

FACTORS AFFECTING TEACHERS' WORK MOTIVATION
IN KIRKOS SUB-CITY GOVERNMENTAL PRIMARY
SCHOOLS IN ADDIS ABABA CITY GOVERNMENT

BY

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DEPARTMENT OF CURRICULUM AND
TEACHERS PROFESSIONAL DEVELOPMENT
STUDIES

JUNE, 2014

ADDIS ABABA

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A THESIS SUBMITTED TO THE DEPARTMENT OF ADDIS
ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
ARTS IN CURRICULUM AND INSTRUCTION

JUNE 2014

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ACKNOWLEDGMENTS

First of all, I owe a sincere thanks and recognition to my advisor, Ato Lemma Setegn for all his guidance and tireless support from the beginning up to the end of this research paper.

My heartfelt thanks to my wife w/ro Habtam kibret for all aspect of her contribution and morale incentives. My great gratitude reaches to all my school colleagues. Particularly, to Abebe Eshete , Betel Gashaw, DinbereshTekele, Kassaye Reta, Eleny Tilahun and Anteneh Tesfaye.

I owe a real debt of gratitude to my family, particularly, my father Ato Alemayehu Agegnehu for all his support and morale initiatives.

My sincere thanks are also to Eshetu W/ Kerkose, Gessesse Abebe,Nigus Tilahun, Yitayal zelege and Seged Tila who helped me for all their initiative and morale support.

Lastly but not least thanks is for secretary kebedech Negusa who helped me in writing this paper.

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List of Acronyms

- ETP – Education and Training Policy
- CPD – Continuous Professional Development
- WEO – Woreda Education office
- VSO – Voluntary Service Overseas
- PDM – Participatory Decision- Making
- ILO – International Labor Office
- IIEP – International Institute for Educational Planning
- TPD – Teachers Professional Development
- MOE – Ministry of Education
- ICDR – Institute for curriculum Development and Research
- TTI – Teacher Training Institute

ABSTRACT

This study was conducted on the major factors affecting teachers' work motivation in kirkos sub-city governmental primary school in Addis Ababa city Government. Its major purpose was to identify teachers' work motivation. To study this, descriptive research (survey) method was employed to gather the required data from the specific populations' present condition. The target population of the study was primary school teachers and the samples were selected by using simple random sampling techniques. To this effect, a structured questionnaire was prepared and administrated to ninety-six teachers and structured interview question were prepared and conducted with to five principals, four woreda and one sub-city education experts as well as three sub-city Teachers' Association leaders. Data analysis was made using the Statistical Packages for Social Science studies (SPSS). Percentage, mean, standard deviation, t-test, correlation and one-way analysis of variance (ANOVA) to identify if there were difference, similarity and relationship among the respondents on several variables. Results of the study showed that, among the major factors that have been affecting teachers' motivation were poor payment, ineffective organization leadership and administration, low status of teaching as a profession and job design, poor interpersonal relationships among teachers' and administrators, ineffective supervision, lack of promotion and recognition, negative image of the society and students to the teaching professional, unsuitable working conditions and unclear organizational rule and policies. The study also revealed that among the factors that contributed to retain teachers in their institution which include the notion that teaching is better than other jobs in benefiting the society, the opportunity to be creative, opportunity for further education and thinking that teaching provides an opportunity to enjoying with young people.

CHAPTER ONE

Introduction

1.1 Background of the Study

Education is one of the main tools and a core element in building developed societies and human civilization. It is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (TGE, 1994:1). It is also a guide for cultural, political, social and economic development of a country. It is a means of developing citizens to cope with the intellectual, conceptual and attitudinal global changes (Herzberg, 1976).

Teachers play the most important role in the educational process. Through this education, they improve and develop the human mind. Moreover, teachers are the focal persons to achieve and implement the Ethiopia's educational objectives and goals. So, to achieve the educational objectives effectively, it is essential to keep motivated teachers in developing their performance. Motivated teachers are adjusted to do their jobs enthusiastically towards fulfilling the expected goals. For complete utilization of teachers, efforts and potentials, they must respect their profession and they should also be satisfied with it (ICDR, 1999).

In Ethiopia, motivation of teachers in performing their tasks and work is highly affected. Most teachers in the country could not fulfill much of their basic needs. Beyond this, their social status, recognition, advancement and acceptance by the community has deteriorated, many teachers are de-motivated and unsatisfactory in performing their work properly as well as they are ready to leave their profession as they get an opportunity and for better salary. Contrary to this, increased wage is not the only motivating factor for teachers' performance. According to Akililu (1967:15) "low salary and social status, lack of rewards and recognition by the school community and society, school mal-administration and classroom interaction with their students have a negative impact on teachers' motivation in their work."

Generally, we can say that schools can achieve their objectives if they have more motivated teachers than anything else (Ayalew, 1991:1). Less motivated teachers are likely to perform their expected duties less satisfactorily. 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 have 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, conducting a research to identify and indicate the main factors that motivate teachers in their work as well as those factors that hinder their motivation in Kirkos subcity government primary schools become a timely issue.

1.2 Statement of the Problem

As discussed above, education is universally recognized as a fundamental building block for human development and one of the strongest instruments in reducing poverty. It also enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. Moreover, Ethiopia runs forward to achieve and maintain the stated educational objectives and goals for the millennium development program. The key actors and the pillars to achieve these objectives and educational goals are teachers. However, now days, although teachers have huge responsibility for the mental and physical development of citizens, they need to be motivated and satisfied to perform their tasks efficiently and effectively. Other scholars like Adler (1986) and Herzberg (1966), proposed that to achieve one's organizational goals, it needs more motivated and satisfied workers in the organization. According to Herzberg (1966), the more the workers satisfy their demands and get their wishes, the more realization of workers' themselves and reaching their goals. He further stated those hygienic factors that are extrinsic to the job. According to Robbins (2001), motivation is a need satisfying process, which means when a person's needs are satisfied by certain factors; the person will exert superior effort toward attaining organizational goals. Locke (1976) noted that, job satisfaction most commonly affects a person's physical health, mental health and social life. Moreover, as Rain, Lane and Steiner (1991) wrote that job satisfaction is connected to life satisfaction, the more people satisfied with their jobs will 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. As stated in Lawyer (1973), employee pay satisfaction usually influences their job satisfaction. For this to happen, their needs should be fulfilled so that they could be motivated, otherwise they could not be encouraged enough to carry out their responsibilities.

Educational goals are instruments for the achievement of objectives of a country. So, a country can achieve its objectives only when educational goals are attained. It is un-denied that 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.

Some studies conducted in Ethiopia by researchers indicate the following. The work of Legesse (1994); Berhanemeskel, (2006); Dawit (2008), through they were not specifically aimed at the issue of work motivation in the Kirkos sub-city government primary school teachers ,they indicate that teachers are dissatisfied with many aspects of their job and living conditions which affect their determination to remain in teaching in primary schools.

Therefore, this study aimed to identify the main factors that affect teachers' work motivation in the selected government primary schools at kirkos sub-city.

1.3 Objective of the Study

1.3.1 General Objectives

The general objective of this study was identify the factors that affect of teachers' motivation in the education system in general and those factors that negatively influence the performance of teachers at the selected government primary schools of kirkos sub-city in Addis Ababa City Government.

1.3.2 Specific Objective

The specific objectives of this study were

1. To identify the extent of teachers' work motivation in the primary schools of kirkos sub-city.
2. To assess the factors that influence teacher's motivation in their work.
3. To assess whether there is any relationship between teachers' demographic variables and other characteristics (such as ages, sex, salary, experience, qualification, marital status, job security, personal life, working conditions, organizational policy etc...) or not with their motivation in the kirkos sub-city primary schools.
4. To identify the possible measures to be taken by the concerned stakeholders (at school, worda, sub-city and federal level) to enhance and motivate teachers.

1.4 Research Questions

In order to achievement the above stated objectives; the following basic questions were raised in the study.

1. To what extent teachers are motivated in their work in the selecting schools of the kirkos sub-city?
2. What factors influence teachers' work motivation in kirkos sub-city primary school?
3. Which teachers' demographic variables and other characteristics (such as ages, sex, salary, experience, qualification, marital status, job security, personal life, working conditions, organizational policy etc...) are related with their level of satisfaction or dissatisfaction?
4. What measures have been taken by the concerned stakeholders (at school, worda, sub-city or federal level) to enhance and motivate teachers?

1.5 Significant of the study

Assessing the major factors that affect teachers' working motivation in kirkos sub-city government primary schools is an important contribution for the process of motivating and enhancing teachers' productivity in their work. With regarding to this, the result of this study is expected in helping for different stake holders such as school leaders, worda ,sub-city and /or

federal educational administrators and experts, policy makers, curriculum planners and developers, educational trainers, program providers, research conductors, school teachers and students. Hence, the following main significances were maintained from the research:

- a/ It may provide valuable information for school directors, woreda, sub-city and /or federal educational experts to understand the current level of motivation of teachers.
- b/ The sub-city may benefit from the findings of the study that can identify the major factors and to make the required adjustments.
- c/ It may helps for policy makers, curriculum development and educational administrators to have valuable information.
- d/ Lastly, it may serve as a spring board for other similar research conductors.

1.6 Delimitation of the Study

Even though this study tries to show the important points related to the topic, it is only confined to some selected government primary school teachers in kirkos sub-city. In addition, the study was delimited to the factors that positively or negatively influence teachers' motivation in their work in kirkos sub-city government primary schools.

1.7 Limitation of the study

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

1.8 Definition of terms

Work: - is a task or a set of activity done to provide money for individual life.

Motivation: - is the driving force that cause, channel and moved to do something and achieve ones objective.

Status: - the social honor or prestige that a particular group is accorded by other members of society.

Profession:- an occupation usually involving relatively long and specialized preparation on the level of higher education and governed by its own code of ethics.

Needs:- the initiating and sustaining force of behavior that help to dictate once action.

Evaluation:- is the process of judging the value of something by using a standard of appraisal.

1.9 Organization of the Study

This research is organized into five chapters. The first chapter presents with background of the study, statement of the problem, Significant of the study, delimitation and limitation of the study.

The second chapter is concerned with the review of related literatures, while the third chapter deals with research design and procedure of the study. The fourth chapter is concerned with the result and discussion of the data. The fifth chapter brings to an end of this survey research with summary, conclusions and recommendations. At the end, bibliography and appendices are presented.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Definition of Work

Work, in its ordinary usage, holds the essence equivalent to job. As Locke (1976:11) said, a job is not an entity but a complex interrelationship of tasks, roles, responsibilities, interactions, incentives and rewards. Thus, a thorough understanding of job attitudes requires that the job be analyzed in terms of its constituent elements.

Accordingly, work is a label placed on sets of activities as they are socially related to others (Edwards, 1999). Thus, doing something for money is a clear case of socially defined work and it has become a means of social exchange to provide for our mutual lives. According to Steers & Porter (1983), Work is important in the lives of individuals for several reasons: First, there is a concept of mutual exchange which implies that a worker receives some form of rewards, either extrinsic or intrinsic, in exchange for his or her services. The reward might create a desire to leave or remain with the organization. Second, work has become a means of social functions. That means, the work place creates opportunities for interpersonal relationships. Third, individual's job is often a source of occupational status in a society. That means, work can be a source of social differentiation. Fourth, the meaning of it depends upon individual worker perception, from a psychological point of view; work can be an important source of identity, self – esteem, and self – actualization (Steers and Porter, 1983). Hence, the nature of the job and the meaning it has for the employee can have a significant impact on employee understanding and work behavior.

Hackman and Oldham (1976) suggested that jobs differ in the extent to which they involve in five dimensions: skill variety, task identity, task significance, autonomy, and feedback. They further suggested that if jobs are designed in a way that increases the essence of these core characteristics, three critical psychological states could occur in employees' mind:

- 1) Experienced meaningfulness of work, (2) experienced responsibility of work outcomes, and (3) experienced responsibility for work outcomes, and (4) knowledge of the results of work activities. According to Hackman and Oldham, when these critical psychological states are experienced, work motivation and job satisfaction will be high.

