of the job.
5. **Achievement:** - An act of success or failure in the performance of the job.
6. **Recognition:** - An act of recognition to the respondents.
7. **Working condition:** - physical conditions of work, work load, or facilities available for doing work.

1.7. Organization of the Study

The study includes five chapters. The first chapter deals with background of the study, statement of the problem, theoretical frameworks, objective of the study, significances of the study, operational definition of terms and organization of the study. The second chapter presents Review of the related literature. Chapter three treats research design and methodology. The fourth chapter is concerned with data presentation and analysis. The last chapter deals with summary, conclusions and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The concept and Defination of Motivation

2.1.1 Definition of Motivation

Locke (as cited by Saari and Judge, 2004, p396) defined motivation as "a pleasurable or positive emotional state resulting from the appraisal of one's job experiences". This definition draws attention to two aspects, in particular, namely the emotional attachment an employee has to their job, and the deliberate review of an employee's work by the employer. According to David and Anderzej (2010), motivation understood as cognitive decision-making in which the intension is to make the behavior that aimed at achieving a certain goal through initiation and monitoring. At work places, reviews done using appraisals and appraisals at work have predetermined standards, outcome may provoke an emotional reaction in the employee, and this reaction will determine how satisfied or dissatisfied an employee is. Good marks in reviews may reflect that an employee is satisfied and bad marks may reflect the opposite. In every employee, motivation maybe because outside factors (extrinsic) such as rewards or within an individual (intrinsic), desire to do better.

Teacher motivation is essential for maintaining enthusiasm, commitment, and instructional quality. Deci and Ryan's Self-Determination Theory Vallerand, (2000) posits that intrinsic motivation, driven by autonomy, competence, and relatedness, fosters teacher engagement and performance. Additionally, Hargreaves, (2005) emphasizes the role of distributed leadership, where decision-making and accountability shared among staff, promoting a sense of ownership and motivation. Motivation can be intrinsic or extrinsic.

Impact of Motivation on Teacher Performance

Research suggests a strong correlation between head of school leadership, teacher motivation, and performance. A study by Hallinger & Heck, (1996) found that principals' transformational leadership positively influenced teacher commitment, collaboration, and instructional innovation. Similarly, Seashore et al., (2010) demonstrated that distributed leadership practices led to higher teacher efficacy, job satisfaction, and student achievement.

Impact of Motivation on Pupil Performance: The influence of head of school on teacher motivation extends to pupil performance. Robinson, et al., (2008) conducted a meta-analysis revealing a significant association between effective school leadership and improved student outcomes.

Furthermore, (Bryk, 2010) highlighted the mediating role of teacher effectiveness in the relationship between motivational practices and pupil achievement.

Motivation of Teachers: Teacher motivation is essential for maintaining enthusiasm, commitment, and instructional quality. Deci and Ryan's Self-Determination Theory Vallerand, (2000) posits that intrinsic motivation, driven by autonomy, competence, and relatedness, fosters teacher engagement and performance. Additionally, Hargreaves, (2005) emphasizes the role of distributed leadership, where decision-making and accountability shared among staff, promoting a sense of ownership and motivation. Motivation can be intrinsic or extrinsic.

Intrinsic Motivation: Intrinsic motivation effects at the time of performance of work. It provides satisfaction during the performance of the work. (Vaino& Holbrook, 2012) concluded that a teacher who intrinsically motivated could perform better than the expectations. It concluded from the discussion of (Nyambegera & Gicheru, 2016) that praise, designation of power, delegation of authority and responsibility, competition and participation in the decision-making process are the examples of intrinsic motivation. Intrinsic rewards to the responsibility, success, recognition and the work itself will have elongated term and have deep influence on motivation.

Extrinsic Motivation: It is the type of motivation in which, the teachers motivated at external level. Head teachers may motivate them by giving rewards, incentives, paying promotions and other benefits for motivation of teachers. Teachers' motivation enhanced by the supervisory practices of head teachers and it helps in better students' performance (Esia-Donkoh & Baffoe, 2018) it can said that a motivated teacher is energetic and has positive behavior. He works and design classroom activities to achieve the goals. He leads curiosity and creativity among the students.

2.1.2 Job Satisfaction

For us to help understand underpinnings to motivation, we must first explore what job satisfaction means because motivated employees will have a job satisfaction. According to Kumar and Singh (2011, p.12), job satisfaction (or the lack thereof) depended on the employee's perception of the degree to which his work delivers those things that he desires – how well outcomes are met or expectations perhaps even exceeded. Regardless of the actual circumstances and situation, job satisfaction is an emotional response that cannot be seen, only inferred. Jehanzeb, Rasheed and Aamir (2012, p.274) held a similar view, defined job satisfaction as "a sensation employees have about their work environment and their expectations toward work". Depending on the rewards and incentives, employees receive and management's motives for giving those, employees will respond to their work environment by being productive.

2.1.3 The importance of Motivation

Motivation can emanate from within an employee with a passion and desire to work and produce results. This kind of motivation is self-driven by an employee in order to elevate his feelings to accomplish. However, in extrinsic motivation, an external factor such as a reward is used to boost the employee's moral and desire to work. As is a normal case, employees work in exchange for compensation for their hard labor but how far they go depends on how motivated they are. According to Perry and Hondeghem (1999), the individuals desire to perform, and provide services to customers; with the mandate to do well is enough factors to motivate. Performance at work related to the employee's pay of which the employee may not have control of that reward, as it is external. Apart from rewards, there are other factors that are external such as promotion at work, security of the job, salary increment that may give meaning to employee's motivation.

Therefore, for organizations to continue existing and retaining its workforce, they must keep on working on strategies that can help in motivating its employees. Motivated employees have a sense of belonging and loyalty to the organization and always work hard to be associated with the results of their labor. Motivations have effect on employees as individuals to achieve and as well as ability to be innovative because they believe in themselves which will benefit the organization to succeed (Yang Jie, 2010). A motivated worker is easy to retain, hence saving the organization finances of replacing workers; also, it encourages workers always achieve more on daily productions as they are having a sense of security of their work. Management will have

time to attend to other important issues because their motivated workforce can build teams that can help with the supervision and production of work. Job motivation is important to the effectiveness of an organization. In an educational organization, Sederberg and Clark (1990) said that job motivation would produce a teacher with high vitality. This refers the positive quality of producing good products and in this case, it is good student performance. An individual who is highly achievement motivated would tend to be very conscientious in his or her work and tend to be more responsible. Noran and Habibah, (1999) studied job motivation and job performance of recipients for excellent service from one of the institutions of higher learning. The objectives of their studies were to determine job motivation and job performance of the recipients and also to compare job motivation according to gender and work category. The results showed that the overall job motivation was moderate, while job performance was high.

Achievement motivation becomes the driving factor for future understanding and can define as a predisposition to strive for success. Steers and Porter, (1984), add that teachers who possess autonomy motivation exhibit less stress and have high job satisfaction compared to teachers who have low autonomy motivation. Despite extensive research, discussion and debate on how to predict teacher success, teacher performance considered complex and remains difficult to predict. Not surprisingly, little empirical research actually been conducted on the area, especially from the perspectives of teachers. Very few studies have focused on teacher performance and the results are inconsistent and inconclusive. Teachers are still uncertain whether they can rely on some specific characteristics of performance (Lavigna, 1992).

2.2 Theories of Motivation

The word motivation coined from the Latin word “movere” which means to move. Motivation defined as an internal drive that activates behavior and gives it direction. Motivation can broadly define as the forces acting on or within a person that cause the arousal, direction and persistence of goal-directed, voluntary effort. The term motivation theory is concerned with the processes that describe why and how human behavior activated and directed. It is regard as one of the most important areas of study in the field of organizational behavior. There are two different categories of motivational theories such as content theories, and process theories. Motivation theory is thus concerned with the processes that explain why and how human behavior activated. The content theory of motivation, also known as need theory mainly focuses on the internal

factors that energize and direct human behavior. Maslow's hierarchy of needs., Alderfer's ERG theory, Herzberg's motivator-hygiene theory (Herzberg's dual factors theory), and McClelland's learned needs or three-needs theory are some of the major content theories.

Another type of motivation theory is process theory. Process theories of motivation provide an opportunity to understand the thought processes that influence behavior. The major process theories of motivation include Adam's Equity theory, Vroom's expectation theory, goal setting theory and reinforcement theory. Expectancy, instrumentality and valence are the key concepts explained in the expectancy theory. Goal setting theory suggests that the individuals are motivated to reach set goals. It also requires that the set goals should be specific. Reinforcement theory is concerned with controlling behavior by manipulating its consequences.

2.2.1 Need-based Approach or Content theory

Content (need) theories of motivation focus on factors internal to the individual that energize and direct behavior. In general, such theories regard motivation as the product of internal drives that compel an individual to act or move (hence, "motivate") toward the satisfaction of individual needs. The content theories of motivation based in large part on early theories of motivation that traced the paths of action backward to their perceived origin in internal drives. Major content theories of motivation are Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's motivator-hygiene theory, and McClelland's learned needs or three-need theory.

Needs are deficiencies that energize or trigger behaviors to satisfy those needs. At some point in your life, you might have a strong need for food and shelter. At other times, your social needs may be unfulfilled. Unfulfilled needs create a tension that makes you want to find ways to reduce or satisfy those needs. The stronger your needs, the more motivated you are to satisfy them. Conversely, a satisfied need does not motivate. In this section, we will look at the four content theories of motivation that dominate organizational thinking today. Several factors believed to influence a person's desire to perform work or behave in a certain way. The need-based theories explained these desires; they explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual. The three most popular content theories of motivation are Maslow's hierarchy of needs, Herzberg et al.'s two-factor theory and Alderfer's existence relatedness growth (ERG) theory. These theories have received attention in research exploration and organizational application.

2.2.1.1 Abraham Maslow's Hierarchy of Needs

Abraham Maslow's (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc.

Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development; I call it the pinnacle of one is calling. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they motivated by the need at the next level up the hierarchy.

However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. In addition, studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy (Ifinedo 2003; Lawler, 1973). Although many continue to find the hierarchy model very attractive (Naylor, 1999).

The theory can summarize as follows: Human beings have wants and desires, which influence their behavior. Only unsatisfied needs influence behavior, satisfied needs do not; Since needs are many, they are arranged in order of importance, from the basic to the complex; The person advances to the next level of needs only after the lower level need is at least minimally satisfied; furthermore the progress up the hierarchy, the more individuality, humanness and psychological health a person will show. The needs, listed from basic (lowest earliest) to most complexes (highest latest) are as follows: Physiology (hunger, thirst, sleep, etc.); Safety/Security/Shelter/Health;belongingness/Love/FriendshipSelfesteem/Recognition/Achievement and Self-actualization

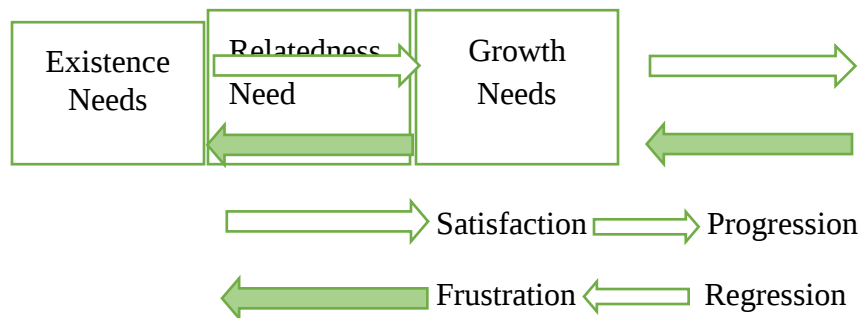
Maslow believed that these needs are similar to instincts and play a major role in motivating behavior. Physiological, security, social, and esteem needs are deficiency needs (also known as D-needs), meaning that these needs arise due to deprivation. Satisfying these lower-level needs is

important in order to avoid unpleasant feelings or consequences. Maslow termed the highest-level of the pyramid as growth needs (also known as being needs or B-needs). Growth needs do not stem from a lack of something, but rather from a desire to grow as a person. Five Levels of the Hierarchy of Needs: Physiological Needs: These include the most basic needs that are vital to survival, such as the need for water, air, food and sleep. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs met. Security Needs: These include needs for safety and security. Security needs are important for survival, but they are not as demanding as the physiological needs. Examples of security needs include a desire for steady employment, health insurance, safe neighborhoods and shelter from the environment. Social Needs: These include needs for belonging, love and affection. Maslow considered these needs to be less basic than physiological and security needs. Relationships such as friendships, romantic attachments and families help fulfill this need for companionship and acceptance, as involvement in social, community or religious groups. Esteem Needs: After the first three needs have been satisfied, esteem needs becomes increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition and accomplishment. Self-actualizing Needs: This is the highest level of Maslow's hierarchy of needs. Self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others and interested fulfilling their potential.

2.2.1.2 Alderfer's ERG needs theory

In 1969, Clayton Alderfer's revision of Abraham Maslow's Hierarchy of Needs, called the ERG Theory. Alderfer's contribution to organizational behavior was dubbed the ERG theory (Existence, Relatedness, and Growth), and was created to align Maslow's motivation theory more closely with empirical research.

Clayton Alderfer's ERG Theory



ERG Theory is similar to the famous Maslow's Hierarchy of Needs. Existence, or physiological, needs are at the base. These include the needs for things such as food, drink, shelter, and safety. Next come relatedness needs, the need to feel connected to other individuals or a group. These needs fulfilled by establishing and maintaining relationships. Similarities include reducing Maslow to three needs since some overlap. Thus, ERG is the three differences include allowing different levels of needs to pursue simultaneously. In addition, it allows the order to be different for different people. The theory acknowledges that if higher levels remain unfulfilled, there may be a regression to lower level needs in what known as frustration-regression principle. At the top of the hierarchy are Growth needs, the needs for personal achievement and self-actualization. If a person is continually frustrated in trying to satisfy growth needs, relatedness needs will remerge. This phenomenon known as the frustration-regression process. The ERG categories of human needs are: Existence Needs: physiological and safety needs (such as hunger, thirst and sex); Relatedness Needs: social and external esteem (involvement with family, friends, coworkers and employers) and Growth Needs: internal esteem and self-actualization (the desire to be creative, productive and to complete meaningful tasks). The ERG theory allows: for different levels of needs to pursue simultaneous; the order of the needs be different for different people. theory acknowledges that if a higher-level need remains unfulfilled, the person may regress to lower level needs that appear easier to satisfy. This known as the frustration-regression principle. Thus, while the ERG theory presents a model of progressive needs, the hierarchical aspect is not rigid. This flexibility allows the ERG theory to account for a wider range of observed behaviors. For example, it can explain the "starving artist" who may place growth needs above existence ones.

2.2.1.3 Herzberg Two Factor Theory

At the other end of the spectrum, Herzberg identified institutional politics, the management approach, supervision, pay, relationships at work and working conditions as factors that may demoralize employees. Golshan, Kaswuri, Agashahi and Ismail (2011:12) assert that organizations are increasingly applying Herzberg's theory to create opportunities for "personal growth, enrichment and recognition" among their employees. Employees should be promoted after completing certain stages of their career and should receive recognition for special achievements – for example, when they produce exceptional results in their subject areas; on a more basic level, they are given responsibility to determine how to handle tasks that relate to their jobs. The Two-factor theory has however drawn its share of criticism. Golshan et al. (2011) point out that it fails to distinguish between physical and psychological aspects and to precisely explain what motivators are and how they differ from hygiene factors; it also fails to express the degrees of satisfaction and dissatisfaction as a measure instead of using numbers. Another criticism leveled against it is that it makes assumptions that every individual will react in the same way in the similar situation.

