



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

**ASSESSMENT OF TEACHERS' WORK MOTIVATION OF GAMBELLA REGION:
THE CASE OF SECONDARY AND PREPARATORY SCHOOL IN GAMBELLA TOWN**

BY

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A Thesis submitted to Addis Ababa University, College of Education and Behavioral Studies,
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of Master's Degree in Educational Planning and Management

August 23, 2021

Addis Ababa, Ethiopia

Declaration

I, **Gebe Pidor Deng**, (ID Number GSR/2094/12), hereby declare that this thesis is my original work and that it has not been submitted partially; or in full by any other person for any award of master degree in any other university or institution.

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

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Abstract

*The main objective of this study was to assess teachers' work motivation in Gambella Region with particular reference to Secondary and Preparatory Schools Gambella Town. Motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. The study roadmaps are to identify the teachers' current motivation, assessing affecting factors and examine the relationship among educational level, salary, age, and years' experience. The study used survey design with a sample size of **345** respondents. The major sources of data were secondary school principals and teachers in the sampled schools. Primary data tools were survey questionnaire, focus group discussion, and key informant interviews. Theoretical Conceptualization related to Teachers Motivation Conceptions on satisfaction and dissatisfaction on Teachers work Motivation. The research found that workload, salary, low recognition, teachers' accountabilities, career developments, institutional environments, teachers' voices, materials and facilities. Moreover, educational office should work on school administration problems by allowing teachers to be participant in decision making regarding teaching and learning process, evaluating teachers performance on the basis of administrative activities ideologies, treating teachers equally as per school rules and regulation considering the task in the class room that need organization. Finally it is recommended that educational office should work to improve conditions that cause staff work dissatisfaction and weak performance by facilitating teacher's promotion by improving salary and other benefits.*

Key words: *teacher, secondary school, work motivation,*

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CHAPTER ONE

1 Introduction

Increasing the quality of the education system is based on a reform concept where teacher education, especially in-service education, is one of the fundamental factors. What are the effects of the global and local educational context and teacher education policy on teachers' work and work motivation? Teachers' professional action is a system of complex activities. Their effectiveness is based on the achieved level of professional competence. Teachers' competence is the system of knowledge, skills, personal characteristics, abilities, and motivational dispositions which provide the effective realization of teaching.

Panic and Wobbles (2010) identified four components underlying teachers' perceptions of competencies relating to these and similar other. These include: (a) Values and child rearing; (b) An understanding of the education system and contribution to its development; (c) Subject knowledge, pedagogy, and curriculum; and (d) Self-evaluation and professional development. According to the teacher's continual professional development, their improvement means the development of three fundamental professional competencies: education competencies, programmed-subject competencies, and communication competencies (Bjekić & Zapata encoder tic, 2010). Teachers' activities and teaching processes are determined by teachers' work motivation.

1.1 Background of the Study

Education is more than fostering understanding and an appreciation of emotions and feelings. It is also concerned with change 'with how people could act with understanding and sensitivity to improve their lives and those of others' (Smith & Smith, 2008: 104). The responsibility of developing citizens to cope with the intellectual, conceptual and attitudinal changes (Beirat, 1997:2). It is clear that teachers play the most important role in the educational process. Moreover, teachers are the focal persons to achieve and implement the country's educational objectives and goals.

Several attempts have been made to define motivation. Dressler (2001) defines motivation as the intensity of a person's desire to engage in some activity. Motivation has to do with the forces that

maintain and alter the direction, quality and intensity of behaviors. Motivation plays an important role in education organizations because it increases the productivity of teachers and the goals could be achieved in an efficient way. The behavior of teachers can be change through motivation in any school. Teacher motivation is very important because it improves the skills and knowledge of teachers it directly influences the student's achievement (Mustafa & Othman, 2010). It is crucial that to determine what increases teacher motivation (Schonfeld, 1989) secondary schools have come into sight as one of the most effective teacher and human resource development strategies that Africa countries need to embrace in order to train and modernize their teachers for rapid industrialization and national development.

Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. So, unless employees are intrinsically and extrinsically motivated, the performance of the teachers is affected either directly or indirectly. Supporting this idea, Coombs (1994) cited in (Bonsa, 1996) stated that management that ignore or mishandles the human element could be devastatingly costly. The teachers should be motivated and contribute their effort towards the achievement of the secondary schools' objectives and goals. It is obvious that teacher have different needs, desires, and commitment that influence their motivation like physiological, security, social, self-esteem and self-actualization needs (Bosa, 1996). One of the major factors that contribute for these performance and effectiveness differences among teachers is motivation. Motivation can be defined as willingness to exert high level of effort towards organizational objective and goals. The term motivation refers to goal directed behavior. Efforts that directly towards consistent with organizational goals are the kind of effort employees should be seeking (Smith, 1994). Motivation plays an important role in changing an individual's attitudes, perception, beliefs, feeling, behaviors, commitment, confidence, competent to achieve schools objectives and goals.

The secondary schools should properly motivate teachers who could achieve the desired goals. Motivation, therefore, must consider the strength of the drive toward an action (Sarkar, 2000). Their individual feelings may arise as result of several factors. 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. Also, the Ministry of Education, demands a very high measure of

loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom& Joshua, 2004). It is clear that to improve quality of education, teachers should be motivated properly. It is based on this that Oladele (2005) states that an unsatisfied need would only arouse the person to work that which would sustained until satisfaction had been attained.

It is obvious that in Ethiopia, motivation of teachers in performing their tasks and work is highly affected in which most teachers could not fulfill much of their basic needs. Beyond this, their social status, recognition, advancement and acceptance by the community and students has been deteriorated, many teachers are demotivated and unsatisfactory in performing their work properly as well as they are ready to leave an opportunity and for better salary. Contrary to this, increased wage is not the only motivating factor for teachers' performance.

In Gambella town, there are a number of secondary schools with teachers at low motivation. Within the existing five secondary schools for instance Gambella secondary school, Newland secondary school, Eley secondary school, Donbosco secondary school and 5 Hope Enterprise Secondary School; however, the researcher had selected the three schools such as Gambella Secondary and Preparatory School, Newland Secondary and Preparatory School in Gambella town. Less motivated teachers are likely to perform their expected duties less satisfactory. The rationality behind their selection is due to populous teachers and students than other schools in the town. On the other hand, because, by any means, most teachers are ready to leave their job at any possible time, this may lead to a loss of achieving the schools' educational objectives. Therefore, the educational organizations and school systems should great attention in motivating teachers for a better performance and in achieving the expected educational goals and objectives for the future development of the country. Therefore, this study is aimed to assess the teachers' motivation in their work as well as those factors that hinder their motivation in Glabella town secondary school.

1.2 Statement of the Problem

Teacher's motivation is a global issue in both developed and developing countries. Every school whether governmental or private, big or small cannot achieve their objectives and goals without teachers' motivation. Regarding teaching profession some studies have been conducted on

teacher's motivation and job satisfaction **remains uncertain and a search for clarification of the** work motivation (Ubom & Joshua, 2004).

According to Locke (1976), job satisfaction most commonly affects a person's **wellbeing and social manner**, mental health and social life **within the community**. Moreover, as Rain, Lane and Steiner (1991) wrote that job satisfaction is connected to life satisfaction, the more people satisfied with their jobs would tend to be happy with their lives as well. Moreover, motivated and satisfied workers not only perform better but also provide better service to customers, which could result in improving customers (students) satisfaction. According to Dawson (2005), employee satisfaction is associated with positive employee behavior. In addition, job satisfaction is also directly related to increment or decreasing of salary of workers.

Educational goals are instruments for the achievement of objectives of a country. So, a country could achieve its objectives only when educational goals are attained. However, to achieve overall educational goals, careful attention must be given for teachers and to their needs. These needs as well as motivational factors should be identified and full attention must be taken.

From local research (thesis), the findings by Hordofa (2018) including such as increasing teachers' salary, paying their salary on time is issues that need to be addressed. The work of Bonsa (1996), Berhanemeskel, (2006), indicate that teachers are dissatisfied with many aspects of their job and living conditions which affect their determination to remain in teaching in secondary schools. The main issue which have been stated by those researcher are based on the ways of increasing the motivation of teachers and dissatisfied of many aspect of their job and living condition. Furthermore, Gambella town secondary school have meet many challenges from their work environment, especially their community. The community may be a threat as well as it may pose threats (of security) to nonnative individuals. So satisfied workers with their work may change and result to create job motivation which ultimately affects better students' performance and achievement. Therefore the main purpose of this study is to identify the secondary schools teachers' motivation in their job. As I examined some studies conducted in Ethiopia are relevant in this case. However, to show the research gap; the teachers' status in the work environment, and the honoring view of community toward the teachers'' within both schools environments and communities have become lessened. As a result these has affected

their interest toward carriers. Therefore, the study has carried out assessing the teachers' work motivation in Gambella Town.