2.2 Definition of Motivation

As Abraham Maslow (1943) stated that “motivation is the driving force behind human behavior” motivation may be both internal as well as external. Motivation is thought to be responsible for “why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it ” (Dornyei , 2001).

Ryan and Edward (2000) state that, “to be motivated means to be moved to do something”. As Abraham Maslow (1954) stated that “Motivation is a process that starts with a physiological or psychological need that activates a behavior or a derive that is aimed at a goal.” He also stated that “motivation is the act of stimulating someone or oneself to get desired course of action, to push right button to get desired reactions.” However, they believe that arousing interest is not enough to be motivated. This interest should be sustained. In addition to this, time and energy should be invested and the effect which is required needs to be sustained so as to reach the aim.

On the other hand, motivation is a human characteristic, which contributes to a person’s degree of commitment. It includes the factor that cause, channel and sustain human behavior in a particular committed direction (Green, (2000). Thus, organizational goals are unattainable without the enduring commitment of members of the organization; so that the employers are obliged to provide the factors that motivate employees to higher levels of productivity.

According to Herzberg (1964), work motivation can be defined as interims of extrinsic and intrinsic rewards. Hence, both intrinsic and extrinsic rewards as well as motivation have a vital role for teachers’ motivation at their work. Herzberg (1964) distinguishes between extrinsic rewards surrounding a job (such as salaries, fringe benefits, and job security) and intrinsic rewards of the job, which are more satisfying and motivating.

2.3 Sources of Motivation

As Czubaj (1996), cited by Celik, (2011) stated “Locus of control is one major construct of motivation”. Internal and external are the two types of locus of control. While the internal locus of control is defined as “a state of belief that one’s behavior determines the events of one’s life,”

external locus of control is regarded as “a state where one feels that the events are beyond one’s control”. “These issues are concerned with self-determination theory. Self determination theory highlights the three psychological needs. These are competence, autonomy and relatedness, which are universal. Satisfaction of these needs produces positive outcomes and also environmental factors that impede and weaken self – motivation, social functioning and personal well-being are studied in self-determination theory (Ryan and Edward, 2000).

2.3.1 Extrinsic Motivation

Tangible benefits related to job such as salary, fringe benefits and job security are known as extrinsic motivation or called extrinsic rewards. Hygiene factors are extrinsic to the job, such as interpersonal relationships, salary, supervision and company policy (Herzberg, 1966).

As Elliott, and Hufton, (2005) stated using Herzberg’s two factor theory that “Achievement”, “making more money”, “chances of promotion”, “recognition”, “company policy” and “relationship with peers” are respectively the main motivating factors for the worker. In contrast, Lucas (1985) stated that the “supervisor – employee relationship” is the significant factor influencing worker satisfaction.

In addition to this, physical conditions, the amount of work and the facilities available for doing the work are regarded as extrinsic rewards (Herzberg, 1993). Ryan and Edward (2000) define that extrinsic motivation is concerned with the performance of an activity to succeed in getting separable outcomes, which contrasts sharply with intrinsic motivation.

2.3.2 Intrinsic motivation

Dentil, (1964) defines intrinsic motivation as self – respect of accomplishment and personal growth. That is, the emotional and personal benefits of the job itself are known as intrinsic rewards. Green, (2000) emphasizes that intrinsic rewards take an important role in teachers’ lives. Seeing the growth and development of students makes a teacher more satisfied, regardless of extrinsic elements, when compared with a teacher who does not feel anything with the success of students.

Competence and autonomy are the important issues on intrinsic motivation. Social – contextual events such as feedback, communications, rewards which cause feelings of competence foster intrinsic motivation (Ryan and Edward, 2000). While positive performance feedback increases intrinsic motivation, negative performance feedback decreases it.

Intrinsic motivation is likely to be increased by a sense of relatedness. Raffini (1996) cited by Ryan and Edward (2000), defines relatedness as “the degree of emotional security” that teachers feel. A sense of belonging and acceptance is developed by conforming to the social and academic expectations of their colleagues and administrator. A secure relational base is thought to be an important issue for intrinsic motivation (Ryan and Edward, 2000). Hudson,(2009), states that, the teachers with an internal locus of control are under less stress and more successful in teaching. Therefore, the students of these teachers feel less school related stress and take higher scores in their assessments.

2.4 The Importance of Work Motivation

As Paul and Dale (2002) cited by Hudson,(2009), noted that, “motivation is the process whereby goal directed activity is instigated and sustained”. As a process, we do not observe motivation directly, but rather we infer it from such behaviors as choice of tasks, effort, persistence and verbalizations. Motivation involves goals that provide impetus for and direction to action and it requires activity, physical or mental. Thus, motivated behaviors are voluntary choices controlled by the individual worker.

On the other hand, motivation is a human characteristic that contributes to a person’s degree of commitment. It includes the factor that cause, channel and sustain human behavior in a particular committed direction (Carell, R. et al, 1992). Thus, organizational goals are unattainable without the enduring commitment of the member of the organization, so that the employers are obliged to provide for the factors that motivate employees to higher levels of productivity. So, work motivation is important to the effectiveness of an organization.

In an educational organization, Hanson,E.M(1996), suggest that work motivation would produce a teacher with high vitality. This refers to the positive quality of producing good products and in this case, it is good for student performance. An individual who is highly achievement motivated would tend to be very conscientious in his/ her work and tend to be more responsible. As

Bennell and Akyeampong (2007) noted that work motivation is the psychological processes that influence individual behavior with respect to the attainment of the goals and tasks of the workplace. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organization environmental obstacles that can affect goal attainment.

According to Steers and Porter (1983), a comprehensive theory of motivation at work most addresses itself to at least three important sets of variables: 1 characteristics of the individual, 2. Characteristics of the job, and 3. the work environment, in order to give full explanation of human behavior at work. Moreover, Bennell and Akyeampong (2007) noted that motivation is a broad concept, involving both characteristics of the individual (motivation comes from within a person) and external factors (motivation is determined mainly by the level and type of external rewards that are available). Although, “extrinsic incentives” (particularly, higher pay and a decent working environment) tend to attract the most attention , strives to improve the substance of teachers' work, such as improvement of teaching materials or in - service training, can also be a significant incentives. Steers and Porter(1984) add that teachers who possess autonomy and achievement motivation exhibit less stress and have high job satisfaction compared to teachers who have low autonomy and achievement motivation.

Thus, school principals as well as educational managers and leaders should give serious attention to the motivation of educational employers and making working environment conducive and healthy.

2.5 Key theories of motivation

This part of the literature, discuss on the two categories of motivation theories. These are content theory/ need based approach and process theory.

2.5.1 Content Theory/Need-Based Approach

Hanson (1996) defined motivation as "an inner state that energizes, activates or moves” and “that directs or channels behavior toward goals". Hence, discovering the essence of motivation is not an easy task, because motivation is a concept that cannot be directly observed. So content theories are based on the notion that things within us generate motivation. Moreover, content

theories assume that (1) drives / needs initiate, channel, and sustain goal directed behaviors, (2) the drives/ needs behaviors are initiated when an equilibrium imbalance or a deprivation is felt, (3) the drives / needs are prioritized in to higher and lower levels, (4) when the need is fulfilled it is no longer motivating, and (5) all share basically the same prioritization of drives / needs (Hanson, 1996:195).

Several factors influence the person's desire to perform work in a certain way. The need-based theories explain these desires, which are primarily occurred within an individual. Thus, the most popular content theories of motivation are discussed below in this study.

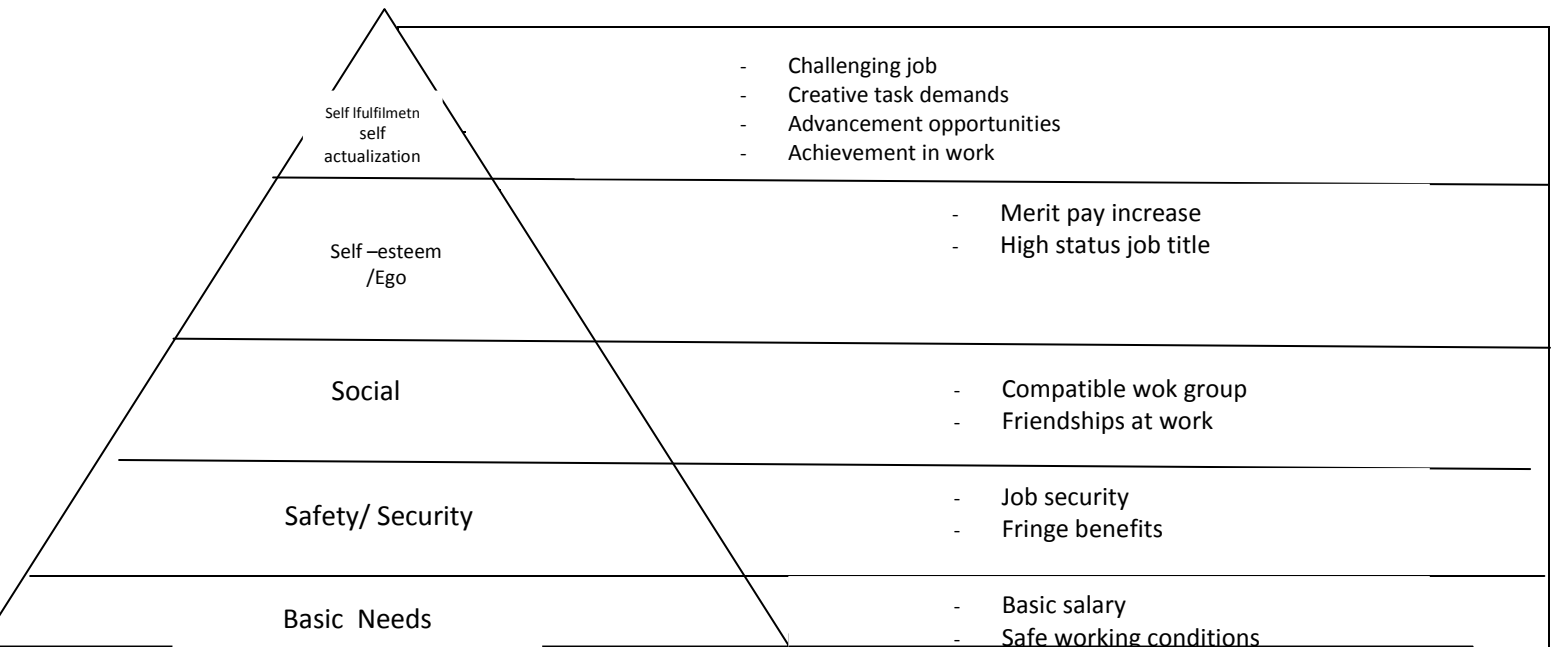
2.5.1.1 Abraham Maslow's Hierarchy of Needs

Abraham Maslow's (1943, 1966, 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: (1) physiological, (2) safety, (3) social (4) esteem, and (5) self - actualization. According to Maslow's theory, a satisfied need no longer operates as a motivator of behavior. This means, the less satisfied a need, the more power it has to motivate. The categories in Maslow's hierarchy are defined as follows: (1) the physiological needs include pay, food, shelter, and clothing, good and comfortable work conditions etc. (2)The security needs include the need for safety, fair treatment, protection against threats, job security etc. Risk - taking behavior among managers and workers becomes possible after these needs have been treated satisfactory (3)the social needs are encompassed in a worker's desire for association, belonging ,friendship, and approval from peers.(4) the esteem needs are both for self – esteem and the esteem of others, which involves self-confidence, achievement , competence, knowledge, autonomy, reputation, status and respect.

Finally, (5) Self -actualization needs, which are the highest in the level of Maslow's hierarchy of needs. These include the individual's needs for realizing his/her own potential for continued self -development and creativity. He calls it the pinnacle of one's occupation.

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. Within those levels, there could be many specific needs, from lowest to highest shown below.

Figure 1 Maslow's Hierarchy of Needs



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 substitution in support of the needs hierarchy (Lawler, 1973).