In 1959, Herzberg also looked at motivation, unlike Maslow, he holds in his motivation-hygiene theory that two separate sets of factors account for job satisfaction and job dissatisfaction. Motivation factors, according to Herzberg, are intrinsic to the work itself. They make the job more enjoyable, and they provide psychological rewards. The motivation factors include achievement, recognition for achievement, intrinsic interest in work and growth and advancement. Hygiene factors, on the other hand, may cause dissatisfaction, and are extrinsic to work content. They include the organization policy and administration, working conditions, salary status, job security and interpersonal relations (see figure 2.1). While meeting hygiene needs can help avoid job dissatisfaction in the individual; increasing the dosage of these factors will not necessarily result in satisfaction. Based on his research, Herzberg concluded that satisfaction is primarily caused by motivation factors and hygiene factors are the primary cause of happiness on the job.

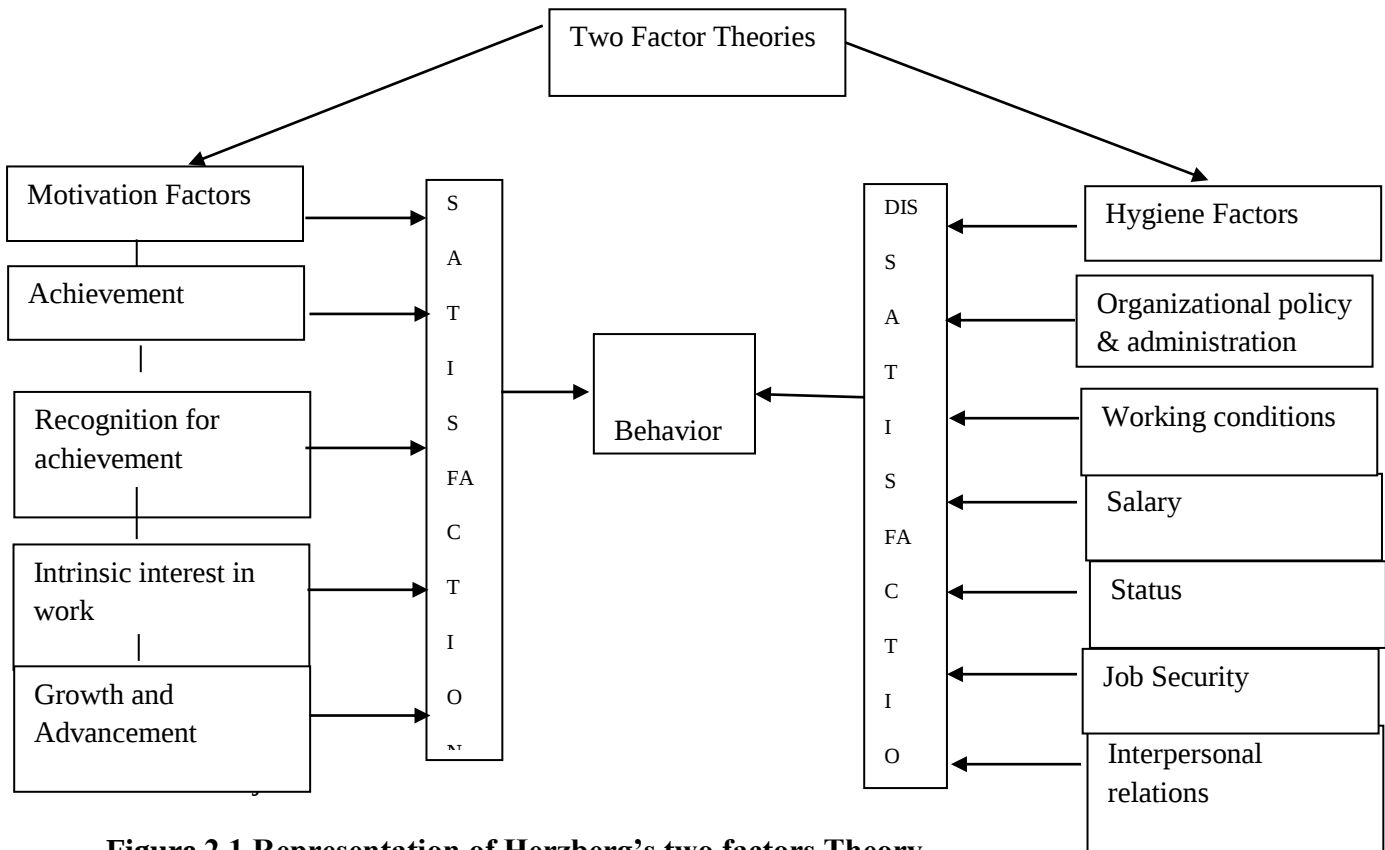


Figure 2.1 Representation of Herzberg's two factors Theory

2.2.2 Process Theories

What all process theories have in common is an emphasis on the cognitive processes in determining employee level of motivation and need satisfaction. Equity theory matches the notions of “a fair day’s work for a fair day’s pay”. It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg *et al.* (Naylor, 1999). Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis *et al.* 1995: 502). As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort. In the process theory, Adams’ Equity theory and Vroom’s Expectancy Theory discussed as follows.

2.2.2.1 Adams' Equity Theory

Adams' equity theory, (1963) based on the premises of the belief in fair treatment by the organization in terms of equally rewarding all employees doing equal amount and equal level of work. The equity theory of motivation developed on the belief that fair treatment or a perception,

motivates people to keep such fairness maintained within the relationships of their colleagues and the organization. Equity in the workplace founded on the ratio of inputs to outcomes; inputs being perceived employee contribution in terms of skills, experience, time devoted, etc. for the benefit of the organization and outcomes being financial remuneration, recognition and appreciation of the employee's inputs. John Adam's equity theory states people who either feel that they are over or under rewarded for their efforts/inputs are prone to experience distress and feel disturbed. Such a feeling of distress leads these people to make efforts towards restoring equity to the relationship, be it organizational, personal or intimate. Let us break up the equity theory into coherent sections and try understanding each aspect separately. The Give and Take Relationship: Identified by Adams as input-outcome relationship, the give-and-take ratio is the pivotal aspect of this theory. It is in trying to balance the perceived give against the expected take that this theory comes into play. Reference Points and Comparisons: Give-and-take alone is not what sets the equity theory into motion; There has to be a reference to others and a comparison of the ratio of give-and-take of oneself with others who are working under same conditions, giving proportionate, if not same, input; and Relative Theory: The equity theory of motivation not based on absolute premises. Its structure and beliefs based on perceived, and not established, equity. Perception being a volatile and random psychological premise. As surely, call the equity theory a relative theory. The equity theory is not just restricted to organizational behavior; it applies to relationships as much as it does to management and employee motivation, though in a more subtle, subconscious way. The equity theory definition stands on the three cornerstones of Inputs, Outcomes and Equity and builds up on the inter-relationship among these three. See table 2.1 below, how these three aspects and what possibilities come under each aspect.

Table 2.1 three aspects of equity theory

INPUT	OUTCOME	EQUITY
Skills, efforts, hard work, loyalty, determination, dedication, enthusiasm, trust in superiors and organization, cooperation with colleagues, support to subordinates, tolerance, time, personal sacrifice, commitment, flexibility, experience, etc.	Salary, allowances, perquisites, benefits, recognition, appreciation, responsibility (additional), promotion, training, cooperation from organization and colleagues, sense of achievement, growth and development, additional opportunities within organization, etc.	The feeling that the points under INPUT and OUTCOMES are balanced and the proportion is equivalent to that of others' (colleagues and peers) INPUT: OUTCOME ratios.

The possible constituents of each of the three cornerstones have identified. The equation of Equity would be as follows:

$$\frac{\text{Outcome by an individual}}{\text{Input by an individual}} = \frac{\text{Outcome by another person}}{\text{Input by another person}}$$

Input by an individual Input by another person

Whenever people feel that the rewards or inducements received for their work inputs or contributions are unequal to the rewards other persons appear to have received for their inputs, inequity occurs.

For felt negative inequity,

$$\frac{\text{Outcome by an individual}}{\text{Input by an individual}} < \frac{\text{Outcome by another person}}{\text{Input by another person}}$$

Input by an individual Input by another person

For felt positive inequity,

$$\frac{\text{Outcome by an individual}}{\text{Input by an individual}} > \frac{\text{Outcome by another person}}{\text{Input by another person}}$$

Input by an individual Input by another person

2.2.2.2 Vroom's Expectancy Theory

Vrooms's expectancy theory stipulates that behavior is a product of choices that are available for to prioritize. The idea is to derive satisfaction and minimize dissatisfaction in employees. Individual factors such as personality and skills determine performance (Wagner and Hollenburg, 2007). This theory also explains that performance, motivation, and effort are within an individual's motivation and variables such as valence, instrumentality, and expectancy verifies this. The higher the effort in work relates to the higher the performance. In 1964, Vroom on his part reports that there is a consistent relationship between job satisfaction and the probability of resignation, This approach of Vroom which is called expectancy theory, contrasts with Hezberg's in that it concentrates on the process of motivation. While Herzberg's theory focuses on the content theory of motivation and the factors that influence individual behavior, Vroom looks at the mechanisms that link intrinsic and extrinsic rewards to individual behavior (see figure2.2 below).

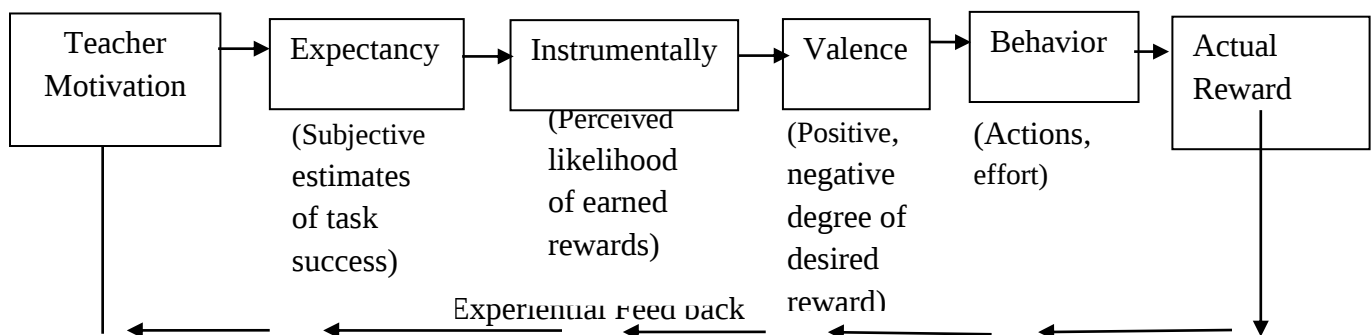


Figure 2.2 Synthesis of Herzberg Two factor Approach and Vroom's Expectancy Theory

As can be seen in the figure above, Vroom's expectancy theory uses three basic concepts to illustrate the process of motivation. The first one, expectancy, refers to subjective estimates of one's ability to participate successfully in an activity. His second process, instrumentally, refers to subjective perceptions of the connections between behavior and outcomes. In addition, the last process, valence refers to the subjective attractiveness of the reward offered.

Overall, the expectancy theory of Vroom suggests that the more attractive a reward is to an individual, the more likely is to motivate that individual towards future actions, so long as the individual believes that there is an instrumental link between his/her behavior and his/her receipt of desired rewards. Experiential feedback that is cyclical in nature influences an individual's

motivation to perform future actions and creates a constant reassessment of one's expectancy. Thus, individuals who are satisfied with their job have a high probability of remaining at their present occupation. Conversely, those individuals receiving little job satisfaction have a high probability of resignation (Vroom, 1964).

2.2.3 Reinforcement Theories

Reinforcement theories relate to the idea of operant conditioning. They concentrate attention on the link between behavior and consequences. Reinforcement defined as any effect that that causes behavior to repeated or inhibited, which can positive or negative (Naylor, 1999). Skinner (1939, 1971) carried out several studies and came up with a conditioning model, which proposes that if pleasant consequences follow a behavior, the behavior will tend to continue whereas, if unpleasant consequences follow a behavior, the behavior tends to stop (Luthans and Kreitner, 1985). This theory of motivation suggests that internal states of the mind such as needs are misleading, scientifically immeasurable, and in any case hypothetical. Therefore, reinforcement theory rests on two underlying assumptions: first, human behavior determined by the environment, and second, human behavior is subject to observable laws and can be predicted and changed. Hence, the foundation of the reinforcement theory is the 'law of effect', which states that behavior will be repeated or not depending on whether the consequences are positive or negative (Lewis *et al.*, 1995).

2.2.4 Incentive theory

A reward, tangible or intangible, presented after the occurrence of an action (i.e. behavior) with the intent to cause the behavior to occur again. This done by associating positive meaning to the behavior. Studies show that if the person receives the reward immediately, the effect would be greater, and decreases as duration lengthens. Repetitive action-reward combination can cause the action to become habit. Motivation comes from two sources: oneself, and other people. These two sources called intrinsic motivation and extrinsic motivation, respectively. Applying proper motivational techniques can be much harder than it seems. Steven Kerr notes that when creating a reward system, it can be easy to reward A, while hoping for B, and in the process, reap harmful effects that can jeopardize your goal (Kerr, 1995). A reinforce is different from reward, in that reinforcement is intended to create a measured increase in the rate of a desirable behavior following the addition of something to the environment. Incentive theory distinguishes itself

from other motivation theories, such as drive theory, in the direction of motivation. In incentive theory, stimuli "attract", to use the term above, a person towards them. As oppose to the body seeking to reestablish homeostasis pushing it towards the stimulus. In terms of behaviorism, incentive theory involves positive reinforcement: the stimulus has conditioned to make the person happier. For instance, a person knows that eating food, drinking water, or gaining socialcapital will make them happier. As opposed to in, drive theory, which involves negative reinforcement. A stimulus has been associated with the removal of the punishment the lack of homeostasis in the body. For example, a person has come to know that if they eat when hungry, it will eliminate that negative feeling of hunger, or if they drink when thirsty, it will eliminate that negative feeling of thirst.

2.2.5 Self-determination theory

Self-determination theory, developed by Deci and Richards, (2001) focuses on the importance of intrinsic motivation in driving human behavior. Like Maslow's hierarchical theory and others that built on it, SDT posits a natural tendency toward growth and development. Unlike these other theories, however, SDT does not include any sort of "autopilot" for achievement, but instead requires active encouragement from the environment. The primary factors that encourage motivation and development are autonomy, competence feedback, and relatedness (Deci and Richards, 2001)

2.3 Job Satisfaction of teachers

The education mission seems to be dependent on the teachers feel about their work and how satisfied they with it. Therefore, it is not surprising that researchers suggest, "Schools must give more attention to increasing teacher job satisfaction" (Heller Clay, and Perkins, 1993).The declining quality of education, particularly the quality of teachers has described as one of the most serious problems facing many African countries. Among the reasons for this quality erosion are the failures of schools to attract and retainable teachers, high teacher turnover, low teacher morale and motivation, as well as a declining quality of teacher work life. Dissatisfied teachers are lethargic and indifferent to their duties, uncommitted and reluctant to work and show poor attendance at work resulting in a dramatic decline of the performance and achievement of both teachers and pupils (Chapman et al., 1993).

2.4 Motivation and Rewards

According to several authorities, the proper approach to work motivation lies in a careful distinction between extrinsic and intrinsic rewards. Herzberg, (1964) distinguishes between extrinsic rewards surrounding a job (such as salaries, fringe benefits, and job security) and intrinsic rewards of the job itself (such as self-respect, sense of accomplishment, and personal growth). Intrinsic rewards, according to Herzberg, are more satisfying and motivating. McGregor, (1967) best known for his two managerial theories, Theory X and Theory Y, which emphasize, respectively, extrinsic and intrinsic rewards. Deci (1975), in his book “Intrinsic Motivation”, shows how injudicious use of extrinsic rewards can undermine intrinsic motivation.