Research Questions

The following basic questions were raised and attempted to be answered by the study.

1. What is the current status of teacher's motivation in the study area?
2. What factors affect teachers' motivation in the selected schools?
3. Is there any relationship between the educational level, salary, age, experience of teachers and their job motivation?

1.3 Objective of the Study

1.3.1 General Objective of the Study

The general objective of this study is to assess the teacher work motivation of selected Secondary & preparatory School in Gambella town, Gambella Regional State.

1.3.2 The Specific Objectives

The Specific Objectives include the following:

1. To identify the current teachers' motivation of Gambella secondary school in Gambella town
2. To assess the factors that affect teachers' motivation in their work.
3. To examined whether there is any relationship between the educational level, salary, age, experience of teachers and their job motivation.

1.4 Significance of the Study

This study attempted to identify the factors that motivate teachers in their job performance. Identifying these motivating factors may hopefully help education leaders at various levels of the hierarchy and possibly other interested bodies, to have a better understanding of the motivating factors in the job conditions and personal life of these teachers that affect their motivation and

devise ways and means of motivating them toward their job. In clear terms, the significance of this study lies in the attempt to:

- Provide valuable information for school leaders, town education leaders and as well as regional educational experts to understand the effect of intrinsic and extrinsic factors on teachers' motivation.
- Benefit the Gambella town education staff from the findings of the study that can help them identify what motivate teachers and make required improvements to enhance teachers' motivation.
- Serve for the subsequent research as a reference to conduct future study in a similar field.

1.5 Scope of the Study

This study is focused on Secondary and preparatory schools and those found in Gambella town because of researcher constraints. In Gambella town, there are five secondary school such as 1) Gambella Secondary school 2) Newland secondary school and preparatory schools that are engaging in teaching learning process. Out of the five secondary schools two are general secondary schools, three have both secondary and preparatory school. Due to the researcher selected Gambella Secondary and Preparatory school. The threat to the motivation of teachers work in schools is presented. These include: workload, salary, recognition, teacher accountability, career development, institutional environment, teachers' 'voice', materials and facilities. Furthermore, it mostly suggested that school improvements, meaningful professional development and supportive teacher evaluation are means to improve their motivation.

1.6 Operational Definition of key Terms

Extrinsic factors: reflect outcomes generated by performing the job and are concerned with the context or environment in which the job has to be performed (Furnham, 2005).

Intrinsic factors: are internal job factors that urge the employees to strive for better achievements and lead to job satisfaction and higher motivation (Balkin, Cardy, and Gome-Mejia, 2003).

Job satisfaction: Good (1959, p. 320) defines job satisfaction as the quality, state or level of satisfaction which is the result of various interest and attitudes of a teacher towards his/her job including the work environment, professional development, treatment by administrators and relationship with other teachers.

Motivation: the meaning of and relation among needs, drive and incentives (Stoke, 1999). The term specifically refers to intrinsic commitment and perceived esteem of the teacher as interplay of career growth, positive experience, and sense of efficacy regarding his/her profession. It is a feeling of interest or commitment that makes teachers want to teach enthusiastically.

Motivational Factors: the different reward scheme, job appraisal, supervision feedback, career opportunity, and pay compensation.

Needs: the initiating and sustaining force of behavior that helps to dictate ones action (Demeke, 2014).

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

School administration: the term is used to encompass the management functions and leadership qualities of school directors, supervisors, and staff impacting the motivation and satisfaction of individual teacher with regard to his/her job performance, team interaction, professional ethics and his/her manner of interaction with students.

Secondary school: is structural system that includes general secondary education (Grades 9 and 10) and college-preparatory education (Grades 11 and 12) (Dawit, 2008).

Status: the social honor or prestige that a particular group is accorded by other members of society (Demeke, 2014).

1.7 Organization of the study

This study contains five chapters within five chapters each would have its contents. Chapter One includes introduction or background of the study, statement of the problem, and objective of the

study, significance of the study, scope of the study, and organization of the study. Chapter two deals on reviewing literature on the current teacher's motivation in study area and what factors affect teachers' motivation in the selected school as well as elsewhere. Chapter three contains research methodology, the study design, sample approach, source of data, target population, sampling size and sampling procedures, instruments of data collections, and methods of data analysis. Chapter four deals with data analysis and interpretation that is gather from the key informants. Chapter five is the last chapter of the paper and it includes the summaries, conclusions and recommendations of the paper.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

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

2.1.1. Motivation Defined

Motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work (Ngirwa, 2006). Potter (2005) defined motivation as a person's active participation and commitment to achieve the prescribed results. Basically, from the above definitions, employee motivation was seen as the inner drive or push that led to a certain human action or inaction in a given time, given specific prevailing conditions. It is a force that considers individual inner drive in the pursuit of pushing people to do something in turn. However, the process of motivation usually started with someone recognizing unsatisfied needs, then establish a goal to be achieved and thus satisfying the need and accomplishing the goal (Maslow, 1948). Motivation can also be affected by the social context. This context comprises the organizational values and culture, leadership and management as well as groups or teams in which people work. This attitude greatly discouraged academically able young men and women from enrolling in teacher training courses. Many teachers resorted to other employment even those left do not provide the quality of education expected of them (World Bank 1990).

Motivation is closely related to job performance not merely job satisfaction which was a characteristic of motivated employees or quality of work life improvement programs which was aimed at creating a situation of motivation. Therefore, for private schools to have a motivated workforce, they need to create an environment in which higher levels of motivation are maintained (Bennell, P. & Akyeampong, and K., 2007).

2.1.2. Over view of Teachers` motivation

Research has almost exclusively shown that teachers are motivated by intrinsic rather than extrinsic factors such as self-respect and responsibility (Ellis, 1984; Spear et al., 2000). It is claimed that teachers are mainly motivated by the relationship with the students and working with children (Bennell & Akyeampong, 2007). Spear *et al.* (2000) extensive research on teacher motivation in the developed countries suggested other key factor that creates job satisfaction is independence and intellectual challenges. The factors that de-motivated the teachers were insufficient salary, work overload and how they are perceived by society (Spear *et al.*, 2000). Iliya & Ifeoma (2015) conclude that teachers are more likely to be motivated by intrinsic factors such as self-respect, responsibility and feelings of accomplishment. Eight factors that poses a ‘threat’ to the motivation is presented; workload, salary, recognition, teacher accountability, career development, institutional environment, teachers’ ‘voice’, materials and facilities. Furthermore, the authors suggest that school improvements, meaningful professional development and supportive teacher evaluation are means to improve their motivation.

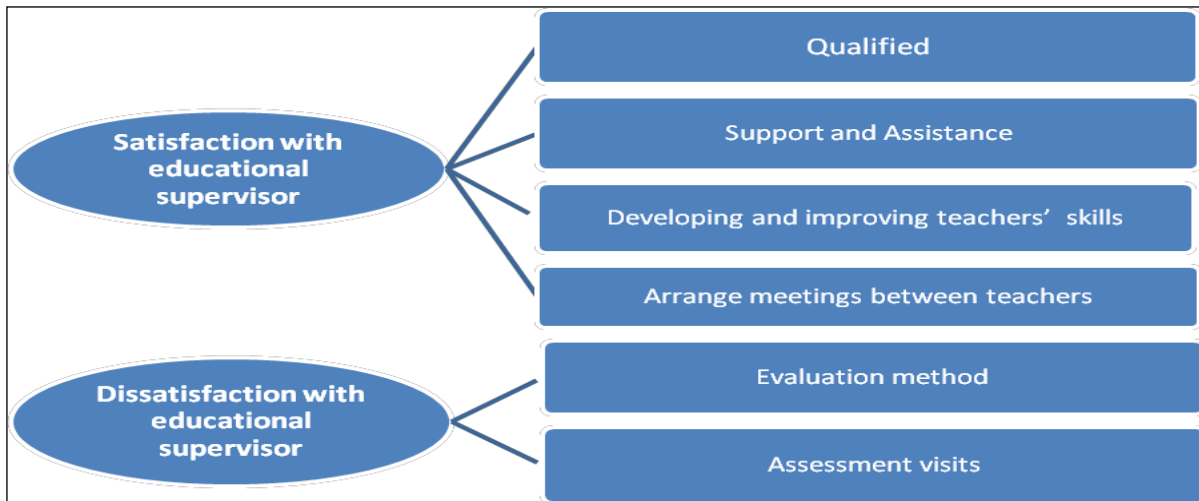
Research on the topic in SSA, which is a much different context, is very limited; “To date, only a handful of studies have been undertaken that comprehensively analyses in a robust manner the key determinants of teacher motivation in the developing country context” (Bennell & Akyeompang, 2007). The previous research found that is presented here is limited to mostly theses or papers equivalent to that. In Nigeria there is a suggested teacher motivation crisis among primary school teachers (Adelabu, 2005).