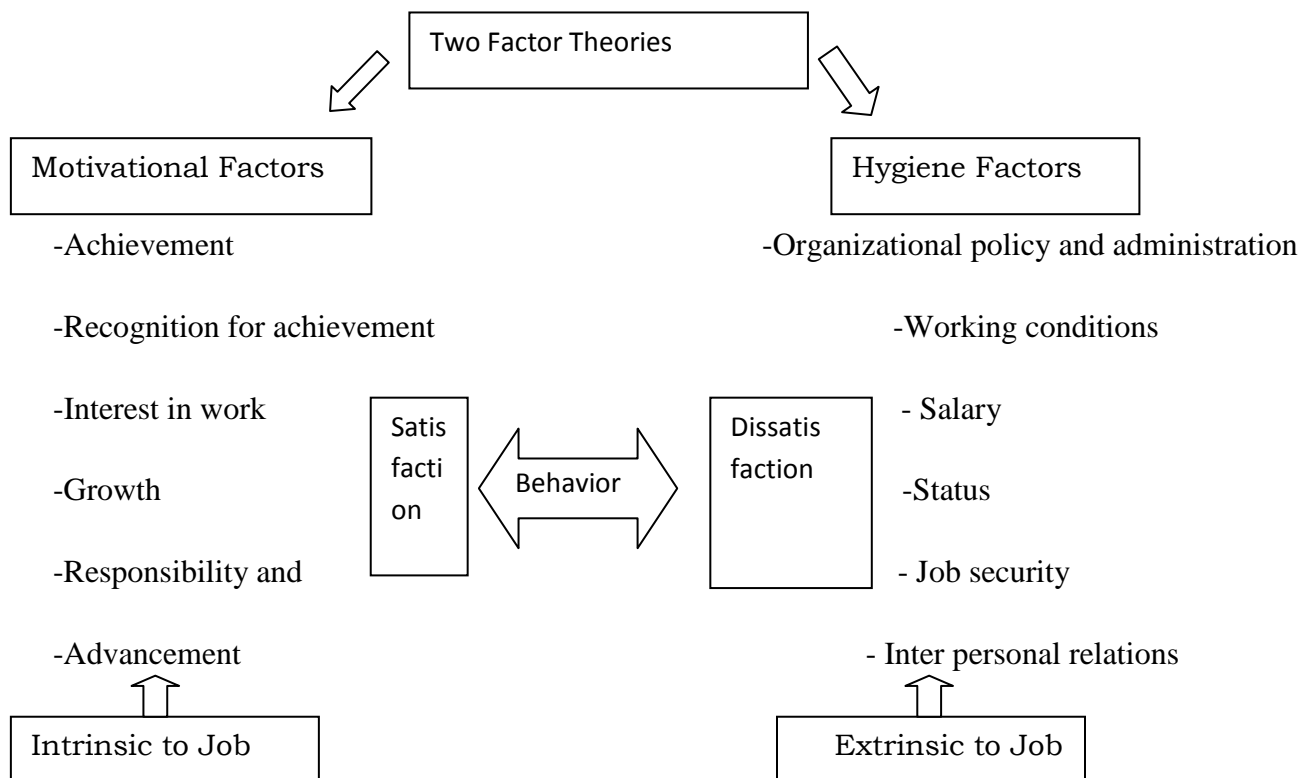
2.5.1.2 Herzberg's Two Factor Theory

In 1959, Frederic Herzberg also looked motivation, unlike Maslow, he divides his theory in two factors, which account for job satisfaction and dissatisfaction.

(1) **Hygiene (Maintenance) factors:** these factors lead to job dissatisfaction. When they are present, they do not lead to job satisfaction and higher performance. But they are needed to maintain a reasonable level of satisfaction. That means, they are necessary, but not, sufficient factors for motivation. Some of these are: salary, job security, personal life and status, working conditions, Company policy and administration, Technical relations with supervision. Whereas (2) **Motivation factors:** These factors are strong determiners of job satisfaction and when they present, build high level of motivation and lead the individual to superior performance. These are achievement, recognition, work itself, responsibility, advancement and growth . According to Herzberg, motivation factors are intrinsic to the work itself. They make the job more enjoyable,

and they provide psychological rewards. On the other hand, hygiene factors may cause dissatisfaction, and are extrinsic to work content. While meeting hygiene needs can help avoid job dissatisfaction in the individual; increasing the dosage of these factors will not necessarily result in satisfaction. Based on his research, Herzberg come to the conclusion that satisfaction was primarily caused by motivation factors and hygiene factors are the primary cause of happiness on the job. Herzberg, call motivation factors as “motivators/ growth factors" Where as hygiene factors call "intrinsic interest to work”.

Figure 2. Representation of Herzberg two Factor Theory



Source: Coulibaly, A. W (1999) "Factors that influence the supply of primary Teachers in Mali" Ney work university of New York (p: 268)

2.5.1.3 Alderfer's ERG Theory

Clayton Alderfer, (1972) reworked Maslow's Need Hierarchy to align it more closely with empirical research. Alderfer's theory is called the ERG theory ... Existence, Relatedness, and Growth. Physiological and safety, the lower order needs, are placed in the existence category, while social/ love need, and the external component of self - esteem needs are placed in the

relatedness category and the growth category contains our self - esteem and self - actualization needs. Alderfer argues that there are three groups of core needs that are existence, relatedness and growth. The existence group is concerned with providing our basic material existence requirements.

They include the items that Maslow considered to be physiological and safety needs. The second group of needs is those of relatedness, the desire we have for maintaining important interpersonal relationships. These social and status desires require interactions with others if they are satisfied, and they align with Maslow's social need and the external component of Maslow's Esteem classification. Finally, Alderfer isolates growth needs' an intrinsic desire for personal development. These include the intrinsic component from Maslow's esteem category and the characteristics include under self actualization. Alderfer's theory differs from Maslow in a number of important aspects. Alderfer argued that it was better to think in terms of a continuum rather than a hierarchy; from concrete existence needs to least concrete growth needs and argued that you could move along this in either direction. Maslow argued that relatedness or growth needs become more important when satisfied. This means that team working arrangements can continue to motivate employees and are not necessarily superseded by growth needs.

Alderfer's ERG theory differs from Maslow's Need Hierarchy in so far as ERG theory demonstrates that more than one need may be operative at the same time. ERG theory does not assume a rigid hierarchy where a lower need must be substantially satisfied before one can move on.

Alderfer also deals with frustration - regression. That is if a higher - order need is frustrated, an individual then seeks to increase the satisfaction of a lower-order needs. Generally, ERG theory argues, like Maslow that satisfied lower order needs lead to the desire to satisfy higher - order - needs; but multiple needs can be operating as motivators at the same time, and frustration in attempting to satisfy a higher-level need can result in regression to a lower-level need.

Figure 3. Alderfer's ERG Theory explained as follows.

Level of need	Definition	Properties
Growth	Impel a person to make creative or productive effects of himself and his environment	Satisfied through using capabilities in engaging problems creates a greater sense of wholeness and fullness as a human being
Relatedness	Involve relationships with significant others	Satisfied by mutually sharing thoughts and feelings, acceptance, confirmation understanding and influence are element
Existence	Includes all of the various forms of material and psychological desires (basic emotional needs)	When divided among people one person's gain is another's loss if resources are limited.

According to Hanson (1996), the three content theories of motivation are explained in simplest way as shown below.

Figure 4. Comparisons of three content Theories of Motivation (P.198)

HERZBERGS TWO FACTOR THEORY

Motivators

Hygiene Factors

- Company policy and administration
- Supervision, relation with supervisors, peers, and subordinates
- work conditions
- salary
- personal life status
- security

MASLOWS HIERARCHY OF NEEDS

Self-Actualization Esteem

Social

Safety

Physiological

ALDERFERS ERG THEORY

Growth

Relatedness

Existence

Source: Educational Administration and organizational Behavior by E mark Hanson, 4th Edition, 1996, p.19

2.5.2 Process Theories

Process theories (expectancy and goal) change the emphasis from needs to the goals and processes by which workers are motivated. They attempt to explain and describe how people start, sustain and direct behavior aimed at the satisfaction of needs or reduction of inner tension. They place emphasis on the actual process of motivation. Process theories also attempt to identify major variables that explain behavior, but the focus is on the dynamics of how the variables are interrelated in explaining the direction, degree and persistence of effort. The major variables in process models are incentive drive, reinforcement and expectancy.

What all process theories have in common is an emphasis on the cognitive processes in determining employee level of motivation and need satisfactions. 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. (Taylor, 1999).

Equity and Fairness in the work place has been found to be a major factor in determine employee motivation and job satisfaction. (Noon.M and Ogbonna, E.2001). As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting in to their work and what rewards follow that effort. In the process theory, Vroom's Expectancy Theory and Adam's Equity Theory discussed as follow.

2.5.2.1 Vroom's Expectancy Theory

Vroom's Theory, (1964) assumes that behavior results from conscious choices among it is to maximize pleasure and minimize pain. The key elements to this theory are referred to as Expectancy (E), Instrumentality (I), and Valance (V).

Vroom's' Theory suggests that the individual will consider the outcomes associated with various levels of performance and elect to peruse the level that generates the greatest reward for him or her.

(1) Expectancy- refers to the strength of a person's belief about whether or not a particular job performance is attainable. Assuming all other things are equal, an employee will be motivated to try a task, if he/ she believes that it can be done.

A number of factors can contribute to an employee's expectancy perceptions: These are the level of confidence in the skills required for the task, the amount of support that may be expected from superiors and subordinates, the quality of materials and equipment, and the availability of pertinent information

(2) Instrumentality - as a probability belief linking on out come

(a). high level of performance) to another outcome (a reward). If an employee believes that a higher level of performance will be instrumental for the acquisition of outcomes which may be gratifying, then the employee will place high value on performing well.

(3). **valance** refers to the emotional orientations people hold with respect to outcomes (rewards). An outcome is positively valuated. If an employee would prefer having it to not having it. An outcome that the employee would rather avoid (fatigue, stress, and noise) is negatively valet. Valances refer to the level of satisfaction people expect to get from the outcome.

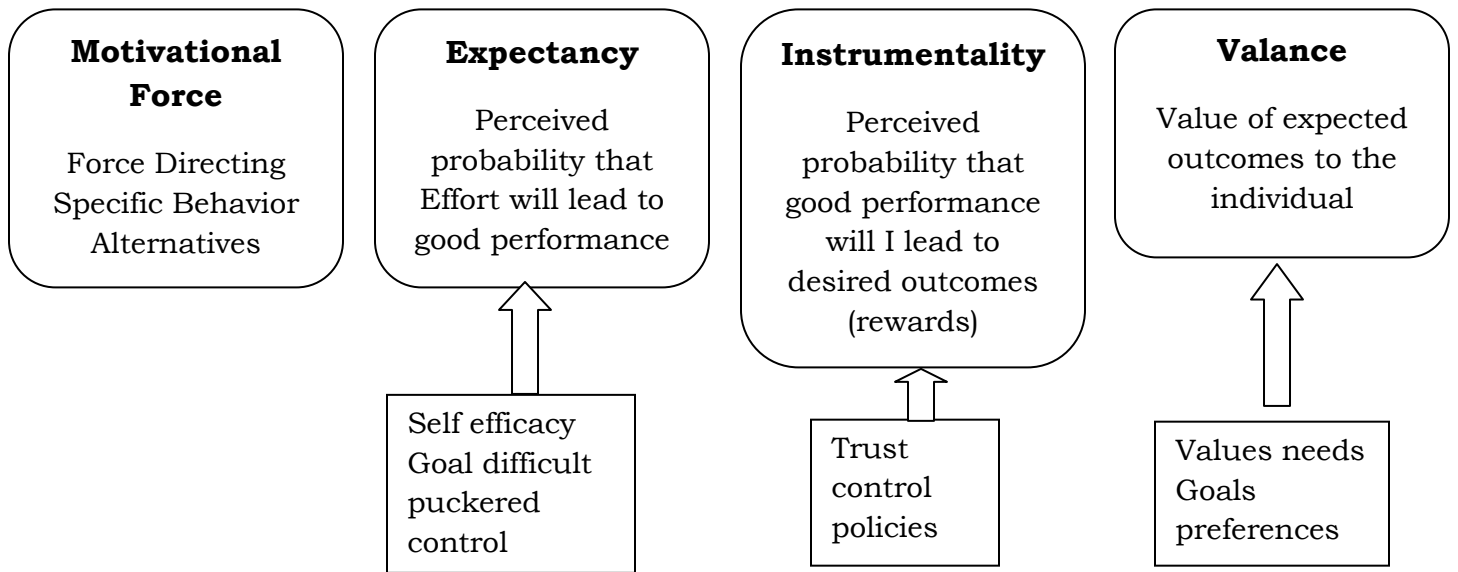
Vroom looks the mechanism that link intrinsic and extrinsic rewards to individual behavior. This theory uses three basic concepts to illustrate the process of motivation. The first one, expectancy, refers to subjective estimates of one's ability to participate successfully in an activity. His second process, instrumentally, refers to the subjective perceptions of the connections between behavior and outcomes. And the last process, valance refers to the subjective attractiveness of the reward offered.