2.5 Factors affecting teacher’s motivation

According to the study of Thoonen et al. (2011, ss.516-521), the school’ level of welfare working conditions, and the level of cooperation in school motivates teachers to improve their teaching activities. Collaboration in the school provides teachers with the opportunity to solve problems together, gaining feedback and information. Moreover, teachers encourage the use of new materials in class, experimenting new things, which reflects current teaching and comprehensiveness of any given class. Collaboration in school provides support to teachers and triggers professional cultures and increases teachers’ tolerance in ambiguity. Confidence in the school can also affect teachers’ prosperity and level of cooperation in the school. However, confidence in the school can negatively affect teacher motivation and teacher professionalism. Excessive confidence moderates the influence of organizational factors and leadership behaviors. Transformative school leadership also influences teacher’s motivation, and motivates them to get involved in professional learning activities. Teachers are reluctant to be involved in the process of building the vision of the school. If teachers are experiencing job satisfaction with teaching activities in the class, their willingness to participate in extracurricular activities becomes lower. The school principals respect that teachers do not participate in the decision-making process related to school. Teachers can regard this situation as a non-verbal agreement. According to the study of Karaköse & Kocabaş (2006), teachers working in private schools have a more positive perception of their motivations regarding the attitudes and behaviors of school principals than teachers working in public schools such as valuation of the opinions and the appreciation by school principals. Similar findings are valid within their profession prestige. Recent studies have

shown conclusively that teachers are motivated more by intrinsic than by extrinsic rewards. Pastor and Erlandson (1982) conducted a survey found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. They concluded that high internal motivation, work satisfaction, and high-quality performance depend on three "critical psychological states": experienced meaningfulness, responsibility for outcomes, and knowledge of results. Sergiovanni, (1984) likewise found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible. Teachers are expected to render a very high job performance, and the ministry of education is always curious regarding the job performance of its teachers. In addition, the ministry of education demands a very measure of loyalty, patriotism, dedication, hard work and commitment from its teachers. To that end, the roles and contexts of education's motivational methods and tools cannot be underemphasized because high motivation enhances productivity that is naturally in the interests of all educational system (Ololube, 2005). (Bennell and Akyeampong, 2007) noted that poor teacher motivation and inadequate incentives have far-reaching adverse impacts on the behavior and overall performance of teachers and thus learning outcomes. In addition to this according to Seguin, (1997), teacher motivation is also affected by age differences by surmising that people were motivated by different things at different stages of their lives more over he pointed out that as individuals moved through educational career and gained years of experience people were motivated by high level of needs.

2.5.1 Organizational policy and administration

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

The democratization of the organization and administration of education provided for in educational policy article 3.8.4 cited in ETPI (2002): Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training programs, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions,

teachers and students (ETPI,2002).It is evident that the provision of democratization of organizational policy and administration enhances not only teachers' motivation to teach, but also the motivation to retain in the institution.

2.5.2 Teacher Management, Technical support and Supervision

2.5.2.1 Teacher Management

Teacher motivation and retention depends critically on effective management, particularly at the institution level. (Bennell and Akyeampong, 2007) suggested that teacher management tends to be authoritarian, based on rigid hierarchical structures, which results in limited participation, delegation, and communication by teachers with respect to major institution management functions. So teachers subjected to these types of management regimes have little sense of self-determination, which by itself seriously undermines work motivation and retention of teachers'. Thus, teacher management is most crucial at the institutional level, as the importance of teachers' work and their competence in performing their duties crucially influenced by the quality of both internal and external supervision.

2.5.2.2 Technical support

According to Mulkeen et al., (2005), teachers need both technical support and supervision throughout their careers. It would be naïve to assume that teachers can go through a pre-service program and then perform well for the remainder of their careers without further professional development. Support for teachers can take a variety of forms, including access to resources, in service courses, and peer groups. Such practices has been successful with principals and other promoted staff in mentoring beginning teachers in an induction stages so that they improve their teaching and classroom management abilities in the first year of teaching (Halliday, 1999).

2.5.2.3 Supervision

(Mulkeen et al., 2005) notes that there is a need for teachers supervision and monitoring. The needs to be a system to help teachers develop good practice and to ensure that teachers are in a place to teaching the required course materials. However, in many African countries such inspection systems focus on faultfinding, rather than support. In some cases, supervisors or inspectors lack the resources to travel to institutions. Supervision visits can be thus infrequent and haphazard (VSO, 2002).In some, experienced staff and particularly, institution principals

have a key role in assisting and mentoring new teachers so that they improve and consolidate their responsibility for their own effective professional development and possibly increasing retention in the institution.

2.5.3 Interpersonal relationships with Administrators, Peers, and Subordinates

One of the causes of teacher/employee motivation in the institution is related to teacher/employee-administrator/supervisor relationship. It is important for several reasons. To begin with, some of the findings drawn on this issue indicate the considerate administrator and/or supervisory behavior is positively related to satisfaction and retention of teachers. Evidently, teacher/employee motivation or job satisfaction and retention considerably improved when administrators/supervisors perceived to be fair, helpful, competent, and effective. This includes the supervisor/administrator's skill as a problem solver, coach or trainer and as the timely source of key job-related information for teachers/employees (Mitchell and Larson, 1987). Conversely, poor relationship like incentives and incompetent, administrators/supervisors reported to have the most negative effect on employee job satisfaction and retentions. These include, according to (Carell et al, 1992), unfair or biased treatment by administrators/supervisors, failure of administrators/supervisors to listen and respond to teachers'/employees' problems and problems with management communication credibility. Moreover, employee/teacher motivation significantly affected by the quality of relationship of employee with co-workers in the work environment who might act as a role model. For instance, Carell et al, (1992) concluded that the quality of relationship with in the work group is very important to teachers/employees; especially to the extent that the individual is accepted as part of the work unit and the friendliness and support of his/her fellow teachers/employees.

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

2.5.4 Teacher Professional Development

Training in both subject content and pedagogy is essential for high quality teaching and learning in secondary education. With increasing demand for secondary education, there is a concern to provide a sufficient number of teachers/trainers with adequate training and skill. Benell and Akyeampong, (2007) suggest that teachers need continuous professional development (CPD) as well as support from peers and supervisors. CPD is usually scarce, one-time, top-down, unrelated to a broad strategy, and not targeted at teachers who need it most. In the absence of appropriate development and support, teachers can quickly lose motivation. There have been some very effective interventions in this area. In Guinea, for example, teachers have been encouraged to take more responsibility for their own professional development, in particular by enabling them to access training resources through a competitive grant scheme. In the area of changing demands on teachers, it is inappropriate to structure teacher development as a single period of teacher education at the start of a career (Mulkeen et al, 2005). One of the potentially valuable initiatives in the ongoing teacher development is the involvement of experienced teachers in the design and delivery of courses at the institution level. This has the double benefit of ensuring the courses are relevant and practical, while also providing development opportunities for the experienced teachers (Gaynor, 1998). Motivation is highly related to career-path projections and opportunities for progression. However, promotion opportunities within the profession are often limited. As a result, many skilled teachers are leave the profession, while others become demotivated (VSO, 2002). Thus, teacher professional development has a major impact on teacher motivation, the professional conduct of teachers, and educational outcomes.

2.5.5 Economic factors

According to some authors, policies that address teachers' economic needs and concerns positively the quality and quantity of a teaching force (Dove, 1986, Thompson, 1990 cited by Tesfaye, 1999). It accepted, for example, that teacher salary scales have an intimate connection with teacher retention patterns. When salary levels drop in relation to the levels which pertain for similarly qualified personnel this gives rise to teacher dissatisfaction which, if unresolved, can cause long duration difficulties and moral (Coolahan, 2003). Hence, in this section on economic considerations issues related to the teachers' salary and non-salary benefits will review.

2.5.5.1 Teachers' Salary

The importance of teachers in a contemporary being increasingly recognized. This growing recognition closely connected with, and a reflection of, the great role of education in society. However, it is hardly possible, as Franklin contends, to persuade qualified teachers to take up teaching careers unless salaries and other conditions of services made more attractive. As Coolhan argued, from a variety of perspectives the establishment of appropriate salary provision for teachers will have short-term and long-term effects on teacher motivation (Coolahan, 2003). With regard to teachers' salaries, the 1966 Recommendation states that they should be determined as to: Reflect the importance to society of teaching and of teachers and their responsibilities; Compare favorably with salaries paid in other occupations requiring similar or equivalent qualifications; Provide a reasonable standard of living for teachers and their families, as well as enable them to improve their professional qualifications through further education or cultural activities and Take account of the fact that certain posts call for higher qualifications and experience and carry greater responsibilities (ILO, 1991:67) However, low salaries are the most frequent reason teachers give for leaving teaching (Chapman, 1994). Indeed, in most countries the teacher shortages directly related to decreasing salaries. Qualified teachers leave teaching at the point that compensation differs significantly from what they could make in other jobs (Farrell and Olivera, 1993). According to Ammanuel, (2005) salary is one of the frequently mentioned factors contributing to job satisfaction/motivation, although complications emerge in actually measuring its individual role. Teachers' salaries in a large number of developing countries can be described as excessively modest in absolute terms, occasionally sinking below substance level, in many cases inadequately protected against rises in the cost of leaving, and comparing unfavorably with earnings from other occupations, which demand less in terms of training or responsibilities. (ILO, 1991:98-99). Herzbeig and his associates classify salary as maintenance or care factor (Herzbeng et al., 1959). Salary provisions can either contribute to, or seriously undermine teacher satisfaction. This, low salary can generate such dissatisfaction that teachers may not respond to opportunities for achievement, recognition or professional growth (Owens, 1995).

2.5.5.2 Non-Salary Benefits

Motivating the teaching force and providing monetary and non-monetary incentives for teachers to improve their performance is a matter of concern regardless of a country's level of development. Such incentives may range from typical salary increases and merit pay bonuses to low-cost or cost-free rewards such as public recognition or working hour's flexibility. If monetary incentives are crucial for recruiting the teaching force, non-monetary mechanisms can be even important for retaining qualified teachers and improving their performance and overall effectiveness of the work (Farrell and Olivera, 1993). Separate from salary, teacher often given special allowances for such things as teaching in remote locations, taking in special tasks etc. For example, according to ILO, hardship allowances usually paid in order to attract teachers to work under difficult circumstances. This may be the case in extreme climate; hardship allowances may also be due to the extreme isolation of the posting in rural remote areas, e.g. in certain regions of Australia, Finland or many sub Saharan African countries. In such circumstances, a hardship allowance paid as a compensation for the general lack of "modern life facilities" (ILO, 1991). Although such extrinsic incentives are need, intrinsic rewards also important. Mexico, for example, has experimented with a program guaranteeing advanced training based on length of service in rural areas. The provision and encouragement of in-service training, to improve the professional skills of rural teachers, combined with efforts to encourage greater communication within school, can mitigate the perception that teaching in rural schools is hard. In addition, teaching candidates from rural areas can recruited and deployed locally. Shifting authority over the recruitment and deployment of teachers to local community and may promote teacher motivation and retention (Dove, 1986).

2.5.6 Variables Associated with job satisfaction

There are many factors associated with job satisfaction of employees. This study, however will focus on the following variables:- (1) personal/demographic variables such as age, sex, education, services, and marital status ; (2) Intrinsic factors such as responsibility, recognition, achievement; (3) extrinsic factors such as interpersonal relation, supervision, salary, promotion, etc. When considering job satisfaction, demographic variables considered thoroughly understand the possible factors that lead to job satisfaction and dissatisfaction. Research findings indicated that many personal characteristics affect job satisfaction in different and complex ways

(Koustelios, 2001). Among these demographic/personal factors are age, gender, education, working experience and marital status mentioned as follows. Age: - mixed evidence exists in the literature concerning the relationship between age and job satisfaction. The general findings reported by Herzberg et al.,(1959) on the relationship between job satisfaction and age show that job satisfaction started high, declined, and then started to improve again with increasing age in a U-shaped curve. Gender :- Research investigating the relationship between gender and job satisfaction uncovered three situations. First, females are more satisfied than males (Hoppock, 1935; Konicek, 1992; Scott et al. 2005). Second, males are more satisfied than females. (Hulin, and Smith, 1964, Bishay, 1996). Third, no difference exists between males and females with respect to job satisfaction. Education:- A review of job satisfaction studies that included education as a variable indicates that the relationship between education and job satisfaction can be negative or positive (Glenn and Weaver, 1977). One point of view suggests that education may increase job satisfaction by increasing both intrinsic and extrinsic rewards of work. A second point of view suggests that education may reduce job satisfaction by raising work expectations that may not fully realized in the work place (Mottaz, 1984).The extensive related literature reviewed by Scott et al., (2005) indicated that workers with more education have higher job satisfaction level, while other studies indicate the workers with more education have lower job satisfaction level. Experience: - regarding working experience, the underlying assumption appears to be that dissatisfied workers resign while satisfied ones stay with the organization. Home and Griffeth, (1995); cited by Sarker et al., (2003).Marital status: - Bowen et al., (1994) cited by Scott et al., (2005). Found that married agents were more satisfied in their jobs than those who were single. King et al., (1982), supported this. Similarly, the literature of Saiyda (1985) discusses that through a few studies on the western samples show that the married employees are more satisfied than the unmarried ones (Inlow, 1964).

2.5.7 Social factors

Many factors have examined in an attempt to find which ones promote teacher motivation. Pay incentives been found to be unsuccessful in increasing motivation. In their study of 167 teachers, (Sylvia and Hutchinson, 1985) concluded: “Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work element... Based upon these findings, schemes such as merit pay were predicted to be counterproductive.” They

explain that true job satisfaction derived from the gratification of higher-order needs, “social relations, esteem, and actualization” rather than lower-order needs.

2.5.7.1 Social status of teacher

The expression status as used in relation to teachers mean both the studying and regard accorded them, as evidenced by the level of appreciation the importance of their function and of their importance in performing it, and the working conditions, remuneration and other material benefit: accorded them relative to other professional groups (ILO, 1984:5). Status has suggested as an important factor in attracting academically prepared candidates, and in retaining them in the profession (Darling-Hammond, 1990: 278). Thus, teachers must have a status, which correspond to their key role in the advance of education and to the importance of their contribution to the development of the individual and of a society as a whole (ILO, 1990:36). Hence, the social status of the teaching profession in the broader community is an important factor in the retention decision of teachers. The status of teachers has had a direct bearing on the quality of education and many of the ills of the latter can ascribed to the different manner in which the society has looked up on the teacher and the manner in which many teachers have performed their functions (Aggarwal, 1996:459). Conforming this, UNESCO has argued that the status of teachers and the status of education are so intertwined that whatever produces changes in the one will normally produce changes in the same direction in the other (UNESCO, 1999:10). As a guiding principle, ILO has also stressed the status of teachers should commensurate with the needs of education. as assessed in the light of educational aims and objectives, it should recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realization of these aims and objectives (ILO, 1991:77). Historically, the role of teachers has respected and teaching is one of the most highly regarded professions by the Ethiopian public. However, the profession not as well respected as it used to be. In the last few decades, the teacher in our culture has always been among the person of little importance, and his place has not changed for the better. It has argued that the social standing of any profession is accurate mirror of its economic standing, and that therefore the low financial rewards of teaching, among other things, are sufficient cause of considered one of the less honorable pursuits (Frank, 1984:53). To this effect, the low status of teachers has two adverse implications of the teaching profession and the welfare of learners. First in many countries, the better students do not opt to teaching. Second, since in many countries

many teachers are mediocre, there is a trend towards deterioration of the teaching in schools (UNESCO, 1994:34). Perhaps the most formidable problem of teacher education in contemporary Ethiopia is the lack of interest on the part of secondary schools leavers in the teaching profession. Very few want to be teachers because of the poor image associated with the status of teachers in the society. Even in the universities, most students who find themselves in the education faculty cannot said have been motivated to become professional on graduation. As Aggarwal (1996:461-462) pointed out the following are the contributory factors for low status of teachers: salary and service conditions, lack of recognition by the government, lack devotion to work, lack of integrity, lack of sense of pride, low level of efficiency, low level of scholarship, and inadequate pedagogic skill.