Adelabu (2005) suggests that teachers have low morale and low level of commitment to their work. According to Bennell & Mukyanuzi (2005) there is a high level of teacher turnover in Tanzania due to low job satisfaction and poor motivation. Kadzamis’ (2005) study on teacher motivation concluded that there are serious motivational problems among primary school

teachers in the country where the motivation and job satisfaction are determined by factors such as salary and working conditions. Harding and Mansaray (2006) found that there is a severe teacher motivation crisis in Sierra Leone, where the teachers are dissatisfied because of ‘inadequate pay structure’ and unjust teacher recruitment policy. Mulkeen (2010) suggests that teachers are motivated by high student’s achievements and de-motivated by conditions which limit the possibilities for reaching the objectives. As concluded by previous research insufficient salary is one of the main factors which contributes to the de-motivation of teachers in SSA (Bennell & Akyeampong, 2007: Pitsoe, 2007: Gameda and Tynjälä, 2015).

2.2. Conceptions on satisfaction and dissatisfaction on Teachers work Motivation

Relationships with educational supervisors appeared to be one of the factors that contributed to teachers’ job satisfaction, as reflected in the analysis of interview responses. Consistently with the questionnaire findings, two-thirds of participants expressed satisfaction with supervisors for various reasons, including their qualifications, support and assistance, developing and improving teachers’ skills, and efforts to arrange meetings between teachers. Only seven teachers expressed dissatisfaction, citing the methods of evaluation and assessment visits. The remaining four gave neutral answers. Figure below summarizes the reasons given for satisfaction or dissatisfaction with supervisors. A good example of a motivational factor could a supervisor in a school. What he can motivate and impact on a given teacher. ...teachers and supervisors. These activities helped me a lot in sharing experience and building new relationships with different colleagues.



Source: Schoderbek, et al. (1988 : 270)

The recent general improvement in the process of supervision, particularly in supervisors' approaches, which may be the result of appointing more qualified supervisors with strong supervision skills, was the factor most often mentioned as contributing to satisfaction with educational supervisors:

Supervisors have become better in recent years... they are more qualified, respectful and understanding. For example, the inspectors, as they used to be called, didn't have the high qualifications and the skills that supervisors have today.

The support and assistance that teachers receive from educational supervisors was a further point made by 13 interviewees. For instance, their cooperation and responsiveness to the needs of teachers was mentioned by this interviewee:

They are helpful, cooperative. I had... many difficulties in my former school and when I talked to the supervisor, he showed extreme understanding and helped me move to another school. He even called me after a while to ask whether I was satisfied in the new school.

Eight other interviewees said that the supervisor's professionalism and his interest in developing and improving their academic skills had had a positive impact on their job satisfaction:

My supervisor has helped me to develop my skills. Although he is my friend, he deals with me neutrally in school. Once he had some comments on the midterm exam questions that I'd prepared and sent me some notes about them... and advised me to attend a training course... It helped me a lot. [T9]

Supervisors' role in organized positive meetings among teachers is another example of their professionalism and interest in providing chances for teachers to improve their performance and update their skills:

Regular meetings arranged by my educational supervisor gave me the opportunity to meet my colleagues from other schools who teach the same subject. One of the activities... is a presentation or a sample lesson... followed by useful discussion among.

2.2.1. Teachers' Work Place Motivation

There is an extensive body of research on the concept of work motivation because it is a complex concept. Key definitions are presented here, which include; work, motivation, extrinsic and intrinsic motivation. Thomas (2009) state that there are two definitions of work, the traditional activity-centered and the purpose-centered where the latter tend to be more valuable for the individual. Work is a set of tasks, which in turn consists of activities and are defined by its purpose. Thomas (2009) emphasizes the significance of purpose, because without it, the worker may feel a lack of meaningfulness. There are plenty of interpretations of the concept of work motivation, however, according to Evans (1998) the common factor for the traditional theories such as Maslow's Hierarchy of Needs and Herzberg's Motivation-Hygiene theory is that motivation includes needs fulfillment.

The concept of motivation is described by Pinder & Latham (2014) as a psychological process, which emerges from an interaction that takes place between the individual and the environment. Hence, the context is critical when examining motivation and the contextual factor of work motivation has gained more ground in recent research as well as the factor of personal traits.

Ryan and Deci (2000) argue that motivation is not a unitary phenomenon, since all humans have different levels and orientation of motivation. Only the basic distinction of intrinsic and extrinsic motivation is used in this study since it relates to Herzberg's theory which is the analytical tool for this study. "Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (Ryan & Deci, p.58, 2000). Extrinsic motivation contrasts with intrinsic motivation and is "[...a construct that pertains whenever an activity is done in order to attain some separable outcome" (Ryan & Deci, p. 62, 2000). The main reason for a person to be willing to behave in a specific way is that they are being subject to a value by others to whom they can relate (Ryan & Deci, 2000). The basis for intrinsic motivation is a social context where that makes a person feel that her competence, autonomy and relatedness is supported. Basically, for a person to be motivated there must be a working environment that allows that these three basic needs can be fulfilled (ibid).

The current debate reflects in the work of Pinder (2014) as well as Pinder & Latham's (2012) review of work motivation theories where they state that there are three main streams: goal setting, social cognitive and organizational justice. Organizational justice, which is a continuing work of Adam's equity theory, investigates the result of experienced unjust treatment, which manifests behaviorally and affectively (ibid). The definition of work motivation however that will be used in this study is one formulated by Pinder (2014) "Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form."

2.3. Theoretical Conceptualization related to Teachers Motivation

Theoretical literature on teacher motivation in the developing world is scarce. However, a review of relevant psychological theories offers important insights into teacher motivation in a developing country context. First, basic needs must be met before teachers can be motivated to fulfill their higher-order needs of self-actualization and professional goal attainment. Second, once the more extrinsic (or external) basic needs and environmental factors are adequately met, more intrinsic (or internal) factors more powerfully motivate teacher effort, performance, and professional conduct in the long run. These insights, complemented with a review of empirical

studies on teacher motivation in developing countries, yield a framework of analysis for teacher motivation in the developing world. In this framework, eight interconnected categories influence teacher motivation, and the trend has unfortunately been negative in most developing countries.

- 1) ***Workload and Challenges***: There are increasing classroom challenges and demands placed on teachers in the developing world, but the following seven motivational supports teachers need to face these challenges and demands are decreasing or stagnant.
 - 2) ***Remuneration and Incentives***: Teacher salaries are generally low and irregularly paid
 - 3) ***Recognition and Prestige***: Social respect for teachers has fallen in many countries
 - 4) ***Accountability***: Teachers often face weak accountability with little support
 - 5) ***Career Development***: Teaching is frequently a second-choice job with few opportunities for professional development
 - 6) ***Institutional Environment***: Teachers face unclear, constantly changing policies as well as poor management
 - 7) ***Voice***: Teachers rarely have an opportunity for input into school management and ministry policy
 - 8) ***Learning Materials and Facilities***: Teachers have few or poor learning materials and poor facilities
- The orange categories represent largely extrinsic components of teacher motivation, and the blue categories largely intrinsic components (and thus more important for sustaining motivation and focusing energy on student achievement)

2.3.1. Abraham Maslow's Hierarchy of Needs theory

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's calling. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.

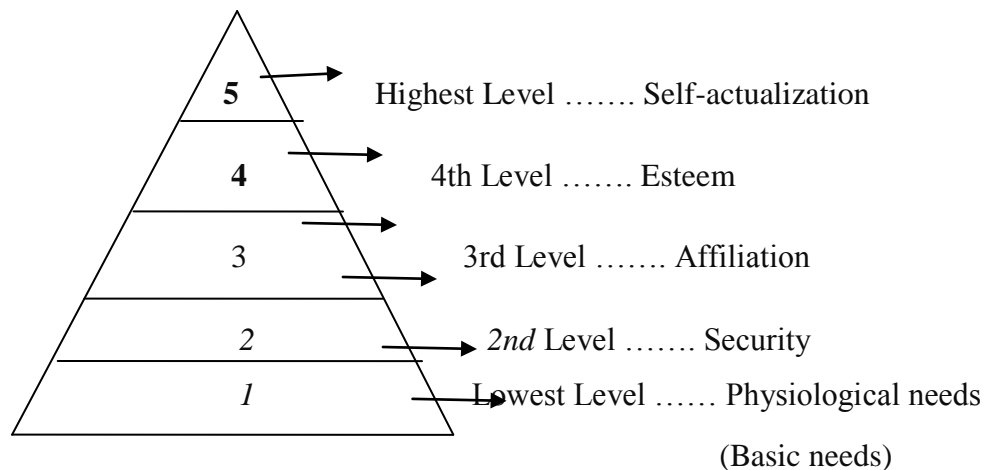


Fig.1. Maslow's Hierarchy of Needs

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

Physiological needs are related to basic survival, e.g. hunger or thirst, whilst safety needs relate to physical safety and security as opposed to being exposed to harm. Safety needs, according to Beach (1980:297) and Spector (2008:203), are also related to job security. Social needs refer to friendship, love and social acceptance and support, whereas egotistical needs involve a person's desire to be respected by others and by him/herself. The highest order need in the hierarchy is the

need for self-actualization, which represents a person's striving towards the full development of his/her potential.