Overall, the expectancy theory of Vroom suggests that the more attractive the reward is to an individual, the more likely is to motivate that individual towards future actions, so long as the individual believes that there is an instrumental link between his/ her behavior and his/ her receipt of desired rewards. Experiential feedback that is cyclical in nature influences an individual motivation to perform future actions and creates a constant reassessment of one's expectancy. Thus, individuals who are satisfied with their job have a high probability of remaining at their present occupation.

Conversely, those individuals receiving little job satisfaction have a high probability of resignation (Vroom, 1964)

$$MF = \text{expectancy} \times \text{Instrumentality} \times \text{valance}$$

Figure 5. Vroom's Expectancy Theory



Source:- <http://www.cehd.edu/olpd/research/student/2011/.pdf>

2.5.2.2 Adam's Equity Theory

Adams' equity theory (1963) is based on the premises of the belief in fair treatment by the organization in terms of equally rewarding all employees doing equal amount and equal level of work. The equity theory of motivation was developed on the belief that fair treatment or a perception, motivates people to keep such fairness maintained within the relationships of their colleagues and the organization. Equity in the work place is founded on the ratio of inputs to outcomes; inputs being perceived employee contribution in terms of skill, experience, time devoted etc. For the benefit of the organization and out comes being financial remuneration, recognition and appreciation of the employees' inputs. John Adam's equity theory states that people who feel that they are either over or under rewarded for their efforts/ inputs are prone to experience distress and leads these people to make efforts towards restoring equity to the relationship, be it organizational, personal or intimate.

When people sense inequities in other work they will be aroused to remove the discomfort and restore a state of felt equity to the situation by: changing work inputs, changing rewards received, leaving the situation, changing the comparison points, psychologically disengaging the comparisons etc. People who feel overpaid (feel positive inequity) have been found to increase the quantity or quality of their work, while those who are underpaid (feel negative inequity) do the opposite. Let us break up the equity theory into coherent sections and try to understand each aspect separately.

The give and Take relationship:- Identified by Adams as an input – output relationship, the give-and-take-ratio is the pivotal aspect of this theory. It is trying to balance the perceived give against the expected take that this theory comes into play.

Reference points and comparisons: Give-and-take alone is not what sets the equity theory into motion. There has to be a reference to others and a comparison of the ratio of give-and-take of one-self with others who are working under same conditions, giving proportions, if not same, input.

Relative Theory: The equity theory of motivation is not based on absolute premises. Its structure and beliefs are based on perceived, and not established, equity. Perception being volatile and random psychological premise, the equity theory can assuredly be called a relative theory.

The equity theory is not just restricted to organizational behavior; it applies to relationships as much as it does to management and employee motivation, though in a more subtle, subconscious way.

The equity theory definition stands on the three cornerstones of inputs, outcomes and equity and builds up on the inter – relationship among these three. See table 2.1 below, how these three aspects and what possibilities come under each aspect.

Figure 6. Three Aspects of Equity Theory

Input	Out come	Equity
Skills, efforts, hard work, loyalty, determination, dedication, enthusiasm, trust in supervisors and organization, cooperation with colleagues, support to subordinates, tolerance, time, personal sacrifices, commitment, flexibility, experience, etc.	Salary, allowances, pre-requisites, benefits, recognition, appreciation, responsibility, promotion, training, cooperation, from organization and colleagues, sense of achievement, growth and development, additional opportunities within organization, etc.	The feeling that the points under input and outcomes are balanced and the proportion is equivalent to that of others' (colleagues and peers) input: out comes ratios

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

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

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

For felt negative inequity:

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

For felt positive inequity:

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

2.6 Job satisfaction of Teachers

The education mission seems to be dependent on what teachers feel about their work and how satisfied they are with it. Therefore, it is not surprising that researchers suggest “schools must give more attention to increasing teacher job satisfaction” (Ray Bolan, 1993).

The declining quality of education, particularly the quality of teachers has been described as one of the most serious problems facing many African countries. Among the reasons for this quality corrosion are the failures of the schools to attract and retain teachers, high teacher turnover, low teacher morale and motivation, as well as a declining quality of teacher work life.

Dissatisfied teachers are lethargic and indifferent to their duties, uncommitted and reluctant to work and show poor attendance at work resulting in dramatic decline of the performance and achievement of both teachers and pupils (Celik, M. 2011). According to Teck-Hong, and Waheed, (2011), employee satisfaction comes about through encouraging- if need be, by ‘pushing’ employees to accept responsibility. There are four ingredients to this: careful placement of people in jobs, high standards of performance in the job, providing the worker with the information needed to control his/her own performance, opportunities for participation in decisions that will give the employee managerial vision etc.

Job satisfaction is important to an organization's success and has a major effect on people's lives. It is directly related with salary, occupational stress, empowerment, administrative policy, achievement, personal growth, and the overall working conditions. In addition, an increase in job satisfaction increases worker productivity (Elliott, and Hufton, 2005). As Locke (1976) indicated that job satisfaction most commonly affects a person's physical health, mental health and social life. This means that, the more the workers satisfy their demands and get their wishes, the more realization of worker himself and reaching his/ her goals. So, job satisfaction is one of the general expressions of worker's positive attitudes built up towards their jobs. Workers maintain and need a positive attitude towards their jobs, social status and from their job environment. In other words, this attitude can be negative towards work. If the economic benefits, the social status, the job's own specific characteristics and the employees' job expectation are appropriate for employees' desires, there is the more satisfied, more productive, effective and a better approach about their jobs compared to those who are not satisfied or de-motivated employees.

2.7 Work motivation and rewards of Teachers

Teacher work motivation is very crucial to the long-term growth of any educational system around the world.

Thus, teaching is known as one of the most stress full profession. According to him there are three reasons why teachers burnout. The first element is emotional exhaustion. It is the result of emotional and physical overextension. Trying to do too many things in a short time, in other words, the amount of work that has to be done with in a time limit can cause emotional exhaustion. The next factor is depersonalization, which means being cynical, frustrated and critical when teachers have negative attitudes towards their colleagues. The lack of personal accomplishment is the third one. Feeling discouraged and disillusioned are the signs of burned-out teachers as they are dissatisfied with their own needs for challenges, recognition and appreciation.

2.8 Factors Affecting Teachers' Motivation

As some studies shown that teachers are motivated by intrinsic than by extrinsic rewards like Pastor (1982) cited by Atkinson, (2007), conducted a survey and found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision – making, use of valued skills, freedom and independence, expression of creativity, and opportunity for learning. They concluded that high internal motivation, work satisfaction and high – quality performance depend on three original psychological states: experienced meaningfulness, responsibility for outcomes, and knowledge of results. Dawit (2008) likewise found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing, recognition and feeling responsible.

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

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

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

Teachers have both intrinsic and extrinsic needs. Teacher, who is intrinsically motivated, may be observing to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self actualization. On the other hand, an extrinsically motivated teacher may perform the activity or duty in order to obtain some reward such as salary. Therefore, the aim of the institution or organization should be to build and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement. According to Dornie (2001) teaching as a profession is supplied from intrinsic motives and states that there are some damaging elements which weaken and destroy the intrinsic character of teacher motivation. "Burn out is a professional hazard" (Suslus, 2006).

Bennell and Akyeampong, (2007) noted that poor teacher motivation and inadequate incentives have far-reaching adverse impacts on the behavior and overall performance of teachers and thus, learning outcomes. In addition to this, according to Seguin (1997) cited in Robbins, S.P. (2001) teacher motivation is also affected by age, differences by surmising that people were motivated by different things at different stages of their lives. Moreover he pointed out that as individuals moved through educational career and gained years of experience people were motivated by high level of needs.

2.8.1 Teacher Management, Administration and policy Organization policy

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

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

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

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

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

2.8.2 Teacher Technical Support and Supervision

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

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

2.8.3 Interpersonal Relationships with Administrators, Peers, and Subordinates.

One of the causes of teacher / work motivation in the organization is related to teacher – administrator/supervisor/colleagues relationship. The positive relationship of teacher with administrator and /or supervisor motivates workers and leads to satisfaction and retention of teachers. Evidently, teacher/employee motivation or job satisfaction and retention is improved when administrators/Supervisors are perceived to be fair, helpful, competent, and effective. This

includes the supervisor / administrator's skill as a problem solver, coach or trainer and as the timely source of key job- related information for teachers/ employees (Teck-Hong, 2011).

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

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

2.8.4 Teacher professional Development

Training in both subject content and pedagogy, is essential for high quality teaching and learning in primary schools. Benell and Akyeampong (2007) suggest that teachers need continuous professional development (CPD) as well as support from peers and supervisors. However, at the current time although schools are done CPD but it is not effective, CPD is usually scarce one – time, top – down, unrelated to a broad strategy and not targeted at teachers who need it most.

Motivation is highly related to career – path projections and opportunities for the progression. However, promotion opportunities within the profession are often limited. As a result, many skilled teachers leave the profession, while others become de- motivated (VSO, 2008).

Additionally, young and experienced teachers learn other profession and are ready to leave the profession. Thus, teacher professional development has a major impact on teacher motivation, the professional conduct of teachers, and educational outcomes.

2.8.5 Economic Factors / Considerations/

According to some authors, policies that address teachers` economic needs and concerns positively the quality and quantity of teaching force (Dove, 1986/; Thompson, 1990; cited by Dawit , 2008). This means that teacher salary scales have an intimate connection with teacher retention patterns. When salary levels drop in relation to the levels which pertain for similarly qualified personnel this gives rise to teacher dissatisfaction which, if unresolved, can cause long duration difficulties and morale.

2.8.5.1 Teachers Career Ladder and Salary

According to Dawit (2008) in Ethiopia, teachers are one of the least paid civil servants and therefore at the lowest base of revenues pay. Ethiopian teachers receive very small monthly wages. This small wages leads a frustration and dissatisfaction for teachers. According to Mulukeen, (2005) salary is one of the frequently mentioned factors contributing to job satisfaction / motivation. Since, teachers are decisive factors in education; they should be provided better salaries, be giving recognition and status and improves working conditions. In addition, status and recognitions are a function of salary. Hence, status and recognition of teachers are wane and deteriorates by the community and students. As many studies report by Wittrock, (1986) show that rewards and respect from students have declined and wane (Leonard, 1983; Neuman, 1987; Hall 1983). Many authors stated like ``intrinsic rewards in teaching are the wane`` (Hall, 1982) and “Teachers feel a declined sense of social status” (Health, 1983). Similarly, Skyes (1983) stated that teachers did not get good service compared to other related fields so teaching is less clearly an attractive service occupation. Thus, many researchers reported that teaching as the “special but shadowed” status of teachers. (Hoffman, 1981). As we have seen the career structure of teachers, the salary was very low and unsatisfactory which agrees with the above studies (Refer Appendix J - L). This is the result of historical impacts.

According to ICDR (1999 p. 10-14), which was prepared by NEK – international consultancy, after the opening of modern government school, during Menelik II (1908), education was given a high priority and most of teachers were from foreign countries, which was very respected and high status by the society. And only thirty five years ago, teachers frequently were the most highly educated persons. Their salary was much higher than many officials in rural areas and their cost of living was very low. Teachers were well dressed, well –fed, and were proud of their profession. Even a starting monthly salary of a TTI graduate, 200 birr was considered a good salary and provided a comfortable standard of living. Teachers represented knowledge and skills and were respected by their pupils and held in high esteem by their communities. However, in the late sixties and early seventies the decline of the status of teachers started to be felt. During the period the steady expansion of the education system necessitated increasingly greater supplies of teachers who frequently were under qualified and inadequately prepared for the demands of the work place while the cost of living increased at an enormous rate, the salary of teachers did not.