2.5.7.2 Community support

Most people are used to thinking of the schoolteacher only in the connection with the formal education of their children, and they may never have thought of the school as having anything to do with community affairs and their own education in the day-to-day community life (Batten, 1959:24). Because of this, some communities lack the necessary interest in or commitment to education. However, several strategies for reducing turnover require the support and involvement of the local community. Frequently there was little communication between the school and the community in which, it situated, particularly in the peripheral regions. Among others, this is because of poor administration in the education system. Moreover, where the school seen as a provision imposed by the government, the gap between the school and the community became larger (Gorrell and Dharmadasa, 1989:123). For whatever reason it occurs, community apathy can increase teacher turnover (Chapman, 1994:11). The importance of community support in school affairs recognized by a number of authors. For instance, Lyons and Collins, (1980:80) have argued that support by the school for the local community should be matched by support from the local community for the school in building, maintaining and operating the school and in monitoring its work. If the teacher was aware of the community's interest, his work was likely to be more thorough. He would be more aware of local sensitivities and be prepared to respond to them. Community involvement in schooling also been seen as a means of providing support to isolated teachers in many locations. Bull and Hyle (1989:24-25) contend that the community/social environment may cause problems for teachers who do not roots in a particular community. The more action takes to involve new teachers in social activities. Moreover,

community support could be visible and advantageous if members participate in planning, financing, construction and maintenance, controlling student discipline to solve the problems that exist in the schools (UNESCO, 1985:29). Therefore, a Dove, (1986) has suggested, an intimate relationship between the school and the community needs to establish in order to facilitate dynamic interaction between the two for better education, better development and higher quality of life for both schoolchildren and community members, which may also influence the teacher to stay at work. Overall, community support can range from the personal acknowledgement and respect of community members to direct financial subsidies that supplement their government salary. The psychological effect of both types of support should not be underestimated. Research in teacher attrition consistently found that recognition and approval of family, friends, supervisors, and community people are important ingredients in teachers' job motivation and their decision to remain in or leave teaching (Chapman, 1994:23).

2.5.8 Administrative Factors

2.5.8.1 The Role of the School Principal

Teachers primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Thus, administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education, and systematic, supportive evaluation. School operations can explained by organizational theory. Like most organization, schools leaders should focuses on the organizational level with concern for groups and the environment. Understanding factors influencing staff's well-being will help leaders effectively motivate their staff, to be more productive. The research on effective schools indicates that the principals of effective schools know how to motivate their staff by using various school factors such as including staff members in decision-making and problem-solving, setting shared vision among teachers and administrators, and creating trust among school community (Fullan, 2001). Previous research studies confirm that motivation to teach leads to school effectiveness and learning quality in many ways (Fullan, 2002). Leaders of effective schools do not exercise educational leadership alone. Such leadership is often the collective task of the principal along with other members of the organization. Almost all schools would strengthened by a power-sharing approach, and "the conception that policy is the domain of administrators and pedagogy the domain of teachers" is obsolete (Schuler, 1989). (Hallinger and Heck, 1996) reported that

shared vision and school goal-setting processes initiated by school leaders have significant effects on teachers' personal goals and motivation to teach. Those processes allow for authentic engagement by teachers in deliberating about the most appropriate directions for themselves and their schools (Heald-Taylor, 1991). Specific leadership practices toward this end include, for example, helping provide teachers with an overall sense of direction, exciting teachers with a vision of what they may be able to accomplish if they work together, and assisting teachers to understand the relationship between external initiatives for change and the school's mission (Leithwood, Tomlinson and Genge, 1996). Regarding human factors at school, (Leithwood, 1994) reported that principal leadership has a significant effect on teachers' beliefs and motivation. Positive context beliefs by teachers are associated with such school leadership practices as helping to clarify the reasons for implementing the policy, empowering teachers to participate in decisions about how the policy will be implemented, providing resources to assist such implementation, and making available opportunities to acquire the new skills necessary for policy implementation (Leithwood, 2001).

2.5.8.2 Teachers' participation in decision-making

Educational administrators often asked to change the way they operate. Noting the lack of follow through that frequently results from state mandates, policymakers have taken a different approach. Like managers in the corporate world, educators now asked to flatten organizational structures, reduce central office directives and permit employees the opportunity to take ownership for institutional decision-making. This initiative, it argued, will tap the expertise of those employees most closely associated with the instructional process while making schools more responsive to institutional stockholders. Although intuitively appealing, the effort has thus far had mixed results. Reasons for this situation are as numerous as the number of different decision-making models now used across the country. Organizational theorists such as McGregor, Herzberg, have all suggested that participatory decision-making (PDM) would lead to more effective organizations and higher staff morale. Abraham Maslow's 1943 theory of motivation pointed to the human need for self-actualization. Allowing employees a voice in decision-making is perhaps the most logical method for allowing this to occur. In a similar vein, Argyris (1957) saw bureaucracies as imposing restraints on individuals by refusing to treat them as mature actors capable of self-direction. Douglas McGregor's Theory X and Theory Y (1967) focused on management's assumptions about employees. Managers, who view subordinates as

willing, cooperative, and responsible (Theory Y) treat them differently from managers who take the opposite viewpoint (Theory X). Since Theory Y managers have different expectations, they structure the work environment to provide employees opportunities to take on more responsibility. PDM would certainly allow this to happen. Frederick Herzberg's motivation-hygiene theory (1993) went even farther, positing that workers were not motivated by extrinsic factors such as salary, working conditions, and job security but by intrinsic factors such as achievement, recognition, and responsibility. PDM would contribute to any or all three of these.

2.5.9 Evaluation System

According to, Brodinsky and Neill, (1983).An evaluation system, if well designed, provides teachers with the necessary feedback to assess their own professional growth. A poorly designed evaluation system can be disastrous, pitting teachers against administrators and engendering anxiety, mistrust, and resentment. Administrators should encourage teachers to take part in the design and implementation of a practical, research-based evaluation system customized to individual district needs. The main purpose of evaluation should be to provide information to help teachers improve their teaching performance. Accordingly, a good evaluation system should reflect respect for individual worth and dignity by encouraging teachers to set personal and organizational objectives. An evaluation system should also foster imagination and creativity, recognize work well done, and involve both self-appraisal and appraisal of others.

2.5.10 Job Design

Job design involves the structuring of various aspects of the job content (Hackman, 1977). For example, job design might involve in creating job responsibilities, the variety of tasks, or employee autonomy. Although job design has been popular since the early 1960s, the 1973 urban institute survey for the National commission on productivity (1973) reported that only 73 of 509 local government organizations had used some form of job rotation, redesign, or team technique. Evaluating the effectiveness of job design is more difficult than evaluating the effectiveness of other motivational techniques because it usually implemented in the conjunction with feedback and other structural changes (Locke et al., 1980).\As Locke et al. suggest, if the performance contribution of the goal-setting component of job design programs is controlled, job design might have no further effects on performance. Thus, the contributions job design to public sector performance is somewhat problematic.

2.5.11 Contextual Factors

Environment plays a key role in job motivation, in other words, it is not the worker but work itself, which has a great influence on persistence and performance. Extrinsic influences on work motivation thought to be a real domain. While its presence results in dissatisfaction, its absence does not make any sense in the increase of job satisfaction. These contextual influences are the negative sides of the positive part, intrinsic domain, of work motivation. There are two types of contextual influences on teacher motivation, called macro-contextual and micro-contextual influences. Macro-contextual motives related to teaching, as the job itself should fulfill the chief societal duties such as bringing up and educating the next generation of people. Thus, every level of society as an external influence deals with teaching. However, micro-dimension featured with the organizational climate of the particular institution where teachers work, the class, and the traits of teaching environment, students. The following factors affect teacher motivation: the school's general climate and the existing school norms; the class sizes, the school resources and facilities; the standard activity structure within the institution; collegial relations; The definition of the teacher's role by colleagues and authorities; General expectations regarding student potential; The school's reward contingencies and feedback system; The school's leadership and decision-making structure (Dörnyei, 2001).

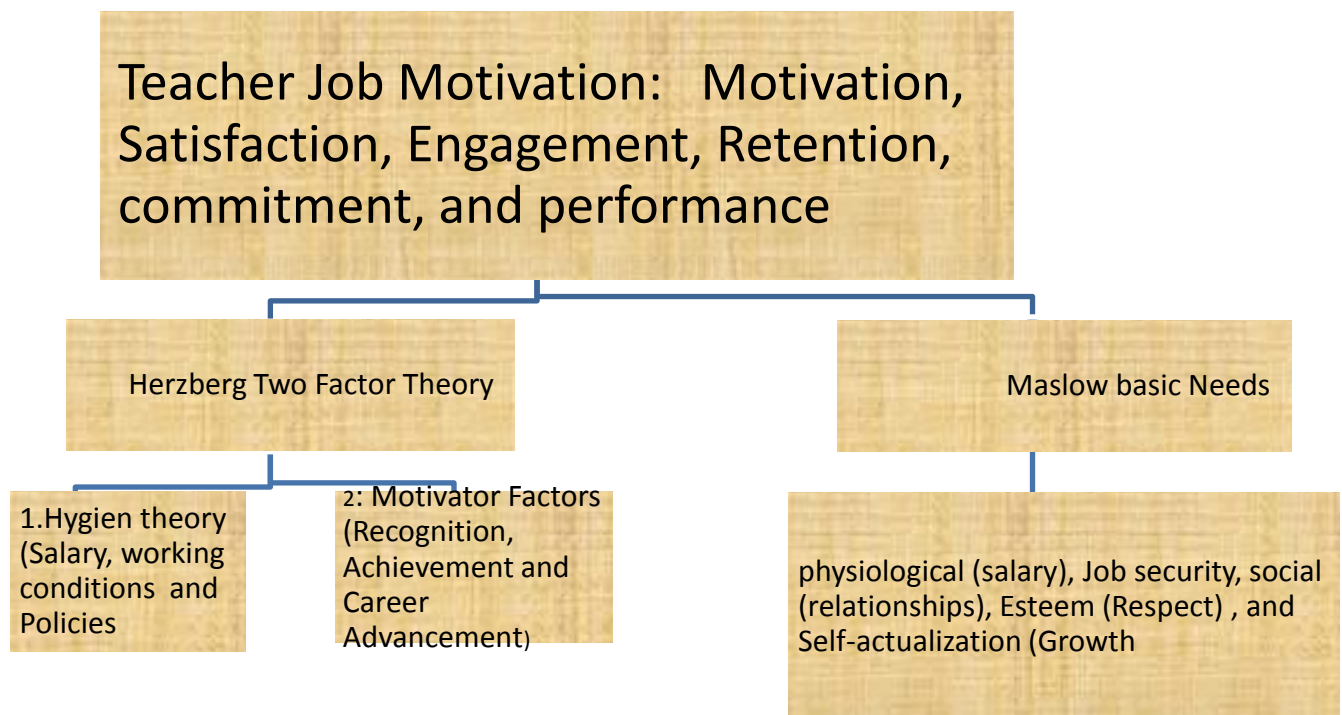
2.5.12 Teachers working condition in Ethiopia

Much research works have not yet done on teacher's working conditions in Ethiopia in the past years. There have been only very few papers which prepared for seminars, conferences, etc. by Ministry of Education, officials and Addis Ababa teachers or thesis papers done by graduating students from higher institutions. To gain some insights into teachers working conditions in the Ethiopian education system some reviewed literatures presented as follows. According to Aklilu, (1966) the question of teachers' education involves three important and interrelated aspects, the preparation of teachers, and the improvement of those teachers now serving and the retention of teachers in the teaching profession. In his study, he found the reasons teachers advanced for joining teaching were the fact one could easily get a teaching job, the compulsion of external forces, etc. He found that most teachers joined teaching for an interim period until they get other jobs or until they join higher institutions of learning. This indicates quite definitely that most young people joined teaching without interest or inclination. He also investigated reasons for

leaving teaching jobs. The reasons given by teachers categorized as economic factors, administrative inefficiency, unfavorable professional working conditions and low social prestige of teachers. One Ministry of Education (1966) report indicates also that the considerable wastage from the teaching profession could be due to: The unfavorable salaries compared with alternative employment; the absence of satisfactory incremental salary and possibilities for promotion; the widespread feelings among teachers that they are given a low status in society and the unprofessional treatment of teachers by professionals in provincial areas and by the Head of the Ministry of Education according to Ayalew, 1985 E.C as cited in (Adamu, 2007) indicated also that most teachers, about 62% have an unbalanced teaching load distributed to all teachers is not the same. Some teachers given only a few periods while others given many periods per week without any free time. Also (Ayalew, 1995) conducted a study on the problems of staff recruitment and retention in higher education institutions of developing countries. His article examined the higher education institutions loss of their staff (usually the best talented one) both through internal and external drainage because of low salaries, political interests, heavy and unbalanced teaching loads, lack of opportunity for doing research, limited opportunity for staff development, autocratic administration and housing problems. He suggested that the strategies for increased retention of staff include granting award and/or providing academic freedom, merit pay, promotion, tenure, sabbatical and other leaves, honorific titles, improved working conditions and fair administration. The other factor, which makes teachers dissatisfied, is unsuitable working conditions. In Girma's, (1995) finding teacher who were stressed due to the various aspects of the school environment reported less satisfaction and commitment in their job. Although poor working conditions, were occasionally cited, as a reason given was that young people graduating from secondary schools were not attracted to teaching. Because, of the poor salary. Concerning supervision, only 52 percent of the teachers indicated that they were satisfied with current supervision and evaluation measures in their schools.

CONCEPTUAL FRAMEWORK

This study is guided by Herzberg's two factor theory of motivation, which distinguishing between hygiene factors (such as salary, job security, and working condition) and motivation (such as recognition, career advancement, and professional development). The framework suggests that while hygiene factors prevent dissatisfaction, true motivation is driven by intrinsic factors such as growth opportunities and recognition. Applying this theory, the study examines how both financial and non-financial motivational factors contribute to teachers' motivation and engagement. Furthermore, the study is also guided by Maslow's Hierarchy of needs, which posits that individuals are motivated by a hierarchy of needs, ranging from physiological needs (salary, food, shelter) to self-actualization (career fulfillment and personal growth). In the context of teacher motivation, this theory suggests that while motivational factors prevent dissatisfaction addressing teacher basic needs (such as timely salary payments and good working conditions) is essential before expecting higher levels of professional motivation and participation



CHAPTER THREE

RESEARCH DESIGN AND METHODS

This section deals with the research design employed in this study. In addition the rationale behind for selecting the research methods is explained to inform the readers. Moreover, information about data collection instruments, data analysis and interpretation procedures followed in all steps of the order.

3.1. Research Methodology

The purpose of the study is to assess the motivation of government primary school teachers of Lideta Sub-city in Addis Ababa Administration. In order to accomplish the desired target of the study, the researcher preferred to employed quantitative research method which was more appropriate to understand the motivation given to the teachers in Lideta Sub-city. In descriptive quantitative survey describes the characteristics of a particular population. The purpose of descriptive quantitative research method, according to (Haradhan Kumar Mohajan, 2020) defined quantitative research as a systematic investigation that uses numerical data to find patterns, averages, and relationships to test hypotheses and general results. So, collect detailed and factual information that describes an existing phenomenon such as, current conditions, attitudes, interests, feelings and characteristics. In order to answer the basic question of this research, the researcher selected systematic numerical analysis method. This method according to Haradhan Kumar Mohajan, is systematic and replicable technique applied to analyze variety of objective, average and relationships from the questionnaire. It's the purpose of to test theories, find patterns and generalize results from a larger sample population by quantifying variable like age, gender, salary, experience, attitudes opinion, and behaviors.

Numerical analysis method of a research as a research tool has many advantages. From the advantage numerical analysis, as a researcher tool will help the researcher to determine the definitions of the presence of certain patterns, average and relationships in a given quantitative, to arrive on the desired goal of the research.

3.2. Research Design

Khuashal and Filipos define research design in the following way, according to them; it is the plan, structure and strategy of the survey conceived so as to obtain answers to research question.