Alderfer (1969) revised Maslow's theory of needs to align more with empirical research (Schultz & Schultz, 1998:240). Alderfer's ERG theory is an expansion of Maslow's theory, and is based on three needs: existence (physical survival needs), relatedness (social needs) and growth (personal growth and development needs). According to the ERG theory, there is more than one need that is in operation at the same time, and that these needs do not occur in a hierarchy, but rather on a continuum (Schultz & Schultz, 1998:241; Spector, 2003:191).

Maslow believed that a person will persevere to satisfy a need. Alderfer (1969), on the other hand suggested that a person will forego such a need, improvise and refocus attention on a more basic need. At school for example, if teachers cannot find emotional support or recognition on the job (relatedness needs), they may demand higher pay or better health care coverage (existence needs) as compensation for failing to satisfy the other needs (Schultz & Schultz, 1998:241).

So, 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. Also, studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy (Ifinedo 2003; Lawler & Suttle 1972), although many continue to find the hierarchy model very attractive (Naylor, 1999).

2.3.2. Herzberg et al.'s Two Factor Theory

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

Hygiene or maintenance factors range on a continuum from a state of dissatisfaction to no dissatisfaction. These factors involve circumstances surrounding the task which do not lead to job satisfaction, but prevent dissatisfaction if maintained adequately. Examples of these

maintenance factors are: level of supervision, job status, work circumstances, service conditions, remuneration and interpersonal relationships (Herzberg in Hoy & Miskel, 1996:320).

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

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

Herzberg, Mauser and Snyderman's (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The presence of these factors according to Herzberg et al. does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content:

Herzberg et al. indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that make workers work harder. They posited that these factors are associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The

individuals' need for advancement, growth, increased responsibility and work itself are said to be the motivating factors.

Herzberg et al., (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are important but in different ways (Naylor 1999: 542). Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Collinson, 1996; Connell & Ryan, 1984; Rosenholtz, 1989).

Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone & Pennel, 1993; Johnson, 1990; Rosenholtz, 1989). In contrast, extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. That is giving teachers greater opportunity, responsibility, authority and autonomy (Whawo, 1993). Conversely, Ukeje et al. (1992: 269) are of the opinion that however highly motivated to perform a teacher may be, he or she needs to possess the necessary ability to attain the expected level of performance. Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers' job satisfaction needs, they can design a reward system both to satisfy teachers and meet the educational goals.

2.3.3. 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. This social comparison process is driven by our concern for fairness and equity. Research by McKenna (2000, p. 112) and Sweeney (1990) confirms equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation.

According to Lewis et al. (1995), expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory suggests that work motivation is determined by two factors: (1) the relationship between effort and performance and (2) the desirability of various work outcomes that are associated with different performance levels. Simply put, the theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual’s effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973; Vroom, 1964). That is, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward.

The most important attribute of both types of process theory has been to draw attention to the effects of cognitive and perceptual processes on objective teachers’ work conditions. It suggests that educational administrators and policy makers need to pay attention to the expectancy values that is the link between effort and teachers’ needs satisfaction and job performance, determine what outcome teachers value, link the reward that teachers value to their job performance, and ensure that teachers wages and salary rates are not perceived as unfair.

2.4. Factors that affect teachers' work Motivation

According to Robbins & Judge in 2013 the intensity level needed by an individual in achieving the goal is both how hard an individual has tried, and how much energy, time, money, or any other mental have been used during the process to achieve the goal. On the other hand he stress the importance of the ability of an individual to maintain the motivation through times even though obstacles may exist that is Persistence is (Robbins & Judge, 2013). For George et al. (2017) People can motivate themselves by seeking, finding and carrying out work, which satisfies their needs. These factors can be classified in to two major components such as extrinsic and intrinsic factors. There are two types of motivation namely intrinsic motivation and extrinsic motivation (Gujard, 2011). In case, factors affecting teachers' motivations are listed below; intrinsic and extrinsic factors.

2.4.1. Intrinsic Factors

Intrinsic motivation comes from one's self-desire to seek out new things and to challenge oneself. It is the eagerness to learn, to gain knowledge and to explore self-values and capabilities (Ryan 2000). This implies that intrinsic motivation is an inner force that motivates teachers to engage in academic activities. When a person has not intrinsically motivated, it led him work a job without interest and un willingness so, this results a problem on the person developing their skills and abilities (Wigfield, 2004). According to Shah & Paudel in 2018 state that individual attitudes, participation, professional development and professional respect are intrinsic factors 15 that affect teachers.

2.4.2. Extrinsic Factors

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation (Ryan & Deci, 2000). This means extrinsic motivation refers to the performance of activities to achieve the desired outcomes. Extrinsic motivation can arise from both internal and external factors. However, most of the time it comes from the impact of external factors rather than internal ones (e.g. individual itself)- (Ryan & Deci, 2000).

According to Guajardo (2011) work load and challenge, remuneration and incentives, accountability, institutional environment and learning materials and Facilities are extrinsic factors. On the other hand, extrinsic motivation takes the form of tangible monetary or non-monetary incentives in school such as pay rises, gift certificates, material possessions, vacation trips, movie tickets and prestige evaluations among others. This is supported by Fleet (2001) extrinsic motivation; concern with teacher enjoys pay, promotion status and fringe benefits. And he further state that ,this type of motivations is available only after the completion of the job .16 Generally, the work of the study shows that work load and challenge, remuneration and incentives, accountability, institutional environment and learning materials and facilities are an example of extrinsic motivation factors.

The literature reviews above relate to the study in a sense that, Gambella regional state should motivate secondary and preparatory schools teachers and need to set strong strategies of motivating teachers in their schools. This can enhance teachers to be satisfied. Strong educational management requires a though knowledge and application of motivation on teaching and salary standards (Okumbe 1999). Motivation and payment to teachers play a vital role for good performance of students since by motivating teachers giving more credit commitment for teachers in teaching and learning process for students' hence good performance in schools. So majority respondents express the importance of motivating teachers in different sphere in terms of good working conditions, good salaries and materials which can support them in the work. Motivation should be regarded as important for effective in teaching and learning process.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter focuses on research design, research method, data source ,target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis.

3.2. The study design

The study is designed to obtain pertinent information on Gambella secondary school teachers' job motivation in Gambella town. For this study, descriptive survey method would employee as Best & Kahn (1999) confirmed for its relevancy. Descriptive survey helps to describe and interpret the trend of event that exist now and existed in the historical research and that influence on the present situation. Similarly, it is chosen that when a researcher wants to adopt for collecting the relevant data at a particular point in time and use it to describe the nature of existing conditions as well as the techniques to be used on the current status of the phenomenon that cannot be directly observed.

3.3. Sampling Approach

In this study, both quantitative and qualitative research approaches were used for this study. Quantitative research approaches which emphasize objective measurements and the statistical, data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques would be used. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Belmont, 2010). This method is selected to answer the quantitative research questions which required a considerable number of participants to enable generalization of the results (Muijs, 2004:44). According to Anderson (1990), a survey is an instrument that is used to collect data to gather information that describes one or more characteristics (such as beliefs, attitudes, behavior and demographic composition) of a specific population.

The qualitative phase or second phase of the empirical study such as interview would be conducted as a follow up of the quantitative results used to gain an in-depth understanding of the results from the questions asked in the quantitative phase of the research. Individual interviews should also be carrying out with a sample that would be purposefully selected from the educational experts of participants used in the quantitative phase.

3.4. Sources of Data

For data collection, both primary and secondary sources of data were employed. The data were gathered from school teachers and their principals as well as Gambella town officials, supervisors as well as leader of teachers' associations. The existing situation were hard to collect from respondents by using the primary data collection methods. The major sources of data for this study were all those available secondary school principals. But for teachers' appropriate sampling technique of random samples taken. The secondary sources of data were those collected from relevant published and unpublished office policy documents.