A New salary scale that was established in 1974/75 stated minor salary increases from the one that teachers had when the cost of living was much lower. The cost of basic items between 1958/59 and 1993/94 has grown by about 900 percent while the starting monthly salary of a TTI graduate has remained relatively constant with a small increase of only 15 percent underscoring how the living standard of teachers has deteriorated (ICDR,1999:15).

A study conducted by the Addis Ababa University for the Ethiopian Teachers Association in 1990/91 identified the following complains by teachers:

- Low status of teacher
- Lack of financial incentives
- Low standard of living
- Poor salary scale
- Lack of hardship allowances
- Improper handling of transfer requests
- Difficult and poor pupil behavior
- Poor living conditions

- Improper evaluation method by unqualified individuals
- Lack of career ladder
- Inadequate in service training opportunity.
- Lack of compensation for academic and professional upgrading un- approved

The same study compares salary increments of teachers for a ten year period with those of government employees of equivalent academic standard who work for other ministries. The starting salary of government employees is relatively equivalent for teachers and other civil service employees. However, the differential between the teachers' salaries and those of the other professionals widens as the number of years of service increases. The salary increments of employees graduating from the commercial school, technical school, nursing school, agricultural school, etc. increased by 300 – 350 birr compared with a 100 birr increase for teachers over the same ten year period.

In 1994 the Educational and Training policy (ETP) was formulated. Two areas in the policy that already have dramatic impact on teacher motivation were the career ladder and the accompanying salary structure and the certification requirements of teachers (ICDR, 1999). From this, one can understand that the career ladder and salary of teachers were low and have a greater impact on their work motivation and satisfaction. In addition, as ILO (1990) stated it that teachers salaries in a large number of developing countries can be described as excessively modest in absolute terms. Occupationally sinking below substance level, in many cases inadequately protected against rises in the cost of leaving and comparing unfavorably with earnings from other occupations, which demand less in terms of training or responsibilities. Herzberg (1959) and his associates classify, salary maintenance or care factor. Salary provisions can either contribute to or seriously, undermine teacher satisfaction. This low salary can generate such dissatisfaction that teachers may not respond to opportunities for achievement, recognition or professional growth (Owens, 1995) as cited in Dawit (2008).

2.8.5.2 Non – Salary Benefits

Motivating the teaching force and providing monetary and non – monetary incentives for teachers to improve their performance is a matter of concern regardless of a countries level of development. Such incentives may range from typical salary increase and merit pay bonuses to low – cost or cost – free rewards such as public recognition or working hour’s flexibility. If monetary incentives are crucial for recruiting the teaching force, non – monetary mechanisms can be even important for retaining qualified teachers and improving their performance and overall effectiveness of the work (D.Green, C.D. (2000). As Taylor (2004, p. 15) cited, salary itself was relatively low in motivating employees but it could be a source of dissatisfaction if it is inadequate. Moreover, Herzberg (1992), identified that the main factors that leads to extreme satisfaction are: status or job title, appreciation and recognition, delegation of authority, working conditions, job security, work itself, responsibility and advancement. He also stated other factors that motivates the employees are: Providing training to the employees, proper job placements, proper promotions and transfers, proper performance feedback, proper welfare facilities and flexible working hours

According to Herzberg (1992), also suggested that motivation offers several importance to the organization and to the employees are: higher efficiency, reduces absenteeism, reduces employees turn over, improves a corporate image, good relations, improved morale, reduced wasteges and breakages, reduced accidents, and facilitates initiative and innovation.

2.8.6 Variables Associated with Job satisfaction

There are many factors that are associated with job satisfaction of employees. This study, however, will focus on the following variables: - (1)personal / demographic variables such as age, sex, education, services, and marital status: (2) intrinsic factors such as responsibility, recognition, achievement, (3) extrinsic factors such as interpersonal relation, supervision, salary, promotion, etc. When considering job satisfaction and dissatisfaction. Research findings indicated that many personal characteristics affect job satisfaction in different and complex ways (Wittrock, M.C, 1986) among these demographic / personal factors are age, gender, education, working experiences, and marital status mentioned as follows.

i). Age:- Mixed evidence exists in the literature concerning the relationship between age and job satisfaction. The general findings reported by Herzberg et al, (1959) on the relationship between job satisfaction and age show that job satisfaction started high, declined and then started to improve again with increasing age in a u – shaped curve. However, according to Furnham (1994), the desire for money is rated higher by young workers than older employees.

And also, kovach (1987) showed that younger workers with low incomes are more concerned about money, were as older workers with high income and management positions are motivated more by job security, interesting work and recognition.

ii). Gender:- research investigating the relationship between gender and job satisfaction uncovered three situations. First, females are more satisfied than males. Second, males are more satisfied than females. Third, no difference exists between males and females with respect to job satisfaction (Carell et al., 2005)

iii). Education:- A review of job satisfaction studies that included education as a variable indicates that the relationship between education and job satisfaction by increasing both intrinsic and extrinsic rewards of work. A second point of view suggests that education may reduce job satisfaction by raising work expectations that may not be fully realized in the work place (Mottaz, 1984). The extensive related literature reviewed by Carell et al, (2005), indicated that workers with more education have higher job satisfaction level, while of other studies indicate the workers with more education have lower job satisfaction level.

iv). Experience:- regarding working experience the underlying assumption appears to be that dissatisfied workers resign while satisfied ones stay with the organization, (Home and Griffeth, 1995), cited by Carell et al., (2005).

v). Marital status:- Bownetal, (1994) cited by Carell et al., (2005) found that married agents were more satisfied in their jobs than those who were single. This was reflected in King et al, (1982) that married employees are more satisfied than unmarried ones.

2.8.7 Social Factors

Many factors have been examined in an attempt to find which ones promote teacher motivation. Pay incentives have been found to be unsuccessful in increasing motivation. As Sylvie and Hutchinson, (1985) cited by Hudson (2009), study concludes that “Teacher motivation is based on the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements based on their findings, schemes such as merit pay were predicted to be counterproductive. “They explain that true job satisfaction is derived from the gratification of higher-order needs, social relations, esteem, and actualization rather than lower order needs.”

2.8.7.1 Social status of Teacher

The expression status as used in relation to teachers mean both the studying and regard accorded them, as evidenced by the level of appreciation the importance of their function and of their importance in performing it, and the working conditions, remuneration and other material benefit: accorded them relative to other professional groups (ILO, 1984). Status has been suggested as an important factor in attracting academically prepared candidates, and in retaining them in the profession. Thus, teachers must have a status, which correspond to their key role in the advance of education and to the importance of their contribution to the development of the individual and of a society as a whole (ILO, 1990) Hence, the social status of the teaching profession in the broader community is an important factor in the retention decision of teachers. The status of teachers has had a direct bearing the quality of education and many of the ills of the later can be a scribed to the different manner in which the society has looked up on the teacher and the manner in which many teachers have performed their functions (Aggarwal, 1996) cited in Wittrock, (1986).

As a guiding principle, ILO(1991) has also stressed that the status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives, it should be recognized that the proper status of teacher and due public regards for the profession of teaching are of major importance for the full realization of these aims and objectives .Historically, the role of teachers has been respected and teaching is one of the most highly regarded professions by the Ethiopian public. However, the profession is not as well

respected as it used to be. But, now a day, the status and respect of teachers by the society is wane and deteriorated.

To this effect the low status of teachers has two adverse implications of the teaching profession and welfare of learners. First, in many countries the better students do not opt to teaching. Second, since in many countries, many teachers are mediocre, there is a trend towards deterioration of the teaching in schools (ICDR, 1999).

2.8.7.2 Community support and parent involvement in the schools

Most people are used to thinking of the school teacher only in the connection with the formal education of their children and they may never have thought of the school as having anything to do with community affairs and their own education in the day to day community life (Batten, 1959). Because of this some communities lack the necessary interest in or commitment to education. However, several strategies for reducing turnover require the support and involvement of the local community. Moreover, motivation might come when parents and community valued schooling because of its role in their own career and valued education as a form of human development. This means, those parents and the community, who themselves had on education, and value it, tend to transmit that to their kids (Elliott and Hufton, 2005).

In addition community support could be Visible and advantageous if members participate in planning, financing, construction and maintenance, controlling student discipline to solve the problems that exist in the schools (UNESCO, 1994). Therefore, Dove, (1986) suggested that, an intimate relationship between the school and the community needs to be established in order to facilitate dynamic interaction between the two for better education, better development and higher quality of life for both school children and community members which may also influence the teacher to stay at work.

Therefore, research in teacher attrition consistently found that recognition and approval of family, friends, supervisors, and community are important ingredients in teachers' job motivation and their decision to remain in or leave teaching Chapmean, (1994) cited in Dawit, (2008).

2.8.7.3 Administrative Factors

2.8.7.3.1 The Role of school principals

The school principal plays a central role for their school effectiveness. As Atkinson (2007) cited, Mortimer et. al., (1988), referred to “purposeful leadership” where, the principal understood the needs of the school and was involved activity in the school’s work without exerting total control over the rest of the staff. Principals manage and rule with a clear sense of direction, instead of managing and ruling by dictate. Teachers are primarily motivated by intrinsic rewards such as self – respect, responsibility, and a sense of accomplishment. Thus, administrators can boost morale and motivate teachers to excel by means of participatory governance, in – service education, and systematic, supportive evaluation. According to Atkinson (2007), effective leaders are well – organized, well – prepared, personable, approachable, displaying enthusiasm and optimism, and act in a constructive manner. Thus, understanding factors influencing staff’s well – being will help leaders to effectively motivate their staff to be more productive. The research on effective schools indicates that the principles of effective schools know how to motivate their staff by using various school factors such as including staff members in decision making and problem – solving, setting shared vision among teachers and administrators and creating trust among teachers and administrators, and creating trust among school community (Robbins, 2001). Therefore, leaders of effective school do not exercise educational leadership alone. According to Bolan(1993) report, shared vision and school goal – setting processes initiated by school leaders have significant effects on teachers’ personal goals and motivation to teach.

2.8.7.3.2 Teachers' participation in Decision Making

Organizational theorists like McGregor and Herzberg, suggested that participatory decision-making (PDM) would lead to more effective organizations and high staff morale. Allowing employees a voice in decision-making is perhaps the most logical method for allowing this to occur. In a similar vein, Argyris (1987) cited in Celik, (2011) saw bureaucracies as imposing restraints on individuals by refusing to treat them as mature actors capable of self-direction.

Thus, effective leaders create a system to make participatory decision making with their employees to make responsible and shared accountability for the objectives and aims of the organization.

2.8.7.3.3 Evaluation system

According to Brodinsky and Shirley (1983) cited in Ayallew (1991) an evaluation system, if well designed, provide teachers with the necessary feedback to assess their own professional growth. A poorly designed evaluation system can be disastrous, pitting Teachers against administrators and engendering anxiety, mistrust, and resentment. The main purpose of evaluation should be to provide information to help teachers improve their teaching performance. In addition, a good evaluation system should reflect respect for individual worth and dignity by encouraging teachers to set personal and organizational objectives. An evaluation system should also foster creativity, recognize work well done and involve both self-appraisal and appraisal of others.

2.8.8 Teacher's working condition in Ethiopia

A working environment has a great impact in coordination with the mental and physical capacity of teachers, in performing their tasks. A good working environment includes the entire working environment such as class size, disciplinary conditions, availability of teaching materials, positive relationship among colleagues, principals' supervision etc.

In Ethiopia, there have been only very few literatures about teachers' working conditions. Some of them are presented as follows. According to Aklilu (1966) the questions of teachers' education involves three important and interrelated aspects, the preparation of teachers and the improvement of those teachers now serving and the retention of teachers in the teaching profession.