To gain breadth information with regard to existence and implementation of the teachers' motivation of Lideta Sub-city in Addis Ababa city administration the study employed inductive analysis method. To this end, I first intensively analyze the Herzberg two hygiene factors and Abraham Maslow the existing need theories. And, second analyze the information collected from open ended and cloth questionnaires. Based on this analysis, I recommend the solution to motivate the teachers

Research Design: Clearly defined in the objectives of the study. For example, it might aim to identify the factors influencing job motivation and satisfaction among teachers, or to assess the impact of these factors on their performance.

3.3. Sources of Data

The primary source of data was used from selected schools of the teachers and principals of Lideta sub-City government primary Schools collects through the questionnaire distributes for them. Secondary source of Data the school report, utilizing existing research studies and academic articles on teacher motivation and can provide a foundation and comparative data for your research. These sources can help you gather comprehensive data to understand the various factors affecting teacher motivation.

3.4 Sampling techniques and Sample

The primary purpose of sampling according to violet is the selection of suitable populations, so that the focused of the study can be appropriately reached. In qualitative research, he further explains that effective sample selection process is very important to protect findings and outcomes of a study from inappropriate procedures. (Violeta Lopez and Dean Whitehead: p:124)

Since we are designing a quantitative research mean analysis study, we must determine the sample population from which we draw our data.

In qualitative research, there are various sampling techniques that we can use when recruiting participants. According to sources the most appropriate sampling techniques is simple random sampling because the best nearly all quantitative research designed. The purpose of this research the researcher selected purposive sampling technique. This type of technique in quantitative research as Mark and Robert suggests is highly objective and help the researcher to limit recruit participants who can provide in breadth and detailed about phenomenon under the investigation. (Mark and Robert, 1995 Para. 7)

The focus of this research is, therefore, to see the motivation given the government primary school of Lideta Sub-City in Addis Ababa. There are eleven sub-cities are found in Addis Ababa but, the study was conducted on Lideta sub city of seven schools by simple random technique selection and from each woreda one primary school was taken as a sample using simple random sampling technique because it provides equal and independent chance to be selected as a sample. As a result, the researcher was having seven sample representative schools.

Regard to the numbers of sample teachers, there are 629 teachers in the seven primary schools and since the number of teachers in each school is not equal, the researcher was taken 30% of the teachers as sample using proportional random sampling technique. And directly 21 school principals used without any sampling technique.

Table 3.1: total number of teachers in each school by qualification.

No	School Name	Woreda	Diploma		Degree		
			M	F	M	F	Total
1	Meskerem 1	1	7	14	19	9	59
2	Mezgebebrhan	2	11	54	14	10	89
3	Karamara	3	18	43	30	39	130
4	Edgetbesira	5	17	30	20	19	86
5	M/J/Hayelom	7	13	7	16	13	49
6	Tesfakokob	9	20	51	30	22	123
7	Firehiywot no. 1	10	11	48	18	16	93
	Total		97	257	147	128	629

Source: Lideta sub city Education office Statistical Abstract, 2016 E.C.

As mentioned above the total numbers of teachers in seven schools are 629. The determined sample to be taken is 30% which is 189 teachers taken as a sample for the study. Then, the proportional number multiplied by the number of teachers in each school gives the proportional sample of teachers to be taken from each school as presented below.

3.5. Data gathering tools and Data collection Procedure

The selected methods of data collection determine the fate of our research. While selecting method(s) of data collection Khushal and Filopos suggests that the researcher has to take into account the objectives of his research and the nature and scope of the inquiry. (Khushal and Filopos, 2009, P.57)

According to the scholars said, the procedures for collecting information in quantitative research involve selecting a data collection method like survey, experiments, or structured observation, planning the collection process, and then executing the plan to gather numerical data through standardized instruments. (Cruswell, 2012, P.123)

Taking aforementioned rule in to account, therefore, the relevant instrument was used to collect data is questionnaire. The questionnaires have two types: close and open ended was prepared for the concerned bodies of respondents independently. The questionnaires were mainly closed ended items with few open-ended questions. Some parts of the questionnaire were prepared in the form of structured and unstructured type with the intention of allowing the chance for respondents to disclose free responses. The other parts of the questionnaire were set up in the form of liker-type rating scale to gauge the level of agreement among respondents. This scale was help to get information in the level of teachers work motivation and their intent to retain in the institution.

3.6. Validity and Reliability of the Instrument

To ensure the quality and appropriateness of the instrument used for assessing the factors that influence teachers' motivation in primary schools, both validity and reliability analyses were carried out.

3.6.1. Validity Test

The instrument underwent a thorough content validity check. Experts in educational leadership and measurement examined the questionnaire to determine whether the items adequately represented the major constructs of teacher motivation, including organizational policy, supervision, interpersonal relationships, economic factors, working conditions, job design, and professional development. Their evaluations confirmed that all domains were sufficiently covered, and the items were relevant, comprehensive, and theoretically aligned with established motivation frameworks such as Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs. In addition, face validity was assessed by asking teachers and educational professionals to review the wording, clarity, and appropriateness of the items. Their feedback indicated that the questionnaire was easy to understand, free from ambiguity, and suitable for respondents' level of experience and context. Furthermore, construct validity was ensured by logically organizing items under clearly defined subscales representing distinct motivation factors, which supports the assumption that each group of items measures a specific dimension of teacher motivation.

3.6.2. Reliability Analysis

The reliability of the instrument was assessed using Cronbach's Alpha coefficient after pilot testing the questionnaire on a sample of teachers comparable to the study population.

No.	Scales/Factor	No. of Items	The value of Alpha	Reliability Analysis
1	Organizational Policy and Administration	5	0.93	Excellent
2	Supervision	5	0.92	Excellent
3	Interpersonal Relationship	3	0.87	Good
4	Teachers development program	5	0.91	Excellent
5	Economic factors	4	0.92	Excellent
6	Intrinsic factor of work	4	0.94	Excellent
7	Extrinsic factor of work	3	0.89	Good
8	Social Factors	4	0.91	Excellent
9	Teachers evaluation System	4	0.90	Excellent
10	Job design	5	0.93	Excellent
11	Teacher working conditions	4	0.79	Acceptable
12	Possibility of growth and recognition	4	0.94	Excellent

The reliability analysis showed that all subscales achieved coefficients above the accepted threshold of 0.70, indicating acceptable to high internal consistency. Subscales such as supervision, teacher development, intrinsic job content, and organizational policy demonstrated particularly strong reliability, with alpha values exceeding 0.90 (GeorgyMallery, 2019). The overall reliability coefficient of the entire instrument also showed a high level of internal consistency, confirming that the items consistently measure the intended constructs.

These results indicate that the questionnaire is both valid and reliable, making it a suitable tool for investigating the factors influencing teacher motivation in primary schools of Addis Ababa.

3.7. Interpretation and Data Analysis

After the data was gathered, different statistics used for analysis. In order to perform the survey properly, the social science program (SPSS) employed for the data analysis. Depending on the nature of basic questions and data will be collected, descriptive statistics utilized for computing the percentage and mean values of the factors affecting primary Schools teachers' work motivation. Eventually, T-test and one way ANOVA used to examine the effects of different variables on factors of job motivation of teachers towards teachers' age group, experience, qualification, and salary.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRITATION

This part of the thesis dealt with the presentation, analysis and interpretation of the data gathered from Lideta sub city, government primary schools. The total number of teachers and principals working at the sub city level are 650. Out of this 255 (39.2%) are males and 395 (60.8%) are females. Moreover, considering the two broad occupational grouping (teachers and principals), there are 629 (96.8%) teachers and 21 (3.2%) principals. Out of the total population, 189 (30%) teachers and 21 (100%) principals are included for the study. After deciding up on the number of sample population drawn for the study, seven primary schools randomly selected. . It intended to take all the sample schools to represent the population. But their number was not manageable, for this reason questionnaires were intended to be distributed for the sample teachers and all principals working at the indicated schools. The data obtained through questionnaire and document review analyzed and interpreted. The primary objective of this part is to seek appropriate responses for the basic questions raised at the beginning of this research from the above-mentioned respondents. The general background information of the respondents given below.

4.1 Characteristic of the population under study

Government primary schools teachers of Lideta Sub city respondents involved in this study as mentioned earlier. Therefore, it believed that the responses and other relevant data were organized and analyzed in order to determine the outcome of the study.

4.2. Background Information of the respondents

4.2.1. Demographic characteristics of the teachers

Out of 189 respondents 106 (56.1%) are males and 83 (43.9%) females. According to Maslows motivational theories male respondents more dissatisfied than females. (Table 4.1 below)

Table4.1: sex of respondents

Sex		Frequency	Percent
Valid	Male	106	56.1
	Female	83	43.9
	Total	189	100.0

Concerning the age of respondents 46 (24.3%) are from 21-25 years, 82 (43.4%) are 26-30 years, 36 (19%) are 31-35 years, 10 (5.3%) are 36-40 years, 9 (4.8%) are 41-45 years, 4 (2.1%) are 46-50 years and 2 (1.1%) are 51-55 years. As concluded the age respondents the age between 21-25 and 26-30 dissatisfied in their work. Because it shows as a bridge for other profession (Table 4.2 below)

Table 4.2: Age of respondents

Age		Frequency	Percent
Valid	21-25	46	24.3
	26-30	82	43.4
	31-35	36	19.0
	36-40	10	5.3
	41-45	9	4.8
	46-50	4	2.1
	51-55	2	1.1
	Total	189	100.0

Regarding to the marital status of respondents, 59 (31.2%) single, 123 (65.1%) married, 5 (2.6%) widowed and 2 (1.1%) are divorced. Single respondents demotivated than others.

Table 4.3: Marital status of teachers

marital status		Frequency	Percent
Valid	single	59	31.2
	Married	123	65.1
	widowed	5	2.6
	divorced	2	1.1
	Total	189	100.0

About the educational level of respondents when joined the profession were, 5 (2.6%) masters', and 71 (37.6%) degree holders motivated. But were 108 (57.1%) diploma and 5 (2.6%) others (certificate level) holder not motivated according to motivational theories.

Table 4.4: educational level of teachers

		Frequency	Percent
Valid	MA	5	2.6
	Degree	71	37.6
	Diploma	108	57.1
	Other	5	2.6
	Total	189	100.0

Whereas the current level of their qualification indicate that 16 (8.5%) are M.A./M.Sc. 75 (39.7%) are B.A./ B.Sc and 96 (50.8%) diplomas.

Table 4.5: current qualification of teachers

		Frequency	Percent
Valid	MA	16	8.5
	Degree	75	39.7
	Diploma	96	50.8
	Other	2	1.1
	Total	189	100.0

And the current qualification data shows there are 11 teachers improving their educational qualification in M.A./M.Sc. level, 4 teachers in B.A./B.Sc. level and 127 (67.2%) teachers are studying to upgrade their educational qualification. The other 62 (32.8%) teachers are they did not get the chance to continue further education because they did not afford education fees for upgrading their qualifications. (Table 4.6 below)

Table 4.6: upgrades qualification of teachers

		Frequency	Percent
Valid	Yes	127	67.2
	No	62	32.8
	Total	189	100.0

Table 4.6 upgrades qualification of teachers Regarding the current carrier structure of respondents, 6.9% (13) are beginner teachers, 30.2% (57) are junior teachers, 31.2% (59) are

teachers, 9.5% (18) are senior teachers, 4.8% (9) are associate leader teachers and 17.5% (33) are leader teachers. Beginner, Junior and Teacher dissatisfied than other carrier (Table 4.7 below)

Table 4.7: carrier structure of teachers

		Frequency	Percent
Valid	Beginner-Teacher	13	6.9
	Junior-Teacher	57	30.2
	Teacher	59	31.2
	Senior-Teacher	18	9.5
	Associate-Leader-Teacher	9	4.8
	Leader-Teacher	33	17.5
	Total	189	100.0

The gross monthly salary of 1 (5%) respondents' lies above 13000 birr, 22 (11.6%) respondents lies between 11201- 13000, (28) 14.8% lies between 9601-11200, (26) 13.8% are between 8801-9600 birr, (28) 14.8% lies between 8001-8800 birr, majority of them, 63 (33.3%) lies between 7201-8000 and 11.1% (21) are below 7200 birr. Majority of teachers according to Abraham Maslow motivational theories and Herzberg Two Factor theories (hygiene and motivator) they did not motivated in their salaries

Table 4.8: gross monthly salary of teachers

salary		Frequency	mean
Valid	6001 birr- 6800 birr	14	7.4
	6801 birr- 7200 birr	7	3.7
	7201 birr- 8000 birr	63	33.3
	8001 birr- 8800 birr	28	14.8
	8801 birr- 9600 birr	26	13.8
	9601 birr- 10400 birr	14	7.4
	10401 birr- 11200 birr	14	7.4
	11201 birr- 12000 birr	11	5.8
	12201 birr- 13000 birr	11	5.8
	< 13001	1	.5
	Total	189	100.0

Regarding additional income, related to their profession the result shows that, only 10.1% (19) of the respondents have additional income and the rest have not. So majority of them did not motivated (Table 4.9 below)

Table 4.9: Additional income of teachers

		Frequency	Percent
Valid	Yes	19	10.1
	No	170	89.9
	Total	189	100.0

Respondents requested about their total years of experience and the results found are the following. The proportion of teachers who have experience of 1-5 years are 15.9% (30), 6-10 years are 42.9% (81), 11-15 years are 24.3% (46), 16-20 years are 11.6% (22), 21-25 years are 1.6% (3) and above 25 years are 3.7% (7). Teachers who they had 1-10 years experiences did not motivated. Because, they did not got different opportunities (Table 4.10 below)

Table 4.10: Teaching work experience

		Frequency	Percent
Valid	1-5	30	15.9
	6-10	81	42.9
	11-15	46	24.3
	16-20	22	11.6
	21-25	3	1.6
	above25	7	3.7
	Total	189	100.0

Concerning to their work load (periods per a week) the minimum is 8 periods and the maximum work load is 24 periods and the mean value is 15 periods and the class size schools show that the minimum numbers 35 and the maximum 56 students. Whereas the mean values is 48. This data shows that the teachers' workload and class size is convenient for teaching and learning process.

4.2.2. Demographic characteristics of the principals

Out of 21 principals in 7 primary schools 52.4% (11) respondents were males and 47.6% (10) were females. (Table 4.11 below)

Table 4.11: sex of principal respondents

Sex of respondents					
Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	11	52.4	52.4	52.4
	Female	10	47.6	47.6	100.0
	Total	21	100.0	100.0	

Concerning the age of respondents, 47.6% (10) are from 21-25 years, 9.5% (2) are from 26-30 years, 28.6% (6) are 31-35 years, 9.5% (2), are 36-40 years, 4.8% (1) are 41-45 years. Age 21-30 did not motivated according hierarchy of Maslow's motivational theories.

Table 4.12: Age of principal respondents

	Age	Frequency	Percent
Valid	21-25	10	47.6
	26-30	2	9.5
	31-35	6	28.6
	36-40	2	9.5
	41-45	1	4.8
	Total	21	100.0

Regarding the marital status of respondents, 23.8% (5) are single, 71.4% (15) are married and 4.8% (1) widowed. Single respondents did not motivate.

Table 4.13: Marital status of principals

		Frequency	Percent
Valid	single	5	23.8
	Married	15	71.4
	widowed	1	4.8
	Total	21	100.0

Respondents the current educational level shows only 8.3% (1) M.A/M.Sc. holder and the rest 91.7% (11) with B.A/B.Sc. holder. Both of them not motivated.

Table 4.14: current qualification of principals

current qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MA	1	4.8	4.8	4.8
	Degree	20	95.2	95.2	100.0
	Total	21	100.0	100.0	

Concerning the field of study shows that 100% subject area and there is no principal studied the leadership course. Respondents requested about their total years of experience and the results found are the following. The proportions of principals who have experience of 1-5 years and 6-10 years are 52.4% (11) and 47.6% (10) respectively. Who they have experience of 1-5 years did not motivate because of they couldn't got difference opportunities (Table 4.15 below)

Table 4.15: the distribution of principals work experience.