3.5. Target Population

The target population of this study were from teachers, principals, and the town educational experts. Gambella town has 5 target high schools namely Gambella Secondary High School (196 teachers), New Land Secondary High School, Elay High School, Hope Enterprise High School and Don Bosco High School. Out of the total, the first three secondary and preparatory school was selected with random method. On the other hand, the administrative personnel that include supervisors' education officials and teachers associations were taken through purposive sampling those needed for interview and focus group discussion.

3.6 Sampling size and Sampling Procedures

3.6.1 Sample Size

Kothari, (2004) defines sample as the selected few items from the universe which researcher is interested in gaining information and drawing conclusion. Since the while population cannot be part of the study, the study adopting a number of techniques to obtain its sample. A total of 222 respondents involved in the study whereby 190 of secondary teachers and 51 preparatory

teachers were selected randomly and the purposive sampling technique. On other side 96 supervisors which are both secondary and preparatory as well as 2 town educational officers were shown in the Table form.

Table 3.1. Summary of Respondent sample size

S/N	Categories of Population	Sample size		
		M	F	T
1	Secondary school teachers	116	80	196
2	Preparatory school teachers	47	4	51
3	Gambella Town education officers	81	15	96
4	Secondary school supervisors	1	-	1
5	Preparatory school supervisors	1	-	1
	Total	246	99	345

3.6.2 Sampling Procedure

Sampling is a strategic attempt to establish 1a corresponding relationship between the research questions and the interviewees (Bryman, 2004). While random sampling is used for teachers purposive sampling procedure was to select the few key informants by virtue of their position, knowledge and experience they possess on education.

During purposive sampling those picked were 2 district education officers, 196 secondary and preparatory school inspectors. Random sampling was considered for 96 secondary school teachers and 51 preparatory school teachers. Thus the researcher selected sample size with total number of 345 including male and female respondents.

3.7. Instruments of Data Collection

This study has used questionnaire and interview formats to collected primary data.

3.7.1. Questionnaire

At first place, the questionnaire set which includes both closed and open- ended item was developed based on the research objectives. These questionnaires was somehow modified taking from previous thesis to make items convenient for the secondary school's teachers in Gambella. All the questions were written in simple English so that the respondents can easily understand it.

The final part of the questionnaires for both the teachers are 5.1% and the educational administrators were 0.02% and to investigate on the current teachers' motivation in their job at school.

3.7.2. Interview format

To make the study more comprehensive and reliable semi-structured interview were developed in order to get information on the trends of teachers' job motivation and to cross check teacher's response towards motivational factor in what extent that affects teachers' job motivation. To ensure effective communication between the interviewer and the respondent, the interview and group discussion items would be in English for the interviewer and interviewees. Most of the number of respondent and interviewer are 53 for both teachers, educational officers, school principals, units leaders, home room teachers, program units and school supervisors were interviewed in their particular schools and offices.

3.7.3. Relevant documents

According to Abiy et al.) document analysis can give an expert understanding of the available data and also it is cheap. Document analysis is also another tool use to collect data for this study. In this regard, documents such as the teacher manual in the school, strategic and annual plans, community participation documents and different educational statistic annual abstracts of the Gambella education bureau would be consulted during the analysis and interpretations of the collected data.

3.8. Methods of Data Analysis

The responses from the questionnaires distributed to the respondent were tabulated and then analyzed using frequency and percentages. The interview responses were transcribed and organized around common themes so that it was possible to analyze qualitatively using statements.

3.9. Ethical consideration

According to (Cohen et al., 2007) confidentiality and anonymity of the respondents would be emphasized to protect their privacy and the dignity. The research clarified to all respondents the very objective this research so that they cooperate on their free will and on their convenient time.

They were informed that it was about Teacher's Motivation on their job teaching in schools and how significant it is to the system of education.

Besides due attention was taken to the culture and tradition of the study population to which it was respected duly. Overall, at the time of the research the respondents were taken in to account throughout the process of study with respect and the researcher pledged to insure the respondents to answer in privacy and safety.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

Introduction

In this chapter, data gathered from both primary and secondary sources through the questionnaires and interview tools were analyzed, presented and interpreted in relation to basic research questions and the main research objectives stated so far. Data collected through questionnaires were analyzed by using descriptive statistic of frequency and percent depicted in tables and then interpreted qualitatively and quantitatively.

4.1 Demographic characteristics of respondents

The first part of the questionnaire is about the demographic or background information of the respondents. It covers the personal data of respondents, such as gender information, age, work experience, marital status, educational background and occupation/ position. The following tables depicted the variables in demographic characteristic of the respondents.

Table 4.1 Gender and age characteristics of the respondents ($n = 250$)

<i>S/No</i>	<i>Personal variables</i>		<i>Frequency (N=250)</i>	<i>Percentage (% 100)</i>
<i>1</i>	<i>Gender</i>	<i>a) Male</i>	<i>135</i>	<i>54%</i>
		<i>b) Female</i>	<i>115</i>	<i>46%</i>
<i>2</i>	<i>Age (in years)</i>	<i>a) < 30</i>	<i>65</i>	<i>26%</i>
		<i>b) 31-35</i>	<i>90</i>	<i>36%</i>
		<i>c) 36-40</i>	<i>55</i>	<i>22%</i>
		<i>d) >41</i>	<i>40</i>	<i>16%</i>

Source: Field Sample Survey, May 2021

The demographic data for gender shows that out of the total frequency of 250 sample respondents, 135 were males and 115 were females. Based on table 4.1, it is shown that the male respondents formed a slight majority of the target population with a percentage of 54%, while

female respondents were representing 46%. Therefore, the majority respondents in the targeted schools were male participants.

The sample population age distribution which is clearly depicted in table 4.1, was largely dominated by respondents who are at the age of 31-36 years old covering 90 (36%). The next higher group was 65 (26%) that fall under the categories of age ranges below 30 years. The remaining groups 55(22%), and 40(16%) were under the age categories of 36-40 and age greater than 41 above respectively. Here the data indicated that most of the teaching staffs were in the maturity age that had contributed for the development of education sectors in Gambella town. In the other hand, they are more likely satisfied than their counterpart, young teachers. And in term of gender, as female teachers are fewer than male ones, males’ teachers are more satisfied and motivated than females teachers.

Table 4.2. Educational level of the respondents (n = 250)

<i>S/No</i>	<i>Personal variables</i>		<i>Frequency</i> (N=345)	<i>Percentage</i> (% 100)
4.1	<i>Qualification</i>	<i>a) Diploma</i>	60	0.6%
		<i>b) Bachelor degree</i>	188	1.88%
		<i>C)Masters degree</i>	97	9.7%

Source: Field Sample Survey May, 2021

It can be seen from the same table 4.2 above that respondents hold a range of educational qualification holding from diploma to master’s degree. The majority of the sample group to hold first degree which accounted for 188(1.88%). While the diploma holders were 60(0.6%) and the master’s degree holders were 97(9.7%) out of a total of 345 respondents. So it can be concluded that the majority of the respondents were holding the required educational staff mix by qualification in which most of them were bachelor degrees as prescribed by MoE for secondary schools level.

Table 4.3 Distribution of Teachers by Teaching Experience (n = 345)

<i>S/No</i>	<i>Personal variables</i>	<i>Frequency</i> (N=345)	<i>Percentage</i> (% 100)	
4.1	Teaching Experience (In years)	a) 2 -5	78	22.60%
		b) 6 - 10	53	15.36%
		c)11 - 15	60	17.39%
		d) 16 - 20	39	11.30%
		e) Over 20	115	33.33%

Source: Field *Sample Survey* May, 2021

Table 4.3 shows that the respondents have served in as a teacher from two years up to above 20 years. The majority of the respondents have served from 20 and above experience as teachers in education. These accounted for 95(38%) of the study sample groups. The other respondents 47(18.8%) worked between 16-20 years while the respondents who have served for 6-10 years with a frequency of 39 representing the 15.6%. Again the 11-15 years of service category were 35 or 14 % of the total respondents, while the respondents who served from 2-5 years were 34 or 3.6% of the total.

According to the table 4.3 above, as government employees, teachers of Gambella town were largely dominated by those workers who served from above 20 years. That is we find larger proportion or most of the respondents have served for many years as teachers in such hot region in Gambella.

4.2. Factors Affecting Teachers` Work Motivation

It is claimed that school teachers are mainly motivated by the relationship with their students and working with children. Despite this general attitudes job related encounters and rights affect their efficiency and overall motivation or satisfaction to towards the job. However, the following factors posts a threat to the motivation of teachers` work in schools for instance, workload, salary, recognition, teachers` accountabilities, career developments, institutional environments, teachers` voices, materials and facilities.