In this study he found out that the reasons teachers advanced for joining teaching were the fact that one could easily get a teaching job, the compulsion of external forces etc. He found that most teachers joined teaching for an interim period until they get other job, or until they join higher institutions of learning. This indicates quite definitely that most young people joined teaching without interest or inclination. He also investigated reasons for leaving teaching as a job. The reasons given by teachers were categorized as economic factors, administrative inefficiency, unfavorable professional working conditions and low social and students prestige of teachers. According to Legesse (1992), to utilize one's organization human resources effectively and promote smooth relationship of its subunits, the conducive working condition when the work and living conditions for many teachers is poor, it follows lower self – esteem and is generally de-motivating to stay and work in the institution. Therefore, in Ethiopia, teachers are de-motivated and unsatisfied because of low salary and high cost of living.

CHAPTER-THREE

RESEARCH DESIGN AND PROCEDURE OF THE STUDY

3.1. RESEARCH METHOD

The study is designed to obtain pertinent information on primary school teachers' motivation in Addis Ababa at Kirkos Sub-city. In education, a variety of research methods are applicable. However, in this study, descriptive survey research method was employed. According to Cohen et.al. (1980), a survey research method was found to be the most commonly used descriptive method in educational research. This method is used to collect data/ to gather information that describes one or more characteristics (such as beliefs, attitudes, behaviors and demographic composition) of a specific population. In addition, the main objectives of descriptive research is to identify present conditions and point to present needs, to study immediate status of phenomenon, to find facts, and to examine the relationships of traits and characteristics (trends and patterns). Hence, the researcher chose descriptive survey method over the others to study and examine the present situation of work motivation and describe opinion, and facts related to factors affecting work motivation that need to be tackled so as to enhance the motivation of teachers in their work area.

3.2. Sources of Data

The data for this study were collected from both primary and secondary sources. Teachers, school principals, woreda and sub-city educational officials as well as Kirkos Sub-city Teachers' Association leaders were used as primary sources of data. These sources have helped the researcher to acquire first hand information and strengthen the idea. Secondary data were obtained through analysis of books, articles, internet sources and related literatures (documents).

3.3. Samples and Sampling procedures

3.3.1. Samples

The target population of this study was teachers, principals, woreda and sub-city educational experts, and Kirkos sub-city Teachers' Association. Kirkos sub-city has 11 woredas and 22 primary governmental schools. In these schools, there are 1625 teachers. From 11 woredas, 4 woredas (woreda 1,2,4 and 9) were selected by simple random method and out of 22 primary governmental schools, 11 schools were found in the sample woredas. Then five schools were selected out of 11 schools by simple random method. These sample schools were Atse Tewedros, Temenja Yaj, Biherawi, Hamele-1 and Tibebe Gebeya Primary governmental schools. Out of 159 teachers in the sample schools, 96(60 percent) teachers were used in the study. On the other hand, five directors from sampled schools, four woreda educational officials from sampled woredas and one sub-city educational officials and three teacher association leaders were incorporated in the study.

3.3.2. Sampling procedures

Sampling helps to get representatives from the large population, which is powerful and determinative mechanism of the total study. Because, the information to be gained from the sample is considered as the representative of the total population. The samples for this study were selected using simple random sampling and purposive sampling techniques. The investigator decided to conduct the study in Addis Ababa Kirkos Sub-city government primary schools. In this sub-city, there were eleven woredas and 22 government primary schools. Of these, four sample woreda's were selected by using simple random sampling technique. Five schools were selected out of 11 schools by using lottery method. Moreover, teachers' from each sample schools were selected randomly where as sample principals, woreda and sub-city educational experts, and sub-city Teachers' Association leaders were selected by purposive sampling techniques. Because the researcher believed that those concerned stake holders had the required data and information about teachers.

Table 1. Total Number of teachers in the sample woredas and schools

No	Sample Woreda	Number of Schools in each wereda	Name of sample school	No of teachers in each school			Sample Teachers		
				M	F	T	M	F	T
1	W-1	4	Atse Tewdros	19	30	49	16	13	29
2	W-2	3	Hamle-1	8	9	17	6	5	11
			Tebenza yaj	16	27	43	18	8	26
3	W-4	3	Tibebe Gebeya	8	9	17	6	4	10
4	W-9	1	Biherawi	16	17	33	14	6	20
Grand total				67	92	159	Grand total		96

Source: Kirkos Sub-city Educational Bureau unpublished statistical Abstract, 2006 E.C

As shown in the above table, the total numbers of teachers in the sample schools are 159 teachers (M= 67, F=92). Since the number of teachers in each sample schools was not equal, the researcher has taken 60% of the teachers (M= 60, F= 36), from each sample schools proportionally.

3.4 Data Collection Instruments

The researcher employed three types of data gathering instruments; questionnaires, interview and document analysis which involve both quantitative and qualitative data.

3.4.1 Questionnaire

One of the most popular and widely used techniques of data collection used in descriptive survey is questionnaire (Kothori, 2004). Hence, in this study, the required data were collected through questionnaire with both close and open- ended questions. The items of questionnaires were relevant to collect the necessary data for this study. The items included in the questionnaires were prepared based on literature reviewed. They were also requested to give views on what should be done to make the current conditions and practices to motivate and satisfy “best teachers” for the future. The questionnaire was prepared in English.

3.4.2 Interview

The researcher also prepared structured interview for the school directors, woreda and sub-city educational officials as well as sub-city Teachers' Association leaders. This interview with schedule provided the opportunity to the interviewer to question thoroughly in certain areas of inquiry and enables a researcher to get information concerning feelings, attitudes and the present situation of the phenomena. And also, the interview was prepared in English and was translated into Amharic so that the respondents easily understand it. Then, the interview responses were translated into English.

3.4.3 Document Analysis

Documents related to this study, including books, articles, educational reports and related literatures were examined and analyzed.

3.5 Data collection Procedures

First both questionnaires and interview questions were prepared and submitted to the advisor for comment. Then, pilot testing was held on 10 teachers who were randomly selected from one school and depending on the feedback of respondents' responses amendments were made for clarity. Then, after the necessary amendments were done, the questionnaires were distributed to the sampled teachers and the different interviewees were interviewed. Finally, document analysis was made on those factors affecting work motivation by reviewing several literatures.

3.6 Method of Data Analysis

After the collection of data different relevant statistical tools were employed. In this study, the collected data were analyzed and summarized by using different statistics taking the nature of research questions and data collected. The data analyses were made using excel and transferred to the Software Package for Social Science, /SPSS/ program. In this study the quantitative data were analyzed as follows: Descriptive statistic like percentage was used to show respondents' demographic characteristics, qualification, field of specialized, salary, experience and class size. One-Way Analysis of Variance (ANOVA) was employed to analyze the significance difference of teacher's motivation among age groups, marital status, qualification, career structure, monthly

salary and experience and it was employed to examine the relationship of motivation factors with respondents' characteristics. T-test for independent sample was employed to analyze and determine the significance difference between the responses of respondents for their motivation. Furthermore, it was employed to analyze the mean difference of teachers' work motivation. Lastly, correlation and regression were employed to analyze the measure of the extent and direction of relationship between the two variables and the estimation of the value(s) of one variable from the given values of another variable when the two variables are linearly related respectively. As a result, total items correlations that showed above 0.95 were selected for analysis. Quantitative means and standard deviation were used to measure and analyze the magnitude of respondents' opinion and assumptions against each statement.

The data obtained using open-ended items and interviews were analyzed qualitatively and were used to strengthen the analysis of results obtained through statistical analysis.

CHAPTER – FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part of the thesis deals with the presentation, analysis and interpretation of the data obtained through questionnaire, interview and document analysis regarding the factors affecting teachers work motivation.

The questionnaires were distributed to a total of 96 teachers in selected sample schools. Among the distributed questionnaires, 90(93.75 Percent) of the teachers filled and returned. In addition, sample school principals, woreda and sub-city educational officials as well as sub-city teachers' associations' leaders were interviewed. The responses of teachers' to each of the questions given were analyzed and interpreted. Most of the data gathered were organized using tables for the presentation of data followed by analysis, discussion and interpretation in line with the major research questions. The responses of interviewed principals, woreda and sub-city educational experts as well as sub-city teachers, association leaders were used to strengthen the analysis of the quantitative data. For the sake of convenience of interpretation, related questionnaire items are presented and treated together.

4.1 Demographic Characteristics of Teacher Respondents

Description of the demographic characteristics of the target population gives some basic information about the sample population involved in the study. Thus, the following table presents the demographic characteristics of the sample school teachers.

Table 2. Demographic Characteristics of Teacher Respondents by Sex, Age, and Marital status

characteristics		Frequency	Percent
Sex	Male	76	84.4
	Female	14	15.6
	Total	90	100.0
Age	21 – 25	28	31.1
	26 – 30	31	34.4
	31- 35	17	18.9
	36 - 40	7	7.8
	41 – 45	3	3.3
	46 – 50	3	3.3
	51 – 55	1	1.1
	Above - 56	-	-
	Total	90	100.0
	Marital status	Single	54
Married		31	34.4
Widowed		3	3.3
Divorced		2	2.2
Total		90	100.0

Source, sample teachers responses

As shown in Table 2 above regarding the sex of respondents, the larger proportion of the respondents was males, 76 (84.4percent) and the rest were females 14(15.6 percent). Thus, both sexes were incorporated in the study.

Regarding the age of respondents of the teachers, out of 90 respondents,31(34.4 percent) and 28(31.1percent) were the first and second largest participants in the age groups of 26-30 years and 21-25 years respectively. Whereas 17(18.9 percent), 7(7.8 percent),3(3.3 percent) and 1(1.1 percent) of teachers' participants were the least proportion of the respondents in the age groups of 31-35 years,36-40 years,41-45 years,46-50 years and 51-55 years respectively. Thus, teachers at different age groups were incorporated in the study. Concerning the marital status of the participants, 54(60 percent) were single and 31 (34.4 percent) were married. The remaining respondents, 3 (3.3 percent) and 2(2.2 percent) were widowed and divorced respectively. Thus, teachers at different marital status were incorporated in the study. Therefore, regarding the sex, age and marital status distribution of sample teachers indicated in the above that it includes the appropriate sample groups of the population. This enhances the reliability and validity of the study as a whole.

Table 3. Demographic Characteristics of Teacher by Qualification, Career level, Salary, and Additional income, Experience, and Load and Class size

		Frequency	Percent
qualification, when joined to the teaching profession	M.A/M.Sc	-	-
	B.A./ B.Sc/ B.Ed	34	37.8
	Diploma	32	35.6
	Certificate	24	26.7
	Total	90	100
current level of qualification	M.A/ M.SC.	1	1.1
	B.A./ B.Sc	56	62.2
	Diploma	26	28.9
	Certificate	5	5.6
	Other	2	2.2
Total	90	100.0	
currently studying to upgrade your qualification	Yes	19	21.1
	No	71	78.9
	Total	90	100.0
current career level	Beginner – Teacher	14	15.6
	Junior – Teacher	42	46.7
	Teacher	12	13.3
	Senior – Teacher	14	15.6
	Associate – Teacher	4	4.4
	Leader Teacher	4	4.4
	Total	90	100.0
gross monthly salary (Salary and allowance) currently	601 birr – 1400 birr	12	13.3
	1401 birr – 2200 birr	32	35.6
	2201 birr – 3000 birr	27	30.0
	3001 birr – 3800 birr	15	16.7
	3801 birr – 4600 birr	4	4.4
	Total	90	100.0
additional income relating to your profession	Yes	26	28.9
	No	64	71.1
	Total	90	100.0
current teaching experience in years current	Up to 5 years	38	42.2
	6 – 10 years	32	35.6
	11 – 15 years	8	8.9
	16 – 20 years	7	7.8
	21 – 25 years	3	3.3
	above 25 years	2	2.2
	Total	90	100.0
Areas of teaching	Major	84	93.9
	Minor	6	6.7
	Total	90	100
Load	Minimum	Maximum	Mean
	14	20	17
Class size	32	52	42

Source: sample teachers' response

As shown in the Table 3, regarding the qualification of teachers when they joined the profession, 34(37.6 percent) and 32(35.6 percent) were B.Ed/B.A/ B.Sc and diploma holders respectively. And 24(26.7percent) were certificate holders. However, regarding the current level of qualification of participants, 56 (62.2 percent), were B.Ed/B.A/ B.Sc holders, 26 (28.9 percent) were diploma holders and the rest of the participates 5.6 percent, 2.2 percent and 1.1 percent were respectively certificate, and one M.A/M.sc holders. The analysis shows that some teachers upgrade their qualification from diploma to degree and also some certificate holder's upgrade to diploma. Thus, updating and upgrading of teachers' education level enhances job satisfaction and work motivation.