		Frequency	Percent
Valid	1-5	11	52.4
	6-10	10	47.6
	Total	21	100.0

Similarly, their current work experience in current position shows the majority of them, almost 81% (17) respondents are less than 5 years and only 19% (4) respondent is greater than 5 years' experience. This indicates that most of them newly assigned to the principals position. (Table 4.16 below)

Table 4.16: current work experience of principals in their position

		Frequency	Percent
Valid	less than 5 years	17	81.0
	greater than 5	4	19.0
	Total	21	100.0

4.3. Respondents level of agreement on reasons to become a teacher in order to assess the extent to which teachers are motivated in their job

Eight statements about reasons to become a teacher presented for respondents. Respondents were asked to indicate their degree of agreement as 5 =strongly agree, 4=agree, 3=not sure, 2=disagree and 1=strongly disagree. The responses of the teachers' respondents to those statements are presents below. (Table 4.17)

Table 4.17: Statements / items are present for teachers' and principals reasons to become a teacher

Descriptive Statistics				
I become a teacher because:-	Teachers		Principals	
	N	Mean Difference	N	Mean Difference
I was employed for temporary employment	189	2.6772	21	2.67725
I was pushed by my friends and / or parents	189	2.7672	21	2.76720
Of lack of other employment opportunities	189	3.6667	21	3.66667
Teaching is an interesting job than other occupations.	189	2.8254	21	2.82540
The profession had better work condition and living environment than other profession	189	2.4127	21	2.41270
Teaching profession had attractive career structure	189	2.5820	21	2.58201
Teaching had better pay and allowances when I was employed	189	2.0635	21	2.06349
Teaching creates the opportunity to become creative as it provides the best research environment.	189	4.1217	21	4.12169

As it is shown in the above table 4.17, teacher respondents put their reasons to becoming teachers are: Teaching creates the opportunity to become creative as it provides the best research environment (M=4.12), I was employed of lack of other employment opportunities (M=3.66), Teaching is an interesting job than other occupations (M=2.82), I was pushed by my friends and / or parents (M=2.76), I was employed for temporary employment (2.67), On other hand principal respondents put their reasons to becoming a teacher are: Teaching is an interesting job than other occupations (M=3.90), Of lack of other employment opportunities (M=3.66), Teaching creates the opportunity to become creative as it provides the best research environment (3.61), I was employed for temporary employment (M=3.38), The profession had better work condition and living environment than other profession (M=3.23), ...

Table 4.18: one sample test for reasons become a teacher for teachers' and principals respondents

One-Sample Test				
	Test Value=0			
	Teachers'		principals'	
	t	Mean Difference	t	Mean Difference
I become a teacher because:-				
I was employed for temporary employment	10.334	3.38095	23.395	2.67725
I was pushed by my friends and / or parents	7.969	2.90476	30.229	2.76720
Of lack of other employment opportunities	11.784	3.66667	34.302	3.66667
Teaching is an interesting job than other occupations.	12.090	3.90476	23.373	2.82540
The profession had better work condition and living environment than other profession	10.792	3.23810	21.686	2.41270
Teaching profession had attractive career structure	12.001	3.47619	23.099	2.58201
Teaching had better pay and allowances when I was employed	8.830	2.61905	20.995	2.06349
Teaching creates the opportunity to become creative as it provides the best research environment.	11.590	3.61905	50.986	4.12169

Note: The mean scale was calculated by dividing, the sum of the products of each scale with the relative frequency, to the total number of respondents. The mean scale has a minimum value of 1 and a maximum value of 5. As can be seen from table 4.19 and 4.20 above, the items which refer to reasons to become a teacher showed a significance difference in responses to respondents at 0.00 (2 tailed) and 0.883 and above item total correlation (See appendix-B). A more specified presentation of the items given below. The higher the mean means the more possible reasons to become a teacher. The mean value scale between 1.86-2.66, 2.67-3.47 and 3.48-4.28 for teachers' response and 2.00-2.85, 2.86-3.71 and 3.72-4.57 for principal low, not sure and high respectively. Both respondents are agreed on reasons to become a teacher on items such as; teaching creates the opportunity to become creative as it provides the best research environment, teaching is an interesting job than other occupations, I was employed of lack of other employment opportunities. As shown above the mean score above the weighted mean ($M=3.12$) is the possible reason to become a teacher. As shown above, there were no significant differences between teachers and principals' respondents with respect to reasons becoming to a teacher. However, there was statistically significant difference between teachers and principals regarding reasons becoming to a teacher, teaching is an interesting job than other occupations (reason 4), and the profession had better work condition and living environment than other profession (reason 5). In addition to the items presented for respondents that declare reason to become a teacher, some points raised in open ended questions presented as follow: I become a teacher, because it was respected profession when I joined university, I prefer it because of free of corruption relatively, it is lifelong learning process, my Grade 12 result forced me to join the profession.

4.4. The major factors that affect motivation of teachers in primary schools of Lideta sub city

Fifty (50), statements about factors of job motivation were presented for respondents. And respondents were asked to indicate their level of satisfaction as very satisfied, satisfied, not sure, dissatisfied and very dissatisfied. Out of the fifty items presented for one hundred eighty nine (189) teachers and twenty one (21) principals, only thirty one items show a significant difference in responses of respondents at 0.00(2 tailed). After factor analysis was done the selected items

were grouped in to two, motivator (From 3.3.1 to 3.11.4) and hygiene factors (From 3.1.1 to 3.10.4), dimensions.

Motivator factor for both teacher and Principals respondents

Table 4.19: teachers' and principals respondents level of agreement on motivational factors of job motivation

Items	teacher respondents	Principals respondents
	Mean Difference	Mean Difference
There is strong relationship between school administrators and teachers.	3.37566	4.33333
There is a mechanism by which competent and motivated teachers share their experience of teaching methodologies with their colleagues.	3.72487	3.85714
Provide continuous support and follow up for CPD and induction programs.	3.71958	3.85714
Principals' initiative for professional staff development.	3.55026	3.76190
provide sufficient training and skill for teachers to do their work	3.09524	4.09524
The job provides with strong feeling of responsibility since, I am positively influencing other people's lives (students or colleagues) through my work.	3.64550	3.52381
The job provides me with strong feeling of responsibility since I am contributing to the society	3.57143	3.42857
Recognition given to successful performance of teachers	3.12169	3.95238
Fairness in handling teacher promotion	3.49735	4.00000
My accomplishments recognized by the people I work with.	3.54497	3.57143
The type of work I perform provides me with opportunity for personal growth and development	3.04762	3.23810

As it observed from the table 4.21 (above) and table 4.22 and table (below), (31) items refer to factors of work motivation, categorized in to two variables as motivator and hygiene dimension based on factor analysis result. In addition, a more specific presentation of each of the two dimensions given below.

The result indicates, items that best described by the teacher respondents as motivator factors, responded with in the range of ‘satisfied’ to ‘dissatisfied’ are: There is a mechanism by which competent and motivated teachers share their experience of teaching methodologies with their colleagues (M=3.72), Provide continuous support and follow up for CPD and induction programs (M=3.71), The job provides with strong feeling of responsibility since, I am positively influencing other people's lives (students or colleagues) through my work (M=3.64), The job provides me with strong feeling of responsibility since I am contributing to the society(M=3.57), Principals 'initiative for professional staff development (M=3.55), My accomplishments are recognized by the people I work with (M=3.54), Fairness in handling teacher promotion (M=3.49), There is strong relationship between school administrators and teachers (M=3.37), Recognition given to successful performance of teachers (M=3.12), provide sufficient training and skill for teachers to do their work (M=3.09) and the type of work I perform provides me with opportunity for personal growth and development (M=3.04) and the grand mean of them are (M=3.44)

On the other hand, motivator factors responded by principals are: Provide sufficient training and skill for teachers to do their work (M=4.09), Fairness in handling teacher promotion (M=4.00), Recognition given to successful performance of teachers (M=3.95), and Provide continuous support and follow up for CPD and induction programs (M=3.85), There is a mechanism by which competent and motivated teachers share their experience of teaching methodologies with their colleagues (M=3.85), Principals 'initiative for professional staff development (M=3.76), My accomplishments are recognized by the people I work with (M=3.57), The job provides with strong feeling of responsibility since, I am positively influencing other people's lives (students or colleagues) through my work (M=3.52),The job provides me with strong feeling of responsibility since I am contributing to the society (M=3.42), There is strong relationship between school administrators and teachers (M=4.33) and the type of work I perform provides me with opportunity for personal growth and development (M=3.23) and the grand mean of them are (M=3.77). The greater the mean means the possible factors of job motivation. The mean

value scale between 3.04-2.27, 2.28-3.50 and 3.51-3.72 for teachers' response and 3.23-3.52, 2.53-3.81 and 3.82-4.09 for principal dissatisfied, not sure and satisfied respectively.

As shown in table 4.21 and 4.22 there were no significant differences between teachers and principals' respondents with respect to motivator factors of work motivation. However, there was statistically significant difference between teachers and principals, regarding item number declares that (4) Principals' initiative for professional staff development, (6) The job provides with strong feeling of responsibility since, I am positively influencing other people's lives (students or colleagues) through my work and (10) My accomplishments are recognized by the people I work with at [$t_{(\alpha/2, 208)} = 3.76, P < 0.014$; $t_{(\alpha/2, 208)} = 3.64, P < 0.020$ and $t_{(\alpha/2, 208)} = 3.57, P < 0.002$ respectively]. Because the critical t-value of the table shows 1.9835 at df 208, this value is less than the calculated t-value. (The negative calculated t-value shows that the principal more satisfied than that of teachers).

Hygiene factor for teacher and Principals respondents

Table 4.20: teachers' and principals respondents level of agreement on hygiene factors of job motivation

Items	Teacher Respondents	Principals Respondents
	Mean Difference	Mean Difference
The principal exercise educational leadership alone	3.23810	3.14286
Teachers are mostly participate in school decision making	3.31746	3.80952
There is a shared vision and school goal setting process formulated by school principal.	3.98413	4.04762
Technical support rendered by supervisors from WEO and sub-city education office	3.55026	4.14286
There is Effective school level supervision	3.65608	3.95238
Arranges seminars with teachers to share experience after classroom observation regarding instruction and students, learning conditions.	3.91005	3.80952
There is opportunity for in-service training	3.06349	2.90476
Respect accorded to teachers by the community	2.50265	3.52381
Community and parental support of teachers	2.84656	2.90476
The evaluation system well designed and provides the teachers with the necessary feedback.	3.03704	3.85714
Principals engaged teachers to take part in design and implementation of research-based evaluation system	3.13757	3.71429
The evaluation system respect individual worth and dignity by encouraging teachers to set personal and organizational objectives	3.16402	3.76190
There is opportunity for further education	3.23280	3.14286
Fairness in teacher transfer and deployment	3.07937	3.28571
I am satisfied with the job security that creates job responsibilities	3.02646	3.23810
Teaching creates feeling of job security and safety	3.13228	3.19048
I am satisfied with the post-employment security (in the form of pension or provident fund)	2.69312	2.95238
The school climate and existing norms are favorable to work	3.23810	3.28571
Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies. This thing encourages me to work.	3.03175	3.33333
Students are well disciplined.	2.74074	3.28571

Whereas items included in hygiene factors responded by teachers within the scale of 'satisfied' to 'dissatisfied' are: There is a shared vision and school goal setting process formulated by school principal (M=3.98), Arranges seminars with teachers to share experience after classroom observation regarding instruction and students, learning conditions (M=3.91), There is Effective

school level supervision (M=3.65), Technical support rendered by supervisors from WEO and sub-city education office (M=3.55), participate in school decision making (M=3.31), The principal exercise educational leadership alone, there is opportunity for further education, and the school climate and existing norms are favorable to work and teachers are mostly participate in school decision making (M=3.23), The evaluation system respect individual worth and dignity by encouraging teachers to set personal and organizational objectives (M=3.16), Principals engaged teachers to take part in design and implementation of research-based evaluation system and teaching creates feeling of job security and safety(M=3.13), Fairness in teacher transfer and deployment (M=3.07), There is opportunity for in-service training (M=3.06), The evaluation system is well designed and provides the teachers with the necessary feedback and working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies, this thing encourages me to work (M=3.03), I am satisfied with the job security that creates job responsibilities (M=3.02), Community and parental support of teachers (M=2.84), Students are well disciplined (M=2.74), I am satisfied with the post-employment security (in the form of pension or provident fund) (M=2.69), Respect accorded to teachers by the community (M=2.50) and the grand mean of them are (M=3.17).

On the other hand, hygiene factors responded by principals are: There is a shared vision and school goal setting process formulated by school principal (M=4.04), There is Effective school level supervision (M=3.95), Teachers are mostly participate in school decision making and arranges seminars with teachers to share experience after classroom observation regarding instruction and students, learning conditions (M=3.80), The evaluation system is well designed and provides the teachers with the necessary feedback and the evaluation system respect individual worth and dignity by encouraging teachers to set personal and organizational objectives (M=3.76), Technical support rendered by supervisors from WEO and sub-city education office (M=3.72), Principals engaged teachers to take part in design and implementation of research-based evaluation system (M=3.71), Respect accorded to teachers by the community (M=3.52), Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies, this thing encourages me to work (M=3.33), The school climate and existing norms are favorable to work, students are well disciplined and fairness in teacher transfer and deployment (M=3.28), I am satisfied with the job security that creates job responsibilities (M=3.23), Teaching creates feeling of job security and

safety (M=3.19), There is opportunity for in-service training, There is opportunity for further education and the principal exercise educational leadership alone (M=3.14), I am satisfied with the post-employment security (in the form of pension or provident fund) (M=2.95), Community and parental support of teachers (M=2.90), and the grand mean of principals are (M=3.43).

The items show that the mean score above the weighted mean (M=3.45) is possibly the respondents satisfied with. Additionally, the study explored that, both teachers and principals are highly satisfied by motivator factors (M=3.44) and (M=3.77) respectively than hygiene factors (M=3.17) and (M=3.43).

As Table 4.21 and Table 4.22 indicates, there were no much significant differences between teachers and principals' respondents with respect to hygiene factors of work motivation. However, there was statistically significant difference between teachers and principals regarding item number declares that (4) Technical support rendered by supervisors from WEO and sub-city education office, (5) There is Effective school level supervision, (7) There is opportunity for in-service training and (10) The evaluation system is well designed and provides the teachers with the necessary feedback at [$t_{(\alpha/2, 208)} = 4.14, P < 0.001$; $t_{(\alpha/2, 208)} = 3.95, P < 0.026$; [$t_{(\alpha/2, 208)} = 3.06, P < 0.010$ and [$t_{(\alpha/2, 208)} = 3.85, P < 0.008$ respectively]. Because the critical t-value of the table shows 1.9835 at df 208, this value is less than the calculated t-value. (The negative calculated t-value shows that the principal more satisfied than that of teachers).

Both teachers and principals Satisfied with items that declares motivational factors are: There is strong relationship between school administrators and teachers, there is a mechanism by which competent and motivated teachers share their experience of teaching methodologies with their colleagues, the job provides with strong feeling of responsibility. since, I am positively influencing other people's lives (students or colleagues) through my work, the job provides me with strong feeling of responsibility. Since I am contributing to the society and on items that states hygiene factor, there is a shared vision and school goal setting process formulated by school principal.

On the other hand, regarding hygiene factors both teachers and principals dissatisfied on items states that, the principal exercise educational leadership alone, respect accorded to teachers by the community, community and parental support of teachers, and the job security that creates job responsibilities.

Furthermore, teachers dissatisfied on items states that, arranges seminars with teachers to share experience after classroom observation regarding instruction and students, learning conditions, opportunity for further education, fairness in teacher transfer and deployment, job security and safety, and the post-employment security (in the form of pension or provident fund) and Students discipline.