Table 4.4. Responses on pay and salary as factors affecting work motivation of *Teachers
(*n* = 250)

	Question items (pay and salary as factors)	Sd.Ag (1)		Disagr ee (2)		UnD. (3)		Agree (4)		St.Ag (5)	
		<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
4.1	I feel dissatisfied with their present salary	27	10.8	45	17.6	50	20.0	67	26.8	61	24.4
4.2	The income is not sufficient to support myself and the family.	29	11.6	43	17.2	30	12.0	77	30.8	71	28.4
4.3	Lack of incentives and fringe benefits like house allowance and health care has led them to a feeling of dissatisfaction	30	12.0	42	16.8	33	13.2	74	29.6	71	28.4
4.4	Better pay is offered to non-teaching occupations which require the same qualification and service year.	50	20.0	52	20.8	35	14.0	62	24.8	51	20.4
4.5	I feel their present job cannot help them to achieve the economic goal they have set for themselves.	29	11.6	40	16.0	35	14.0	74	29.6	72	28.8
4.6	I feel lack of bonus for secondary school teachers contribute to teachers' weak performance.	39	15.6	42	16.8	45	18.0	62	24.8	62	24.8
4.7	I feel that not paid a fair salary for the work they do.	41	16.4	44	17.6	40	16.0	60	24.0	65	26.0
4.8	I think lack of rewards for outstanding performance may Cause teaching staff weak performance	43	17.2	39	15.6	41	16.4	58	23.2	69	27.6

Source: Field Sample Survey May, 2021

Attitude measurement (Likert) Scales: St.Ag.=Strongly agree (5); Ag. = Agree (4);
UnD = Undecided (3); Disagree= (2); Sd.Ag =Strongly disagree (1);

In item 1 of Table 4.4, the respondents agreed 62(24.8%), 52(20.8%), 51(20.4%) and 50(20%) replied as disagree, strongly agree, and strongly disagree respectively. The remaining 35(14%) said undecided. In question item 5 majority of 74(29.6%), 72(28.8%) responded agreed and strongly agreed, while 40(16%) and 35(14%) were disagreed and undecided with the remaining 29(11.6) were strongly agreed. These indicate that the existing many teachers felt dissatisfied with their salary, the lack of income, lack of incentives and fringe benefits and house allowances and they think lack of rewards which are necessary for outstanding performance may cause teaching staff to have weak performance.

4.3 Effect of School Environment on Teacher Motivation

In this section the researcher were did his best to assess the school environment on teachers motivation, on how they had been teach as well as their relationship with their environment.

Table 4.5 Teachers' Responses on their work environment (n= 250)

	Question items	Sd.Ag (1)		Disagree (2)		UnD. (3)		Agree (4)		St.Ag (5)	
		n	%	n	%	n	%	N	%	n	%
5.1	I think less respect from students affect the teaching performance.	5	10	7	14	10	20	12	24	16	32
5.2	I think a low social status of teaching profession in secondary	4	8	6	12	20	40	12	24	8	16
5.3	I think lack of work autonomy in secondary schools affect my working motivation.	11	22	5	10	9	18	10	20	15	30
5.4	I think heavy workload is one	12	24	8	16	14	28	7	14	9	2

	of the major factors affecting my teaching attitude/ performance.										
5.5	I think performance evaluation on the bases of political attitude affects my job performance in secondary schools.	25	50	3	6	7	14	10	20	5	10
5.6	I think lack of recognition from concerned bodies may affect my interest in teaching.	5	10	4	8	10	29	17	34	8	16

Source: Field Sample Survey May, 2021

*The discussion and interpretation on this researcher at this above table of school work environment are. **Scales:** St.Ag.=Strongly agree (5); Ag. = Agree (4); UnD = Undecided (3); Disagree= (2); Sd.Ag =Strongly disagree (1);*

4.4 Effect of Students disciplinary problems

In this section the researcher has tried to investigate students' disciplinary problems as a factor that affects teachers 'motivation and its impact on teachers' performance and the result is presented as follows.

Table 4.6 Teacher Responses on Students’ Disciplinary Problems (n= 250)

	Question items	Sd.Ag (1)		Disagr ee (2)		UnD. (3)		Agree (4)		St.Ag (5)	
		n	%	n	%	n	%	N	%	n	%
6.1	I think verbal attack and physical violence of some students’ on my profession force them to leave secondary schools.	21	42	3	6	7	14	8	16	12	24
6.2	I feel disrespect and misbehaving of some secondary school students is one of the major causes for lack of motivation.	10	20	4	8	12	24	21	42	3	6
6.3	I think more freedom is given to students than teachers in school	9	18	8	16	19	38	10	20	6	12
6.4	I think a seriously deficient student’s academic performance is a source of the disappointment in their job.	15	30	8	16	3	6	1	2	23	46
6.5	I think student’s negligence in doing assignments, home works and other activities affects their interest of teaching.	20	40	4	8	1	2	6	12	9	18

Source: Field Sample Survey May, 2021

Scales: St.Ag.=Strongly agree (5); Ag. = Agree (4); UnD = Undecided (3); Disagree=(2); Sd.Ag =Strongly disagree (1);

As it can be observed question item 6.1 from the table 4.6 above, refers to verbal /physical violence from students. About 21(42%) of the respondent strongly agreed with the disrespect and misbehaving of some secondary school students is one of the major causes for lack of motivation, while, 12% strongly disagreed and the remaining 23 %, 9% and 14% were agreed,

disagreed and undecided on this issue respectively. From this data in table 4.6, among 21(42%) of the respondents were agreed that they think more freedom is given to students than teachers in school, while 24%, 20%, 8% and 3% were neutral, strongly disagreed and strongly agreed respectively about freedom given to students than teachers in the sampled schools.

In question item 6.4 above, the majority of the respondents 23(46%) think student's negligence in doing assignments, home works and other activities affects their interest of teaching while 15 (30%) strongly disagreed, 8(16%) disagreed, 3 (6%) agreed and 1(2%) were neutral. Due to above reasons, there were disrespect and misbehaving of some secondary school students is one of the major causes for lack of motivation, think more freedom is given to students than teachers in school and think student's negligence in doing assignments, home works and other activities affects their interest of teaching dissatisfied with the existing factors that affecting the teachers motivation in secondary school.

4.5 Administration problems effect on teachers motivation

In this section administration problem was included as a factor affecting teachers' motivation and its impact on teachers' performance and the result presented as follows.

Table 4.7 Teacher responses on administration problems (n= 250)

	Question items	Sd.Ag (1)		Disagr ee (2)		UnD. (3)		Agree (4)		St.Ag (5)	
		n	%	N	%	N	%	n	%	n	%
7.1	<i>I feel teachers do not have freedom to make their own decision- regarding teaching learning process.</i>	3	6	19	38	12	24	7	1	9	18
7.2	<i>I think school principals evaluate performance of teachers on the basis of political activities and ideologies</i>	3	6	1	2	12	24	5	10	29	58
7.3	<i>I think school management and supervisors in the course of supervision always give criticism of teacher's work and they are sometimes fault finder</i>	2	4	10	20	8	16	24	48	6	12
7.4	<i>I feel school principals do not treat all teachers equally as per school rule and regulation</i>	11	22	1	2	9	18	12	24	17	34

Source: Field Sample Survey May, 2021

Scales: St.Ag.=Strongly agree (5); Ag. = Agree (4); Und = Undecided (3); Disagree= (2); Sd.Ag =Strongly disagree (1);

As in Table 4.7 above, for question item 7.1, it was shown that many of the respondents 38% were strongly disagreed with their feeling teachers do not have freedom to make their own decision- regarding teaching learning process whereas only 27% of the respondent agreed with

this idea and the remaining 6%, 5%, and 7% strongly agreed, disagreed and undecided (neutral) respectively.

Question item 7.2 indicated that they think school principals evaluate performance of teachers on the basis of political activities and ideologies as 58% strongly agreed, while 24% were undecided or neutral, the remaining 10%, 6% and 4% were agreed, strongly disagreed and disagreed. By referring question item 7.3, we find that about 24 (48% of the respondents were agreed while 10 (20%) were disagreed and the other remaining 16%, 12% and 2% were neutral, strongly agreed and strongly disagreed on the issue that they think school management and supervisors in the course of supervision always give criticism of teacher's work and they are sometimes fault finder on teachers motivation in school. Final question item 7.4 is on how they feel towards their school principals as not treating all teachers equally as per school rule and regulation. The majority of respondents with frequency of 17(34%) were strongly agreed while 12 (24%) agreed and other remaining respondents 22%, 18% and 2% were strongly disagreed, neutral and disagreed respectively.