Concerning the participants, currently study condition to upgrade their qualification, 71 (78.9 percent) respondent's response was not studying and 19 (21.1 percent) respondent's response was studying to upgrade their qualification. Regarding the above discussion, 62.2 percent of teachers were degree holders. Due to this, 72 percent were not currently study to upgrade their qualification. This shows that, there is limited for further education and which may influence on teachers work motivation.

Regarding the current career structure of responses, the largest responses, the largest respondents indicates that the level as junior- teacher 42(46.7 percent). The second largest respondents indicate the career level of both beginner and senior teachers 14(15.6 percent). Whereas 12 (13.3 percent), 4 (4.4 percent), 3 (3.3 percent) and 1 (1.1 percent) were respectively indicate as a level of teacher, associate- teacher, leader- teacher and associate – leader- teacher.

Concerning the gross salary of teachers, 32 (35.6 percent) of respondents earn in between the salary groups 1401-2200 birr, 27 (30 percent) respondents earn in between 2201-3000 birr, 16 (17.7 percent) respondents earn in between 601-1400 birr and 15 (16.7 percent) respondents earn in between 3001-3800 birr. However, as we see from the respondents' responses, from the simple teachers there is respondent that earn a salary in between 3801-4600 birr and above.

Regarding to teachers additional income relating to their profession, 64 (71.1 percent) teacher's response indicates they have no additional income where as 26 (28.9 percent) of the respondents response indicates they get additional income relating to their profession. Thus, teachers who have not additional income influences on teachers work motivation.

Concerning teachers teaching work experience in years currently, the largest group proportion out of the total respondents 38(42.2 percent) were in between 0-5 years. The second largest proportion in teaching work experience 32(35.6 percent) were in between 6-10 years. The rest of the respondents response indicates that 8 (8.9 percent), 7 (7.8 percent), 3 (3.3 percent) and 2 (2.2 percent) respectively were in between 11-15 years,16-20 years, 21-25 years and above 25 years working experience. From this discussion, 78 percent of teachers had below 10 years teaching experience and 76 percent of teachers show a career level of teacher and below. Thus, most teachers are young which are sensitive for satisfaction or dissatisfaction in their work.

Concerning teachers areas of teaching 84 (93.3 percent) of respondents response showed, they teach with major field of study where as 6 (6.7 percent) of respondents response showed, they teach with minor field of study. Thus, teachers who teach with major areas enhances in their work motivation.

Additionally, regarding to current work load, the minimum work load were 14 and the maximum work load were 20. So the mean work load of respondent's response was 17 periods per week. This result agrees with the standard work load in which the raise is between 18-20 periods per week (MOE, 2005).

Lastly, concerning the average number of students in a class, the respondent's response show that the minimum number of students in a class was 32 where as the maximum was 52. The mean value of the respondent's response was 42 students per class. The standard proportion of students per class is 1:40 (MOE, 2005). The result shows almost the same. Thus, it has a positive work motivation. Generally, the study includes all characteristics regarding qualification, experience, monthly salary and career structures.

4.2 Demographic characteristics of Principals, Woreda and Sub-city, Educational Experts as well as Sub-city Teachers' Associations

Descriptions of the demographic characteristics of the principals have a vital role and give some basic information about this study.

As shown in Appendix-F, regarding the sex of principals in the sample schools, 3 (60 percent) were males and 2 (40 percent) was female. Concerning the age groups of the principals 3 (60 percent) were in age groups between 26-30 years and 2 (40 percent) were in age groups between

31-35 years. Likewise, concerning the marital status of principals only 2 (40 percent) were single where as 3 (60 percent) were married out of five sample schools. Thus, principals' demographic characteristics were shown similar with majority of teachers which enhances relationship among them.

Regarding the current educational level of principal's shows 4 (80 percent) respondents was B.Ed/B.A/B.Sc holders and only 1 (20 percent) was diploma holders. Concerning the field of study, the response shows, 5 (100 percent) respondents were studied subject area.

From this study, there were no principal studied the leadership area for effective school management.

Regarding principals' working experience in teaching, 3 (60 percent) of the respondents had an experience in between 1-5 years where as only 1 (20 percent) of the respondents had teaching Experian in between 6-10 years and 1 (20 percent) had above 10 years teaching experience. All sample principals had in between 1-5 years of work experience for principal.

Concerning interviewed officials (informant A, B, C, D), 4 of them were males; 3 of them where in the age between 26-30 years and one of them were in the age between 30-35 years; regarding the marital status, 4 of them were single; regarding qualification and field of study, 4 of them were degree holders in a subject area; and regarding work experience, all of them were in between 1-5 years.

Concerning interviewed sub-city teachers' Associations (informant E,F,G), 3 of them were males; all of them were in the age 36-40 years and married. Regarding current level of qualification and field of study, 3 of them were degree holders and study subject area and regarding teaching experience all of them were above 10 years.

Concerning interviewed sub-city educational expert, regarding the sex, age and marital status, he was male, 36-40 years old and married respectively. Regarding current level qualification, field of study and work experience were degree holder, study subject area and above 10 years respectively.

4.3 Respondents' level of Agreement on Reasons why they become Teachers

As shown in Table 4 below, a total of 14 statements/ items of possible reasons to become a teacher were presented for respondents. Respondents were asked to indicate their degree of agreement as 5=strongly Agree, 4= Agree, 3= Not Sure, 2= Disagree and 1= strongly Disagree. The responses of the respondents to those statements are presented below.

Table 4. Statements /items/ to become a teacher

statements	N	Mean	Std. deviation	frequency	df	Sig.(2-tailed)
I was employed for temporary employment	90	3.81	1.253	5	89	.000
I was pushed by my friends and /or parents	90	2.82	1.387	3	89	.227
Of lack of other employment opportunities	90	3.42	1.236	6	89	.002
Teaching is an interesting job than other occupations	90	2.82	1.312	9	89	.202
Teaching creates feeling of job security and safety.	90	2.83	1.238	4	89	.205
Teaching creates an opportunity for further educational advancement.	90	3.13	1.256	10	89	.317
Teaching had better pay and allowances when I was employed	90	2.27	1.068	11	89	.000
Teaching profession has attractive career structure	90	2.62	1.419	6	89	.013
The profession has better work conditions and living environment than other profession.	90	2.73	1.178	12	89	.035
Teaching creates an opportunity to earn additional income.	90	2.61	1.304	5	89	.006
Teaching puts the teacher on a high social status in the society.	90	2.48	1.094	8	89	.000
Teaching is better than other jobs in benefiting the society.	90	3.51	1.104	7	89	.000
Teaching creates the opportunity for creativity and providing best research environment.	90	3.63	1.156	4	89	.000
Teachers' motivation	90	2.9722	.41790	90	89	.530

Note: The mean scale was calculated by dividing the sum of the products of each scale with the relative frequency, to the total number of responses. The mean scale has a minimum value of 1 and a maximum value of 5.

As shown in the above Table 4, most respondents' response indicates that out of the 13 statements to be a teacher, 9 of them showed significant differences among teachers to be a teacher. These are employed for temporary employment (mean=3.81), lack of other employment opportunities(mean=3.42),teaching had better pay and allowances when I was employed(mean=2.27), teaching profession has attractive career structure (mean=2.62), the profession has better work conditions and living environment than other profession (mea=2.73), teaching creates an opportunity to earn additional income(mean=2.61),teaching puts the teacher on a high social status in the society,(mean=2.48), teaching is better than other jobs in benefiting the society(mean=3.51) and teaching creates the opportunity for creativity and providing best research environment (mean=3.63). This all the above mentioned reasons, show a greater mean value and nearly the same standard deviation. So the greater the mean means the higher level of agreement to be a teacher. The rest statements do not show a significant level of difference on the items to be a teacher.

Thus, the results show that there are differences in their reasons why they become teachers in most of the items, whereas the items that showed no significance difference indicate that their reasons are commonly shared.

4.4 The Major Factors that Affects Motivation of Teachers/ De-motivating Factors for Teachers at their Work place

The major factors that de-motivate teachers at their work place was analyzed and interpreted by using various factor analyses. About 48 statements were indicated under eleven sub-titles and were presented for all respondents. Then the responses of respondents were analyzed using different statistical analyses to measure and identify the level of agreement on the major factors that de-motivated teachers at their work place.

4.4.1 Respondents level of agreement on the major factors that affect motivation of teachers

A total of 48 statements were set on the possible major factors that affect work motivation of teachers under 11 sub-titles for respondents and were asked to indicate their level of motivation, as 5= Strongly Agree, 4= Agree , 3= Not Sure, 2= Disagree and 1= Strongly Disagree. Out of the 48 items presented for all respondents, almost about 40 items showed high level of agreement on those that have major roles for de-motivation of teachers at their work place. As shown in the Table 5 below, the group of items /statements shows a statistical difference in responses of respondents at 0.01 (2-tailed) significance and almost all groups of items presented showed a positive correlation to have de-motivation role for teachers at their work place.

Table 5. Correlation factors on the major factors that affect motivation of teachers in relation to organization leadership and Administration

Statements	Teachers' motivation				
	N	Mean	Std. dev.	Pearson correlation	Sig (2-tailed)
I. Organizational leadership and Administration					
Satisfaction with the existing management practices of the school	90	2.66	1.247	-0.442(**)	0.000
Organizational leaders and administrators are responsible and give attention to the workers	90	2.56	1.082	0.401(**)	0.001
Having confidence in the leadership of schools and educational offices	90	2.68	1.216	-.291(**)	0.000
Fulfill the needs of school employees and create conducive working environment	90	2.49	1.265	.309	0.320
Sharing of school vision and goal by principals	90	2.93	1.149	.279(*)	0.014
School principal exercise educational leadership collaboratively	90	3.16	1.170	.216(**)	0.004

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

* Correlation is significant at the 0.05 level (2-tailed).

As shown in the above Table 5, most respondents' response indicates that out of the 6 statements, 4 of them show positive correlation and significant and two of them show negative correlation and significant. Therefore, the major factors that affect teachers' motivation with regard organizational leadership and administration were organizational leaders and administrators are responsible and give attention to the workers ($r=0.401$), sharing of school vision and goal by principals ($r=.279$), school principal exercise educational leadership collaboratively($r=.216$), educational leaders fulfill the needs of school employees and create conducive working environment($r=0.309$), satisfaction with the existing management practices of the school ($r=-0.442$) and having confidence in the leadership of schools and educational offices ($r=-.291$). Thus, the result shows that the items which have both positive and negative correlation have contributed dissatisfaction teachers work motivation.

Table 6. Correlation factors on the major factors that affect motivation of teachers in relation to organizational rules and polices

Statements	Teachers' motivation				
	N	Mean	Std. dev.	Pearson correlation	Sig (2-tailed)
II. Organizational rules and polices					
Implementation of school policy and regulations in wrong ways	90	3.30	1.096	-.332(**)	0.002
School rules and polices make work easier	90	2.44	1.162	-.403(*)	0.014
Clarity of school rules, policies and regulations to teachers	90	2.30	1.065	-0.099	0.353
Existence of consistent training towards organizational rules and polices	90	3.20	1.163	-.482(**)	0.000

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

* Correlation is significant at the 0.05 level (2-tailed).

As shown in the above Table 6, the respondents' response indicates that, the major factors that affect teachers' motivation regarding the organizational rules and polices were school policies and regulations are implemented in wrong ways ($r=-0.332$), there is a consistent training towards organizational rules and polices ($r=-0.482$), many of school rules and polices make work easier ($r=-0.403$) and rules, regulations and polices of the school are made clear to teachers. The results show that the above stated items have negative relationship with teachers work motivation. Thus,

lack of clarity and lack of consistent training towards both school and organizational rules and polices influence teachers' work motivation at their work place.