This result is in harmony with other findings Deci and Richards, 2001 focuses on the importance of intrinsic motivation in driving human behavior. Like Maslow's hierarchical theory and others that built on it, SDT (self-determination theory) posits a natural tendency toward growth and development.

Recent studies have shown conclusively that teachers are motivated more by intrinsic than by extrinsic rewards. Pastor and Erlandson (1982) conducted a survey, which found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. They concluded that high internal motivation, work satisfaction, and high-quality performance depend on three "critical psychological states": experienced meaningfulness, responsibility for outcomes, and knowledge of results.

The same to this research, Herzberg's (1993) went even farther, positing that workers were not motivated by extrinsic factors such as salary, working conditions, and job security but by intrinsic factors such as achievement, recognition, and responsibility.

Moreover, this result supported by the findings of Herzberg, 1959, on the other hand, may cause dissatisfaction, and is extrinsic to work content. They include the organization policy and administration, working conditions, salary status, job security and interpersonal relations. While meeting hygiene needs can help avoid job dissatisfaction in the individual; increasing the dosage of these factors will not necessarily result in satisfaction. Based on his research, Herzberg concluded that satisfaction primarily caused by motivation factors and hygiene factors are the primary cause of happiness on the job.

The result of this research is also concurrent with other findings, Adams' equity theory, (1963) is based on the premises of the belief in fair treatment by the organization in terms of equally rewarding all employees doing equal amount and equal level of work. The equity theory of

motivation developed on the belief that fair treatment or a perception, motivates people to keep such fairness maintained within the relationships of their colleagues and the organization.

The result of this research is in opposition with other findings of ETPI, 2002 it is evident that the provision of democratization of organizational policy and administration enhances not only teachers' motivation to teach, but also the motivation to retain in the institution.

This findings contradicts to other research results Leithwood, 1994 reported that principal leadership has a significant effect on teachers' beliefs and motivation. Positive context beliefs by teachers are associated with such school leadership practices as helping to clarify the reasons for implementing the policy, empowering teachers to participate in decisions about how the policy will be implemented, providing resources to assist such implementation, and making available opportunities to acquire the new skills necessary for policy implementation

Likewise Mulkeen et al., (2005), shows that teachers need both technical support and supervision throughout their careers. It would be naïve to assume that teachers can go through a pre-service program and then perform well for the remainder of their careers without further professional development.

Similarly, VSO, 2002 suggested that, however, in many African countries such inspection systems focus on faultfinding, rather than support. In some cases, supervisors or inspectors lack the resources to travel to institutions. Supervision visits can be thus infrequent and haphazard.

On other hand, the result of this research agrees of other findings Carell et al, (1992) employee/teacher motivation significantly affected by the quality of relationship of employee with co-workers in the work environment. He concluded that the quality of relationship with in the work group is very important to teachers/employees; especially to the extent that the individual is accepted as part of the work unit and the friendliness and support of his/her fellow teachers/employees.

The result of this research is also concurrent with other findings, Benell and Akyeampong, 2007 suggest that teachers need continuous professional development (CPD) as well as support from peers and supervisors. CPD is usually scarce, one-time, top-down, unrelated to a broad strategy, and not targeted at teachers who need it most. In the absence of appropriate development and support, teachers can quickly lose motivation. There have been some very effective interventions

in this area. Similarly, Gaynor, 1998 suggested that, one of the potentially valuable initiatives in the ongoing teacher development is the involvement of experienced teachers in the design and delivery of courses at the institution level. This has the double benefit of ensuring the courses are relevant and practical, while also providing development opportunities for the experienced teachers.

This result is in harmony with other findings, Frank, 1984:53 historically, the role of teachers had respected and teaching is one of the most highly regarded professions by the Ethiopian public. However, the profession respected as it used to be. In the last few decades, the teacher in our culture has always been among the person of little importance, and his place has not changed for the better. It has argued that the social standing of any profession is accurate mirror of its economic standing, and that therefore the low financial rewards of teaching, among other things, are sufficient cause of it considered one of the honorable pursuits.

On other hand, the result of this research is in opposition of other findings ILO, 1990:36 teachers must have a status, which correspond to their key role in the advance of education and to the importance of their contribution to the development of the individual and of a society as a whole. Hence, the social status of the teaching profession in the broader community is an important factor in the retention decision of teachers.

The result of this research is also concurrent with other findings, Brodinsky and Neill, (1983).An evaluation system, if well designed, provides teachers with the necessary feedback to assess their own professional growth. A poorly designed evaluation system can be disastrous, pitting teachers against administrators and engendering anxiety, mistrust, and resentment.

In general, Administrators should encourage teachers to take part in the design and implementation of a practical, research-based evaluation system customized to individual district needs. The main purpose of evaluation should be to provide information to help teachers improve their teaching performance. Accordingly, a good evaluation system should reflect respect for individual worth and dignity by encouraging teachers to set personal and organizational objectives. An evaluation system should also foster imagination and creativity, recognize work well done, and involve both self-appraisal and appraisal of others.

This finding in agreement with other research results, Aklilu, 1966 in his study he found the reasons teachers advanced for joining teaching were the fact one could easily get a teaching job,

the compulsion of external forces, etc. He found that most teachers joined teaching for an interim period until they get other jobs or until they join higher institutions of learning. This indicates quiet definitely that most young people joined teaching without interest or inclination. He also investigated reasons for leaving teaching jobs. The reasons given by teachers categorized as economic factors, administrative inefficiency, unfavorable professional working conditions and low social prestige of teachers.

4.5 The relationship between educational level, salary, age, experience, qualification, gender and marital status of teachers and principals with motivational and hygiene factors

To distinguish if there any relationship between educational levels, salary, age, experience, qualification, gender and marital status the variables presented in the table below.

Table 4.21: One-Way ANOVA for motivational and hygiene factors of age group

Multiple Comparisons			
(I) Age of respondents	(J) Age of respondents	motivational factors	hygiene factors
		Mean Difference (I-J)	Mean Difference (I-J)
21-25	26-30	.11564	-.01768
	31-35	-.01186	-.00417
	36-40	-.06640	-.01000
	41-45	-.29974	.08611
	46-50	.41996	.20000
	51-55	.39723	-.32500
26-30	21-25	-.11564	.01768
	31-35	-.12749	.01352
	36-40	-.18204	.00768
	41-45	-.41537	.10379
	46-50	.30432	.21768
	51-55	.28160	-.30732
31-35	21-25	.01186	.00417
	26-30	.12749	-.01352
	36-40	-.05455	-.00583
	41-45	-.28788	.09028
	46-50	.43182	.20417
	51-55	.40909	-.32083
36-40	21-25	.06640	.01000

	26-30	.18204	-.00768
	31-35	.05455	.00583
	41-45	-.23333	.09611
	46-50	.48636	.21000
	51-55	.46364	-.31500
41-45	21-25	.29974	-.08611
	26-30	.41537	-.10379
	31-35	.28788	-.09028
	36-40	.23333	-.09611
	46-50	.71970	.11389
	51-55	.69697	-.41111
46-50	21-25	-.41996	-.20000
	26-30	-.30432	-.21768
	31-35	-.43182	-.20417
	36-40	-.48636	-.21000
	41-45	-.71970	-.11389
	51-55	-.02273	-.52500
51-55	21-25	-.39723	.32500
	26-30	-.28160	.30732
	31-35	-.40909	.32083
	36-40	-.46364	.31500
	41-45	-.69697	.41111
	46-50	.02273	.52500

***. The mean difference is significant at the 0.05 level.**

As it can be seen from table 4.23 above, for motivational factors there is no a significant mean difference between the age groups of 36-40 with 41-45 and 46-50, 41-45 with 46-50, 46-50 with 51-55, and 51-55 with ≥ 56 years. The rest of the groups differ significantly in conforming to motivational factors of job motivation.

As it can be seen from table 4.23 above, for hygiene factors there is no a significant mean difference between the age groups of 36-40 with 41-45, 41-45 with 46-50 and 51-55 with ≥ 56 years. The rest of the groups differ significantly in conforming to hygiene factors of job motivation. The result of this research is compatible with other findings Seguin (1997), which stated that, people were motivated by different things at different stages of their lives. In the same way Herzberg et al., (1959) findings on the relationship between job motivation and age

show that job satisfaction started high, declined, and then started to improve again with increasing age in a U-shaped curve.

Table 4.22: One-Way ANOVA for job hygiene factors and motivation factors of salary group

hygiene factors			motivation factors	
Items	N	Mean	N	Mean
6001 birr- 6800 birr	14	3.2786	14	3.5065
6801 birr- 7200 birr	7	3.6214	7	3.5065
7201 birr- 8000 birr	63	3.1476	63	3.4964
8001 birr- 8800 birr	28	2.9982	28	3.3929
8801 birr- 9600 birr	26	3.0500	26	3.1434
9601 birr- 10400 birr	14	3.6214	14	3.7597
10401 birr- 11200 birr	14	2.9143	14	3.3571
11201 birr- 12000 birr	11	3.2409	11	3.7438
12201 birr- 13000 birr	11	3.4273	11	3.3140
< 13001	1	3.2000	1	3.1818
Total	189	3.1791	189	3.4449

*. The mean difference is significant at the 0.05 level.

As it can see from table 4.24above, regarding salary and motivation factors, there was significant mean difference between salary groups for both motivational and hygiene factors work motivation.

The result of this research is in agreement with other findings, Bennell and Akyeampong (2007) which stated salary affected teachers' motivation and morale.

On the other hand, the result of this research is against other findings, Spear et al., (2000) which stated that enhanced pay do not necessarily bring about differences in the levels of job satisfaction and motivation.

Table 4.23: One-Way ANOVA for motivation factors and Hygiene factors of experience

Motivation factors			Hygiene factors	
Items	N	Mean	30	3.4400
1-5	30	3.5212	81	3.1753
6-10	81	3.4972	46	2.8859
11-15	46	3.2055	22	3.3773
16-20	22	3.5868	3	3.8333
21-25	3	4.6970	7	3.1286
above25	7	3.1039	189	3.1791
Total	189	3.4449		

*. The mean difference is significant at the 0.05 level.

As it can be seen from table 4.26 above, there is no a significant mean difference between the experience groups of 11-15 with 16-20 and 21-25, 16-20 with 21-25 and ≥ 26 , as well as 21-25 with ≥ 26 years. But, the rest experience groups differ significantly in conforming to motivational factors of job motivation.

As it can be seen from table 4.26 above, there is no a significant mean difference between the experience groups of 11-15 with 16-20 and 21-25, 16-20 with 21-25, and 21-25 with ≥ 26 years. The rest of the groups differ significantly in conforming to hygiene factors of job motivation.

The result of this research is in agreement with other findings, Seguin (1997) which stated that as individuals moved through their educational career and gains years of experience they were motivated to high level of needs. Likewise Home and Griffeth, (1995); cited by Sarker et al., 2003 regarding working experience the underlying assumption appears to be that dissatisfied workers resign while satisfied ones stay with the organization.

Table 4.24: mean difference of the factors of work motivation and hygiene factors for current qualification (M.A/M.Sc. n=16, B.A/B.Sc. n=76, Diploma n=97)

Motivation factor			hygiene factors
(I) current qualification	(J) current qualification	Mean Difference (I-J)	Mean Difference (I-J)
MA	Degree	-.23804	-.01447
	Diploma	-.06045	.17384
Degree	MA	.23804	.01447
	Diploma	.17759	.18831
Diploma	MA	.06045	-.17384
	Degree	-.17759	-.18831

As shown in table 4.27above, there were significant mean differences between master, degree and diploma holders for the motivational and hygiene factors result. In this case, the higher the mean score means the more attributed to the job motivation factors. The t-test further found that as the educational level increases teachers give more emphasis to hygiene factors of job motivation.

This result is in agreement with other findings, Glenn and Weaver, (1977) indicates that the relationship between education and job satisfaction can be negative or positive. Likewise Mottaz, (1984) suggests that education may increase job satisfaction by increasing both intrinsic and extrinsic rewards of work. Also in contrary way suggests that education may reduce job satisfaction by raising work expectations that may not be fully realized in the work place. In addition, VSO (2002), Bennell and Akyeampong, (2007), support this study; teacher professional development has a major impact on teacher motivation, the professional conduct, and educational outcomes. Furthermore, Scott et al., 2005 indicated that workers with more education have higher job satisfaction level, while other studies indicate the workers with more education have lower job satisfaction level.

Table 4.25: means standard deviations and t-test values of the factors of work motivation and hygiene factors for marital status (Single, n=59, Married, n=123 and Widowed, n=5, Divorced, n=2)

Motivator factors			Hygiene factors
(I) Marital status	(J) Marital status	Mean Difference (I-J)	Mean Difference (I-J)
single	Married	.16576	.16576
	widowed	.47766	.47766
	divorced	.29584	.29584
Married	single	-.16576	-.16576
	widowed	.31190	.31190
	divorced	.13008	.13008
widowed	single	-.47766	-.47766
	Married	-.31190	-.31190
	divorced	-.18182	-.18182
divorced	single	-.29584	-.29584
	Married	-.13008	-.13008
	widowed	.18182	.18182

As shown in table 4.27 above, there were significant mean differences between single and married employees for the motivational and hygiene factors result. In this case, the higher the mean score means the more attributed to the job motivation factors. This shows married employees more motivated than single with factors of job motivation.

This result is in agreement with other findings, Bowen et al., 1994 cited by Scott et al., (2005) found that married agents were more satisfied in their jobs than those who were single. Similarly, the literature of Saiyda, (1985) discusses that through a few studies on the western samples show that the married employees are more satisfied than the unmarried ones

Table 4.26: means and standard deviations of the factors of work motivation for Gender (Male, n=106, Female, n=83)

Group Statistics					
factors	sex of respondents	N	Mean	Std. Deviation	Std. Error Mean
Motivator factors	Male	106	3.3619	.69992	.06798
	Female	83	3.5509	.72912	.08003
Hygiene factors	Male	106	3.1571	.74179	.07205
	Female	83	3.2072	.58242	.06393
Total		189	3.4449	.71717	

As shown in table 4.28 above, there were significant mean differences between male and female employees for the motivational and hygiene factors result. In this case, the higher the mean score means the more attributed to the job motivation factors. This shows females employees more motivated than male with factors of job motivation. This result is in agreement with other findings, Hoppock, (1935); Konicek, (1992); Scott et al. (2005), shows that females are more satisfied than males. On the other hand, the result of this research is in opposition to other findings Hulin, and Smith, (1964), Bishay, (1996), shows that males are more satisfied than females.

Table 4.27: Motivator factors of carrier group

Multiple Comparisons		
Dependent Variable: Motivator Factors		
Tukey HSD		
(I) current career	(J) current career	Mean Difference (I-J)
Beginner-Teacher	Junior-Teacher	.19875
	Teacher	.26573
	Senior-Teacher	.04351
	Associate-Leader-Teacher	.07382
	Leader-Teacher	.19411
Junior-Teacher	Beginner-Teacher	-.19875
	Teacher	.06699
	Senior-Teacher	-.15524
	Associate-Leader-Teacher	-.12493
	Leader-Teacher	-.00464
Teacher	Beginner-Teacher	-.26573
	Junior-Teacher	-.06699
	Senior-Teacher	-.22222
	Associate-Leader-Teacher	-.19192
	Leader-Teacher	-.07163
Senior-Teacher	Beginner-Teacher	-.04351
	Junior-Teacher	.15524
	Teacher	.22222
	Associate-Leader-Teacher	.03030
	Leader-Teacher	.15060
Associate-Leader-Teacher	Beginner-Teacher	-.07382
	Junior-Teacher	.12493
	Teacher	.19192
	Senior-Teacher	-.03030
	Leader-Teacher	.12029
Leader-Teacher	Beginner-Teacher	-.19411
	Junior-Teacher	.00464
	Teacher	.07163
	Senior-Teacher	-.15060
	Associate-Leader-Teacher	-.12029

4.6 Attempts made in order to motivate teachers and other recommended points

Respondents are asked to state their opinion about factors that de-motivate teachers in the work place, what attempts are done to motivate teachers (at school, woreda, and sub-city, regional or governmental level) and possible recommendations that they consider important to bring about job motivation of teachers and enhance their productivity. The summarized points of the responses presented as follows.