4.6 School Staff Dissatisfaction as resulting in Weak Performance

In this section the researcher tried to investigate the factors affecting teachers' motivation and its impact on performance. The respondents were further asked to mention other factors influencing job satisfaction among teachers. The following factors were mentioned: lack of better terms of service, favoritism, lack of refresher courses and lack of appreciation of the extra efforts placed by teachers.

In an interview with the principals on ways by which job satisfaction affect teacher motivation, they mentioned that satisfied teachers are motivated to work and help students to pass their exams besides the difficulties. On the other hand, they mentioned that teachers who are demotivated are not concerned about student's performance thus affecting the school performance the data obtained from the field survey presented and summarized as follows.

Table 4.8 Teacher response on dissatisfaction and weak performance (n= 250)

	Question items	Sd.Ag (1)		Disagree (2)		UnD. (3)		Agree (4)		St.Ag (5)	
		n	%	N	%	N	%	n	%	n	%
8.1	Lack of facilitating teachers' promotion by improving Salary and other benefits.	7	14	3	6	5	10	23	46	15	30
8.2	Lack of assigning qualified and experienced teachers and increase support.	15	30	20	40	5	10	3	6	7	14
8.3	Absence of increasing status of teaching profession through giving recognition to teachers.	7	14	3	6	5	10	24	48	11	22
8.4	Absence of teachers' work freedom in teaching –learning process.	10	20	5	1	21	42	2	4	12	24
8.5	Minimizing Student's disciplinary problems by properly applying the school rule and regulations set by ministry of education.	2	4	16	32	18	36	5	10	9	18
8.6	Lack of giving due attention for teachers' interest than daily routine activities.	5	10	14	28	5	10	22	44	4	8

Source: Field *Sample Survey* May, 2021

Scales: St.Ag.=Strongly agree (5); Ag. = Agree (4); Und = Undecided (3);
Disagree= (2); Sd.Ag =Strongly disagree (1);

Table 4.8 depicted that respondents' responses on staff dissatisfaction as it affects work performance. To describe the perception, statements were designed and the result of the data presented as follows. The first statement in the table (4.6) was principal's reluctance or the "lack of facilitating teacher's promotion by improving salary and other benefits. As regards this, 23(46%) of teacher respondents were agreed and the others rating amounted to 15%, 14%, 10% and 6% to show as strongly agreed, strongly disagreed, neutral and disagreed respectively.

Second item was about lack of assigning qualified and experienced teachers and to increase support. So, about 20(40%) of the respondents were found disagreed while 15(30%) were strongly disagreed and the remaining 17%, 10% and 6% were agreed, strongly agreed and agreed respectively.

The question item pointing to the absence of teachers' professional / work freedom in teaching – learning process about 21(42%) of the respondents replied as undecided or not willing to express their satisfaction while 16(32%) were disagreed and the others 18%,10% and 4% were agreed, strongly disagreed and strongly disagreed respectively.

Under the question of lack of giving due attention to teachers' interest than daily routine activities, the majority of the respondents 22 (44%) replied as agreed while 14(28%) were disagreed and the rest 10%, 10% and 8% were strongly disagreed, strongly agreed and neutral.

From these responses, it was concluded that employees were dissatisfied with their salary lack of benefit packages and recognition and promotional practice are unfair. So the motivational practice should be designed carefully so as to improve teachers' motivational performance.

4.7 Discussion

These findings are consistent with reports and in the literature from the work. They noted that the highly motivated individuals are more likely to work conscientiously and well. The current findings suggest further that highly motivated teachers would rather remain in teaching than change to another job. Several published studies (e.g. Roness, 2011; Wadsworth, 2001) have found that in countries of higher standard of living and middle income economies, it generally believed that the majority of motivated teachers stated that they would choose teaching if they were to begin a new job, indicating a preference to remain in the teaching profession.

These findings are consistent with those of a study by Hellsten and Prytula (2011), who report that teachers were motivated by several factors including their payment salary, allowance, house rent, and other benefits. They are also very much in line with a study conducted in Saudi Arabia by Shoaib (2004), showing that salary was one of the extrinsic factors motivating teachers but that it was not significantly influential, affecting teachers' motivation less than a number of other influences. Some interviewees indicated that they were motivated by delivering the lessons so as to provide knowledge, being solely responsible for ensuring the delivery of such subject knowledge to their students. To them highly qualified teachers are likely to be relatively dissatisfied with their jobs and may seek job opportunities other than teaching which they see as more rewarding and commensurate with their academic qualifications.

According to Abiy et al.) document analysis can give an expert understanding of the available data and also it is cheap. Document analysis is also another tool use to collect data for this study. In this regard, documents such as the teacher manual in the school, strategic and annual plans, community participation documents and different educational statistic annual abstracts of the Gambella education bureau would be consulted during the analysis and interpretations of the collected data.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The purpose of this study was to assess the teachers' work motivation. The study attempted to answer the following basic research questions.

1. What is the current status of teacher's motivation in the study area?
2. What factors affect teachers' motivation in the selected schools?
3. How is the teachers' socio-demographic variables related to their level of motivation?

As its main objective, this research embarked to identify the current teachers' motivation of Gambella secondary school in Gambella town. It also tries to examine whether there is any relationship between the personal backgrounds attributes like educational level, salary, age, experience of teachers and their job motivation?

Obviously, their effectiveness is based on the achieved level of professional competence. Teachers' competence is the system of knowledge, skills, personal characteristics, abilities, and motivational dispositions which provide the effective realization of teaching. Teachers are, arguably, the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. So, unless employees are intrinsically and extrinsically motivated, the performance of the teachers is affected either directly or indirectly.

There is ample literature on motivation of workers in organizations. Simply defined, motivation ascribes to willingness to exert high level of effort towards organizational objective and goals. Or, motivation is a goal directed behavior with efforts directed towards consistent with organizational goals and also plays an important role in changing an individual's attitudes, perception, beliefs, feeling, behaviors, commitment, confidence, competent to achieve schools objectives and goals. So, teachers should be motivated and contribute their effort towards the achievement of the secondary schools' objectives and goals. Motivation, therefore, must consider the strength of the drive toward an action (Sarkar, 2000). Besides, teachers have different needs,

desires, and commitment that influence their motivation and which must be met from time to time with direct support from those concerned. That is, secondary schools should properly motivate teachers who could achieve the desired goals.

Their individual feelings may arise as result of several factors. 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. Also, the Ministry of Education, demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2004). It is clear that to improve quality of education, teachers should be motivated properly. It is based on this that an unsatisfied need would only arouse the person to work that which would be sustained until satisfaction had been attained (Oladele, 2005). Given the above conceptions, the study attempted to collect data, analyzed and findings are obtained. The researcher need to focus on summarized as below.

- Data collected through questionnaires were analyzed by using descriptive statistic of frequency and percent depicted in tables and then interpreted qualitatively and quantitatively.
- The demographic data showed the majority respondents in the targeted schools were male participants. Most of the teaching staff were in the maturity age that had contributed for the development of education sectors in Gambella town.
- The majority of the respondents were holding the required educational staff mix by qualification in which most of them were bachelor degrees as prescribed by MoE for secondary schools level. Again, we find larger proportion or most of the respondents have served for many years as teachers in such hot region in Gambella.
- It was also found out that mostly suggested that school improvements, meaningful professional development and supportive teacher evaluation are means to improve their motivation.
- Teachers in the study felt dissatisfied with their salary, the lack of income, lack of incentives and fringe benefits and house allowances and they think lack of rewards which are necessary for outstanding performance may cause teaching staff to have weak performance.

- Among the respondent teachers, 21(42%) sagreed that they think more freedom is given to students than teachers in school when indeed they find student's negligence in doing assignments, home works and few revert to uncanny activities that affect their interest of teaching to be dissatisfied with the existing factors and lower their motivation
- About 24 (48%) of the respondents think school management and supervisors, in the course of supervision, always give criticism of teacher's work, especially school principals as not treating all teachers equally as per school rule and regulation.
- Majority of teacher respondents focused on challenges to be removed or principals lack of giving due attention for teachers' interest for extrinsic (salary , fringe benefits) or intrinsic (conducive work environment, respect) motivational needs satisfaction as much as they can with higher authorities than daily routines.

5.2. Conclusion

Management of teachers' motivation in secondary and preparatory school is necessary because it enables the school to survive and produce quality education for the benefits of individuals. Efficiency and effectiveness professional competence in secondary and preparatory school results from factors that motivation of human resource, working competences among teachers which depends on skills and knowledge.

Motivation is regarded as important for effective in teaching and learning process. So this cannot be obtained without able education administration and in this case, Gambella regional state to motivate secondary and preparatory schools teachers terms of good working conditions, good salaries and materials which that can enhance teachers to be satisfied and thereby can support them in the work.