4.6.1 Factors that de-motivate teachers in the work place

- Slow or small change in salary increments
- Poor plan of work and lack of commitment in administration group
- Less dignity given for the profession
- There is no professional school leaders
- Un fair Evaluation system of school administration
- Unstable work place for principals
- The outlook of the society towards the profession is very low (lack of recognition to the profession)
- Students misbehavior and lack of interest to learn
- There is limitation of fringe benefit, medication and housing problem
- Lack of merit based competition in the promotion ladder (career structure) and the like....

4.6.2 Attempts done to motivate teachers (at school, woreda, and sub-city, regional or Governmental level)

- The effort to create conducive work environment
- Giving respect, valuing their work and giving encouragement
- Further education opportunity for few teachers
- House allowances and housing problem of teachers
- Promising of salary increment, incentives and Professional support given

4.6.3 Possible recommendations that they consider important to bring about job motivation of teachers and enhance their productivity

- The salary paid should be standardized and merit based
- The education ministry and other governmental bodies should work respect accorded for the profession
- Promotion, appraisal and opportunity for further education should not be limited
- All teachers must be evaluated on their performance rather than political commitment
- Free transfer and vacancy opportunities for other position
- Full of free medication, shelter/housing and dwelling opportunity
- Competent, role model and veteran teachers must be awarded are the major points that are forwarded by the respondents.

CHAPTER FIVE

SUMMARY, CONCLUSIONS INTERPRETATION AND RECOMMENDATIONS

This chapter deals with the summary of the study, the conclusions made, and the recommendations forwarded.

5.1. Summary of the findings

The main purpose of the study was to assess teachers' job motivation teachers in government primary school of Lideta sub city. Based on the literature, Herzberg two factors theory (motivational factors and hygiene factors) and Maslow's five basic needs theories were considered as major factors of job motivation of teachers. And the main purpose of the study was to examine whether or not these factors contribute to a significant extent in explaining teachers' job motivation. Moreover, the relationship between demographic variables and factors of job motivation investigated. To this end, as indicated in chapter three of the paper, the study is entirely quantitative and employed survey (questionnaire) analysis method with an inductive approach. In order to fulfill the aims, the following basic questions were developed:

1. To what extent are teachers motivated in their job at government primary school Lideta Sub-city of Addis Ababa?
2. What is the major factors influence efficiency of procurement on teachers' motivation?
3. To what extent, motivating factors affect the commitment and efficiency of teachers in governmental primary schools.
4. What the intervention have been done in order to motivate teachers of government primary School in Lideta Sub-city of addis Ababa?
5. What are the relationship between the educational level, salary, age, experience of teachers and their motivation in Lideta Sub city primary schools?

Based on the data collected, each basic question examined using statistics such as percentage, mean, t-test, and one way ANOVA. Applying the above statistical methods, the data were analyzed.

The followings are the findings that are attained from the data:

- ❖ According to the results of the study, the teacher attitude towards teaching profession when joined to the profession include, teaching creates the opportunity to become creative as it provides the best research environment, teaching is an interesting job than other occupations.
- ❖ The study found that job motivation factors was divided in to two, based on the factors analysis result; motivator and hygiene dimensions, and found that there was significant difference on job motivation factors.
- ❖ Major job motivation factors that satisfy both respondents included as motivator dimensions are: There is strong relationship between school administrators and teachers, there is a mechanism by which competent and motivated teachers share their experience of teaching methodologies with their colleagues, the job provides with strong feeling of responsibility since, I am positively influencing other people's lives (students or colleagues) through my work, the job provides me with strong feeling of responsibility since I am contributing to the society and on items that states hygiene factor, there is a shared vision and school goal setting process formulated by school principal.
- ❖ The study showed that both respondents were dissatisfied with hygiene factors include, the principal exercise educational leadership alone, respect accorded to teachers by the community, community and parental support of teachers, and the job security that creates job responsibilities. Furthermore, teachers dissatisfied on items states that, arranges seminars with teachers to share experience after classroom observation regarding instruction and students learning conditions, opportunity for further education, fairness in teacher transfer and deployment, job security and safety, and the post-employment security (in the form of pension or provident fund) and Students discipline.
- ❖ Concerned age group with motivational and hygiene factors of job motivation. There is no a significant mean difference between the age groups of 36-40 with 41-45 and 46-50, 41-45 with 46-50, 46-50 with 51-55, and 51-55 with ≥ 56 years. The rest of the groups differ significantly in conforming to motivational factors of job motivation. Moreover, for hygiene factors, there is no a significant mean difference between the age groups of,

36-40 with 41-45, 41-45 with 46-50, and 51-55 with ≥ 56 years. However, the rest of the groups differ significantly in conforming to hygiene factors of job motivation.

- ❖ The result found there was significant difference between 'salary groups' of teachers regarding their motivational and hygiene factors of job motivation.
- ❖ The result revealed that there is no a significant means difference between the experience groups of 11-15 with 16-20 and 21-25, 16-20 with 21-25 and ≥ 26 , as well as 21-25 with ≥ 26 years. But, the rest experience groups differ significantly in conforming to motivational factors of job motivation. Also regard to hygiene factors, there is no a significant mean difference between the experience groups of 11-15 with 16-20 and 21-25, 16-20 with 21-25, and 21-25 with ≥ 26 years. The rest of the groups differ significantly in conforming to hygiene factors of job motivation.
- ❖ Among educational sub groups there were significant mean differences between master and degree holders, for the motivational and hygiene factors result and as the educational level increases, teachers give more emphasis to hygiene factors of job motivation.
- ❖ There were significant mean differences between single and married employees for the motivational, hygiene factors result, and this shows married employees more motivated than single with factors of job motivation.
- ❖ There were significant mean differences between male and female employees for the motivational and hygiene factors result and the result shows female employees more motivated than male with factors of job motivation.

5.2. Conclusion

Based on the summarized points of the study, the following conclusions made.

Amongst the reasons of teachers' attitude towards teaching profession when they joined in to the profession: "teaching creates the opportunity to become creative as it provides the best research environment, teaching is an interesting job than other occupations, I was employed of lack of other employment opportunities and the like." Therefore, it is safe to conclude the teachers who joined the profession were willing due to motivational factor of the intrinsic(extrinsic) and motivational factors that maintain their satisfaction with the profession.

- ❖ The research explored that both professional groups (teachers and principals) are highly satisfied by motivator factors ($M=3.44$) and ($M=3.77$) respectively than hygiene factors ($M=3.17$) and ($M=3.43$). It can be conclude that by the mean computed, teachers were dissatisfied than principals.
- ❖ Since hygiene factors, contribute to motivation and positively related to motivational factors. The hygiene factors that dissatisfied both respondents were: the principal exercise educational leadership alone and teachers participation in school decision-making is not adequate, respect accorded to teachers by the community, community and parental support of teachers, and the job security that creates job responsibilities. It can be concluding that as the result of this study shows, School leaders were passive in creating a true feeling organization, moreover, leadership style has a negative impact in motivate teachers that motivate teacher to teach.
- ❖ More importantly, salary and other forms of financial incentive (medication and reinforcement for the model teachers) are among the major factors raised by majority of respondents. From this study, result concludes that the teachers are dissatisfied with the salary paid and incentive they went to earn.
- ❖ As revealed in the result of this study, demographic characteristics of respondents (teachers and principals) such as age, salary, work experiences, educational levels (current qualification), marital status and gender have significant differences and it is safe to conclude that this independent variables has a great correlation with job motivation factors. ???????
- ❖ Among the demographic characteristics of employees indicated in number four above, also there is a significant differences within the variables such as degree holders were more satisfied than masters, married employees were more satisfied than unmarried and females were found to be more satisfied than males. In this regard, it is concluding that there is a difference appears within and between demographic variables with respect to job motivation factors as education levels increases and feeling of responsibility for others.

5.3. Recommendations

One important thing to note here is, there are no best solutions that could improve teachers' job motivation in the school all at a swift. Indeed, one cannot even expect such a precise list of solutions for all factors that are responsible for their job motivation. In general, however, the following regarded as possible recommendations that will contribute to improve teachers' job motivation of teachers in Addis Ababa Government primary Schools.

Therefore, based on the summaries and conclusions of the study, the following possible solutions recommended.

Based on the findings of the present study, the following recommendations proposed:

1. It pointed out that the existing management and leadership support to teachers could not maintain their motivation for that it lacked their full participation in many ways. Therefore, in order to get teachers full participation in the school, participative management should exercise. To confirm this point, suggested that for managerial decisions, directive leadership will be preferred in enhancing teachers' motivation and performance, whereas for technical decisions, the participative leadership style is more desirable.(Somech and Wenderow, 2006)
2. The finding of the study revealed that most of teachers who are included as a respondent become dissatisfied with their relative salary in comparison with others and in relation to their experiences and educational levels. Therefore, needless to strictly recommended the salary increment for the teachers at the merit based
3. Promote satisfaction factors and condensed dissatisfaction factor will result in improved teacher motivation and the greater likelihood of success in retention and more satisfied in their job. Furthermore, teacher motivation should be as part of professional mandates in the education system.
4. All teachers needed to upgrade themselves through further education (post-graduate educational program) but the cost it request is challenging. Therefore, it is recommended that there should be adequate access of educational opportunity for all teachers to motivate and enjoy the profession.
5. As the result of the study indicated, there is no adequate training to teachers in order to share experience after classroom observation regarding instruction and students learning conditions. It recommended that, in the absence, such training and seminar regarding

instruction and students learning behavior, teachers can fade up on their job and lose motivation.

6. The higher educational concerned bodies give more emphasis for selection teachers with the interest of candidate.

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APPENDICES

QUESTIONNAIRE

ADDIS ABABA UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Master program

Dear respondent

This study aims to evaluate the evaluation of An Assessment of Teachers Job Motivation in Government Primary Schools of Lideta Sub-City in Addis Ababa City Administration. Please describe how well these strategies and practices are working in your organization, indicating the degree of agreement/disagreement on a five-point scale.

All information obtained in this survey will be collected anonymously and the results will be used for academic purposes only, so please answer as honestly and accurately as possible.

Part I: Background Information

Direction: Please give your response by putting an “(√)” mark inside the box or by writing appropriate answer where needed.

1. Sex Male ☐ Female ☐
2. Age 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐
 41-45 ☐ 46-50 ☐ 51-55 ☐ >56 ☐
3. Marital status Single ☐ Married ☐ Widowed ☐ Divorced ☐
4. What is your current level of qualification?
 M.A./M.Sc. ☐
 B.A./B.Sc. ☐ Other ☐
5. Field of study _____
6. Your work experience in years only in the field of teaching _____
7. Your work experience in years only you have held your current position _____

Part II: The following statements / items are reasons to become a teacher. Read carefully and put an “(√)” mark in one of the boxes in front of each statement / item according to your degree of agreement.)

5=strongly agree 4=Agree 3=Not sure 2=Disagree 1=Strongly Disagree

Item No	I become a teacher because:-	5	4	3	2	1
1	I was employed for temporary employment					
2	I was pushed by my friends and / or parents					
3	Of lack of other employment opportunities					
4	Teaching is an interesting job than other occupations.					
5	The profession had better work condition and living environment than other profession					
6	Teaching profession had attractive career structure					
7	Teaching had better pay and allowances when I was employed					
8	Teaching creates the opportunity to become creative as it provides the best research environment.					

9. If you had other reason/s that is /are not mentioned above that initiated you to become a principal, please list down.

a. _____

b. _____

c. _____

Part III: Questions related to the major factors that affect motivation of teachers in primary Schools of Addis Ababa. Read each statement carefully and put “(√)” mark below the number of your response for each statement.

5=strongly satisfied 4=Satisfied 3=Not sure 2=Dissatisfied 1=Strongly Dissatisfied

In my school...

Item No	Items	Choices				
		5	4	3	2	1
	I. Organizational policy and administration					
1	The principal exercise educational leadership alone					
2	The policy and regulations of the school are implemented in wrong ways					
3	Teachers are mostly participate in school decision making					
4	Rules and regulations of the school are clear for students and teachers.					
5	There is a shared vision and school goal setting process formulated by school principal.					
	II. Supervision					
1	Technical support rendered by supervisors from WEO and sub-city education office					
2	There is Effective school level supervision					
3	Conduct frequent classroom observations.					
4	Arranges seminars with teachers to share experience after classroom observation regarding instruction and students, learning conditions.	5	4	3	2	1
5	Provides feedback to teachers after supervision.					
	III. Interpersonal relationship					
1	There is strong relationship between school administrators and teachers.					
2	There is strong relationship between woreda and sub-city					

	education officials and teachers					
3	There is good relationship with coworkers in the work place					
	IV. Teacher Development Program					
1	There is a mechanism by which competent and motivated teachers share their experience of teaching methodologies with their colleagues.					
2	Allocates enough budgets for staff development activities.					
3	Provide continuous support and follow up for CPD and induction programs.					
4	Principals' initiative for professional staff development.					
5	provide sufficient training and skill for teachers to do their work					
	V. Economic factors					
1	Provision of adequate monthly salary to meet your financial obligations and to support your family.					
2	Provision of merit pay to the best teachers					
3	Provide proportional salary to the amount of work you do in the organization					
4	Low salaries are the most frequent reason teachers for leaving teaching					
	VI. Intrinsic and Extrinsic content of work					
	A, Intrinsic content of work in your school					
1	I am satisfied with the type of work I perform since it provides me with opportunity for achievement	5	4	3	2	1
2	The job provides with strong feeling of responsibility since, I am positively influencing other people's lives (students or colleagues) through my work.					
3	The job provides me with strong feeling of responsibility since I am contributing to the society					
4	I am satisfied with the type of job I perform since, I am molding and shaping students mind					
	B, Extrinsic content of work in your school					

1	I am satisfied with the fringe benefits like medical expense, education fee coverage etc ...					
2	The principal of the school cares for employees welfare					
3	There is opportunity for in-service training					
	VII. Social factors					
1	Respect accorded to teachers by the community					
2	Community and parental support of teachers					
3	Teaching is better than other jobs in benefiting the society.					
4	Teaching puts the teacher on a high social status in the society					
	VIII. Evaluation system					
1	Takes in to consideration the opinion of students and parents when evaluating the teachers.					
2	The evaluation system is well designed and provides the teachers with the necessary feedback.					
3	Principals engaged teachers to take part in design and implementation of research-based evaluation system					
4	The evaluation system respect individual worth and dignity by encouraging teachers to set personal and organizational objectives					
	IX. Job design					
1	There is opportunity for further education					
2	Fairness in teacher transfer and deployment	5	4	3	2	1
3	I am satisfied with the job security that creates job responsibilities					
4	Teaching creates feeling of job security and safety					
5	I am satisfied with the post-employment security (in the form of pension or provident fund)					
	X. Teacher working condition					
1	I am satisfied with the freedom to use my own judgment					
2	The school climate and existing norms are favorable to work					

3	Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies. This thing encourages me to work.					
4	Students are well disciplined.					
	XI. Possibility of growth and recognition					
1	Recognition given to successful performance of teachers					
2	Fairness in handling teacher promotion					
3	My accomplishments recognized by the people I work with.					
4	The type of work I perform provides me with opportunity for personal growth and development					

Part IV: Write your assumption and recommendation for the following questions

1. Mention at least three factors that de-motivate teachers in the work place.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. What attempts done to motivate teachers (at school, woreda, and sub-city, regional or governmental level)?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

3. Please forward some possible recommendations that you consider important to bring about job motivation of teachers and enhance their productivity.

- a. _____
- b. _____
- c. _____
- d. _____

Thank you