5.3. Recommendations

Based on the consideration of the factors that affect teacher's work motivation, the researcher has come out with the following recommendations which should put forwarded and considered in order to rectify the situation.

- The education sector in Gambela should improve the working environment and working conditions in secondary and preparatory school. This can be achieved through establishing friendly environment both working and living environment. Some social and basic services should be improved and modified.
- The Regional government pay due attention to improve teachers' allowances, salaries and other benefits on stated promotion criteria and on certain merits to enhance their satisfaction level that has impact on students learning achievement and improved quality of education
- The school management, given their specific contacts and resources have to try find other alternatives in providing incentives to teachers rather than depending on increase of salaries and on the benefits from the government. This help to minimize complains hence increase morale and commitment and increase motivation. The roles and responsibilities are to be reformed and defined clearly by the schools administrators.
- The educational office and other concerned bodies should work on teacher's fringe benefits, as well as on creating better working environment. It should work on minimizing students disciplinary problems without delay.
- The school administration has to deal with problems arising by allowing teachers to be participant in decision making regarding teaching and learning process, evaluating teacher's performance given actual condition to their level best.

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APPENDICES

Appendix A.

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

Questionnaire to be Filled in by Teachers

General Direction:

The main purpose of this questionnaire is to collect necessary data for my M.A study on the topic entitled ‘Assessment of Teachers Work Motivation of Glabella Region: The Case Secondary and Preparatory Schools In Gambella Town’ thereby to come up with some workable solutions to overcome the existing problems. The outcome of this study will highly depend upon your responsible, sincere and timely response. Therefore, you are kindly requested to fill the questionnaire honestly and with great responsibility as per the instruction. Your responses will be read only by the researcher and used only for academic purpose. Moreover, your identity will be kept strictly confidential.

Please indicate your response by putting a tick (✓) next to the option that applies to you.

I. Background Information

Instruction:- *Some characteristics of Teachers are given below. Please respond either by filling in the blank space or by circling the letter of the appropriate response.*

1. Woreda/ Town’s Administration _____

2. School _____

3. Sex: - a) Male () b) Female ()

4. Your educational Qualification: -a) Diploma () b) BA Degree () c) MA Degree () d) If any other, please specify _____

5. Years of service

a) Below 26 years () b) 26-29 years ()

c) 30-35 years () d) 40 years or above ()

6. Items Related to teaching profession and work motivation effects

For the following questions please respond by marking ‘X’ or √” against the response you think most appropriate.

1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree)

<i>S/No</i>	<i>Factors of dissatisfactionpay & rewards, fringe benefits Items</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
6.1	<i>I feel dissatisfied with their present salary</i>					
6.2	<i>The income is not sufficient to support myself and the family.</i>					
6.3	<i>Lack of incentives and fringe benefits like house allowance and health care has led them to a feeling of dissatisfaction.</i>					
6.4	<i>Better pay is offered to non-teaching occupations which require the same qualification and service year.</i>					
6.5	<i>I feel their present job cannot help them to achieve the economic goal they have set for themselves.</i>					
6.6	<i>I feel lack of bonus for secondary school teachers contribute to teachers’ weak performance.</i>					
6.7	<i>I feel that not paid a fair salary for the work they do.</i>					
6.8	<i>I think lack of rewards for outstanding performance may Cause teaching staff weak performance</i>					

6.9 Please mention any other factor(s) related to salary you think affect the teacher's motivation and performance which are not listed in the table above.

7. Items Related to Characteristics of the Work Environment

For the following questions please respond by marking ('X' or √) against the response you think most appropriate. 1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree)

S/No	Status of recognition Items	5	4	3	2	1
7.1	I think less respect from students affect the teaching performance.					
7.2	I think a low social status of teaching profession in secondary					
7.3	I think lack of work autonomy in secondary schools affect my working motivation.					
7.4	I think heavy workload is one of the major factors affecting my teaching attitude/ performance.					
7.5	I think performance evaluation on the bases of political attitude affects my job performance in secondary schools.					
7.6	I think lack of recognition from concerned bodies may affect my interest in teaching.					

7.6. Please mention any other environmental factor(s) that cause teaching staff to be weak performer and poorly motivated which are not mentioned above.

8. Items Related to Students' Disciplinary Problems

For the following statements please respond by marking 'X' or '√') against the response you think most appropriate. (1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree).

S/No	Students' Disciplinary Problems... Items	5	4	3	2	1
8.1	I think verbal attack and physical violence of some students' on my profession force them to leave secondary schools.					
8.2	I feel disrespect and misbehaving of some secondary school students is one of the major causes for lack of motivation.					
8.3	I think more freedom is given to students than teachers in school					
8.4	I think a seriously deficient student's academic performance is a source of the disappointment in their job.					
8.5	I think student's negligence in doing assignments, home works and other activities affects their interest of teaching.					

8.6. If there is any other Students' Disciplinary Problems please specify?

9. Items Related to Administrative Problems

For the following questions please respond by marking 'X' or '√') against the response you think most appropriate. (1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree)

S/No	Items	5	4	3	2	1
9.1	I feel teachers do not have freedom to make their					

	<i>own decision- regarding teaching learning process.</i>					
9.2	<i>I think school principals evaluate performance of teachers on the basis of political activities and ideologies</i>					
9.3	<i>I think school management and supervisors in the course of supervision always give criticism of teacher's work and they are sometimes fault finder</i>					
9.4	<i>I feel school principals do not treat all teachers equally as per school rule and regulation</i>					

9.5. If there is/are any other factor(s) Related to Administrative Problems please list down.

10. Items Related to Staff work dissatisfaction and weak performance

For the following statements please respond by marking 'X' or '√') against the response you think most appropriate. (1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree)

S/No	Items	5	4	3	2	1
10.1	Lack of facilitating teachers' promotion by improving Salary and other benefits.					
10.2	<i>Lack of assigning qualified and experienced teachers and increase support.</i>					
10.3	<i>Absence of increasing status of teaching profession through giving recognition to teachers.</i>					
10.4	Absence of teachers' work freedom in teaching – learning process.					
10.5	Minimizing Student's disciplinary problems by properly applying the school rule and regulations set by ministry of education.					
10.6	Lack of giving due attention for teachers' interest					

	<i>than daily routine activities.</i>					
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10.7. Please write other factors that can affect teachers' motivation and performance on the space provided below

APPENDIX II:

Questionnaire For Principal And Vice Principles

Section A: Background Information

1. Gender: a. Male () b. Female ()

2. What is your highest academic qualification?

a.. Bachelors Degree () b.. Master's Degree ()

c.. Any other (specify)_____

3. Age Bracket

a.. 18-25 Years ()

b.. 26-35 Years ()

c.. 36-45 Years ()

d.. 46-55 Years ()

e.. Above 55 Years ()

4. How long have you been in the teaching profession?

a.. less than two years ()

b.. 2-5 yrs ()

c.. 6-10 yrs ()

d.. 11-15 yrs ()

e.. Over 15 years ()

SECTION B: JOB SATISFACTION

5. Are you satisfied with your job as a principal or vice principal? Yes () No ()

Briefly explain your answer? _____

6. The following are the perceived factors influencing job motivation among vice principal and principal. Please indicate the extent to which each of the factors has affected job satisfaction in among teachers in your school?

1- Very large extent 2- Large extent 3- Moderate extent

4- Small extent 5- No extent at all

<i>S/No</i>	<i>Factors</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
6.1	<i>Leadership and the job itself</i>					
6.2	<i>Perceived fairness in teacher promotion system</i>					
6.3	<i>Promotional opportunity else where</i>					
6.4	<i>Work environment/condition</i>					
6.5	<i>Supervision practices</i>					

APPENDIX B

Interview questions for school supervisors

The Interview question is to be responded by school supervisors of Gambella Town Administration, Gambella Regional States.

To the Respondents:-

1. What are the major factors that affect teachers' work motivation and performance in selected secondary schools in Gambella town?

2. What is the current status of teachers' work motivation and performance in these secondary schools of Gambella town looks like at the present?

3. What do you think the commitment and interest of teachers currently in teaching in your school is good enough?

4. What should be suggested as supervisors to improve teachers' work motivation and performance in secondary Schools of Gambella town?

APPENDIX C:

Interview Schedule for Principals

1. For how long have you served as a school principal? _____

2. Are you satisfied with your work as a school principal? _____

Yes [] No [] Briefly explain your answer?

3. In what ways does job satisfaction affect teachers motivation?

4. How does teacher training and development affect their motivation?

5. How does reward system affect teacher's motivation?

6. How does work environment affect teachers' motivation?