Regarding an interview session with Sub-city Teachers' Association, the major factors that affect teachers' motivation were summarized as follows:

The major factors that affect teachers work motivation are low salary, limited and unsatisfied career structure, lack of clear rules and regulations of the school, maximization of co-curricular activities and other school committees, lack of academic freedom and political influence of teachers. (Informants E, F, G, April 28, 2014).

Table 7. Correlation factors on the major factors that Affect motivation of teachers in relation to Supervision

Statements	Teachers' motivation				
	N	Mean	Std. dev.	Person correlation	Sig (2tailed)
III. Supervision					
Providing technical support by supervisors from WEO	90	3.12	1.198	.292(**)	0.005
Existence of effective school level supervision	90	2.67	1.199	.448(**)	0.000
Motivated with the present supervision practice	90	2.71	1.073	.429(**)	0.000
Motivation and encouragement of individual initiative	90	3.28	1.161	.455(**)	0.000
Arranges seminars with teachers to share experience after classroom observation	90	3.23	1.227	-.457(**)	0.000

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

* Correlation is significant at the 0.05 level (2-tailed).

As we can be seen from the above Table 7, all respondents' response shows that the major factors that affect teachers' motivation concerning supervision were positively correlated and statistically significant. These are providing technical support by supervisors from WEO($r=.292$), motivation and encouragement of individual initiative ($r=0.455$), existence of effective school level supervision ($r=0.448$) and motivated with the present supervision practice ($r=0.429$) and arranges seminars with teachers to share experience after classroom observation ($r=-0.457$).

The analysis result shows that, one of the statements show negative relationship and significant whereas the rest shows positive relationship and significant. Thus, lack of existence of effective school level supervision from WEO supervisor, lack of motivation with the present supervision practice and absence of seminars that may help to share experiences with their colleagues have an influence on teachers work motivation.

Table 8. Correlation factors on the major factors that affect motivation of teachers in relation to interpersonal relationship

Statements	Teachers' motivation				
	N	Mean	Std. dev.	Pearson correlation	Sig (2-tailed)
IV. Interpersonal relationship					
Existence of strong communication between principals and teachers	90	3.04	1.271	.527(**)	0.000
Existence of strong relationship among woreda and sub-city education experts and teachers	90	3.26	1.232	-.294(**)	0.005
Existence of strong relationship and support among teachers	90	3.37	1.116	.213(**)	.004
Existence of good communication and respect among students and teachers	90	3.06	1.145	-0.017(**)	0.040

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

* Correlation is significant at the 0.05 level (2-tailed).

As can be seen from the above Table 8, all respondents' responses indicate that the major factors that affect motivation of teachers regarding interpersonal relationship, two of them are negatively correlated and the other two of them are positively correlated and statistically significant. These are existence of strong communication between principals and teachers ($r=0.527$), existence of strong relationship and support among co-workers ($r=0.213$), existence of strong relationship among woreda and sub-city education officials and teachers ($r=-0.294$) and existence of good communication and respect among students and teachers ($r=-0.017$).

From this result, two statements show positive relationship and significant whereas the rest shows negative relationship and significant. Thus, lack of strong interpersonal relationship among woreda and sub- city education officials with teachers as well as lack of respect and poor communication among teachers and students.

This result goes with Mitchell's and Larson's (1987) cited in Dawit (2008) findings where the positive relationships of teacher with other colleagues, administrators and supervisors motivate them towards their work satisfaction and retention. In contrary, Carell et al., (1992) findings show that, poor relationship among teachers with administrators and supervisors has a negative effect on workers' job satisfaction and motivation.

Table 9. Correlation factors for respondent's level of agreement on the major factors that Affect motivation of teachers in relation to teaching as a profession and job design

Statements	Teachers' motivation				
	N	Mean	Std. dev.	Pearson correlation	Sig (2-tailed)
V. Teaching as a profession					
Teaching profession is more secured than other profession	90	2.50	1.220	-0.730(*)	0.02
Opportunity to develop work experience in teaching profession is encouraging	90	2.80	1.104	0.494(**)	0.000
Teaching creates feeling of job safety	90	2.62	1.186	-.045(**)	0.011
Satisfaction with the post employment security (in the form of provident fund)	90	2.63	1.106	.502(**)	0.007

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

* Correlation is significant at the 0.05 level (2-tailed).

As shown in the above Table 9, regarding teaching as a profession and job design, the respondents' response indicates that out of 4 statements, 2 of them show negatively correlated and the other 2 show positively correlated and significant. These are satisfaction with the post employment security ($r=0.502$), opportunity to develop work experience in teaching profession is encouraging ($r=0.494$), teaching profession is more secured than other profession ($r=-0.730$) and teaching creates, feeling of job security and safety ($r=-0.045$).

The result shows that two items shows positive relationship and two items shows negative relationship with teachers work motivation. This result goes with what ICDR (1999) report that, low status of teaching as a profession has a major impact on teachers' work motivation.

Table 10. Correlation factors of respondents' level of Agreement on the major factors that Affect motivation of teachers in relation to TDP and Motivation for Further Education

Statements	Teachers' motivation				
	N	Mean	Std. dev.	Pearson correlation	Sig (2-tailed)
VI.TDP and motivation for further education					
Allocation of enough budgets for staff development activities	90	2.71	1.183	-0.019	0.302
Opportunity for further education program	90	3.18	1.186	.315(**)	0.002
Existence of fair and clear policy for employees' educational opportunity	90	2.77	1.092	.270(**)	0.010
Provides continuous support and follow up for CPD and induction programs	90	3.40	1.110	.223(*)	0.03
Principals' motivate for professional staff development and provide training for teachers	90	3.44	1.123	-.367(**)	0.000

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

* Correlation is significant at the 0.05 level (2-tailed).

As shown in the above Table 10, three statements of respondents' response show positive relationship and two of them show negative relationship and statistically significant regarding teacher's development program and motivation for further education. These are opportunity for further education program ($r=0.315$), support for CPD and induction ($r=0.223$), existence of fair and clear policy($r=-0.270$), allocate enough budgets ($r=-0.019$), and principals' motivate for professional staff development and provide training for teachers ($r=-0.367$) and. Thus, lack of continuous support for CPD and induction and opportunity for further education, lack of enough budgets, lack of fair and clear policy for educational opportunity, and lack of providing training for professional staff development influence teachers de-motivation and dissatisfaction in their work.

Table 11. Correlation factors for respondent’s level of agreement on the major factors that affect motivation of teachers in relation to Economic Factors and Pay Satisfaction

Statements	Teachers’ motivation				
	N	Mean	Std. dev.	Pearson correlation	Sig (2-tailed)
VII. Economic Factors and Pay Satisfaction					
Provision of adequate salary to meet basic needs and to support one’s family	90	2.66	1.210	.546(**)	0.000
Existence of consistent salary increment	90	2.67	1.272	-.164(**)	0.012
Providing of proportional salary to the organizations work	90	2.27	1.089	.302(**)	0.004
The salary received are as good as most other organizations offer	90	2.31	1.077	.371(**)	0.000
Feel motivated with the chances for salary increases	90	2.80	1.220	.494(**)	0.000
Low salaries are the most frequent reason of teachers for leaving teaching	90	2.83	1.256	.643(**)	0.001

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

* Correlation is significant at the 0.05 level (2-tailed).

As can be seen in the above Table 11, regarding the economic factors and pay satisfaction, out of 6 major factors that affect teachers’ motivation, one of them show negative relationship and 5 of them show positive relationship and statistically significant with teachers work motivation. Thus, teachers are de-motivated by the lack of adequate salary they get, lack of providing consistent salary and other allowances at their work place.

This result goes with other findings such as Robbins (2001) pointed out that money can be considered as “score card” for workers motivation; Tang et.al., (2004) and Sloan (2002) cited in Celik,(2011), money/salary plays an important role in motivating workers. All agreed that workers are inspired to achieve more and to give full effort only if they are satisfied with the pay.

Regarding an interview session with Sub-city Teachers’ Association, the major factors that affect teachers’ motivation were summarized as follows:

The major factors that affect teachers work motivation are low salary, limited and unsatisfied career structure. (Informants E, F, G, April 28, 2014).

Table 12. Correlation factors on the major factors that Affect motivation of teachers in relation to promotion and recognition as well a social Factors

Statements	Teachers' motivation				
	N	Mean	Std. dev.	Pearson correlation	Sig (2-tailed)
VIII. Promotion and Recognition					
Teachers are satisfied with the chances for promotion	90	2.42	1.005	.289(**)	0.000
Clearly established and motivated career path	90	2.48	1.008	.386(*)	0.006
Present promotion policy is motivating	90	2.31	1.260	.302(**)	0.004
IX. Social Factors					
Respect of teachers by students and community	90	2.51	1.164	-0.911(**)	0.000
Student parents and community support teachers	90	2.17	0.877	-0.463(**)	0.004

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

* Correlation is significant at the 0.05 level (2-tailed).

As shown in the above Table 12, the respondents' response indicated that all the statements regarding promotion and recognition as well as social factors are the major factors that affect teachers' work motivation.

Concerning promotion and recognition, three of them are positive relationship and statistically significant and regarding the social factors, two of them are negative relationship and statistically significant with teachers work motivation. These are satisfaction with the chance for promotion($r= 0.289$); clearly established and motivated career path ($r= 0.386$); motivation by present promotion policy ($r= 0.302$); respect of teachers by students and community ($r= -0.911$) and support of teachers by community ($r= -0.463$). Thus, lack of satisfaction with the chance for promotion, poor motivation with career path and lack community support to teachers motivation de-motivate teachers in their work.

Regarding an interview session with Sub-city Teachers' Association, the major factors that affect teachers' motivation were summarized as follows:

The major factors that affect teachers work motivation are, low social and community status, low students interest for learning, and lack of promotion and further education. (Informants E, F, G, April 28, 2014).

This result agrees with the findings of VSO's (2008) report that promotion opportunities and further education with in the profession are often limited. Moreover, Mulukeen, (2005) suggested that the status and recognition of teachers are wane and deteriorated by the community and students. Similarly, Dawit (2008) giving respect for teachers helps them to build their self-esteem and hence motivate to perform their task effectively.

Table 13. Correlation factors on the major factors that affect motivation of teachers in relation to evaluation system

Statements	Teachers' motivation				
	N	Mean	Std. dev.	Pearson correlation	Sig (2-tailed)
X. Evaluation system					
Well designed evaluation system feedback to teachers	90	3.04	1.111	.466	.321
Evaluation system respects individual's worth and dignity through encouraging teachers	90	2.30	.827	-.371	.275
XI. Working conditions and job satisfaction					
Feel satisfaction due to suitable working conditions	90	2.21	.880	.287(**)	0.006
Happiness of with treatment of colleagues and superiors	90	2.34	1.083	.372(**)	0.000
Feel good at work and achieve better	90	2.46	1.040	.355(**)	0.001
Satisfaction due to academic freedom	90	2.41	.898	.339(**)	0.016
Students good discipline and interest to learning	90	2.37	.965	.280(**)	0.008
Encouragement due to healthy environment and enough supplies	90	2.57	.984	-.254(*)	0.003

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

* Correlation is significant at the 0.05 level (2-tailed).

As can be seen in the above Table 13, regarding to the evaluation system, the respondents' responses didn't show correlation and not statistically significant. Whereas, concerning working conditions and job satisfaction, out of 6 items, 5 of them show positive relationship and one of them show negative relationship and statistically significant with teachers work motivation. These are feel satisfaction due to suitable working conditions ($r=0.287$); treatment of colleagues and superiors ($r= 0.372$); feeling of good at work ($r= 0.355$); satisfaction due to academic freedom ($r=0.339$); students good discipline and interest ($r=0.280$) and existence of healthy

environment ($r=-0.254$). Thus, the analysis shows that, lack of suitable work conditions influences on teachers work motivation.

This result goes with the findings of Herzberg, (1966) noted that “Teachers tend to be happy, interested and contented and cooperative based on the desirable working environment”. Moreover, regarding job satisfaction, Rain, Lane and Steiner (1991) noted that job satisfaction is directly related to work that have people’s lives.

Table 14. General out looks on the major factors that affect motivation of teachers.

Statements	Teachers' motivation		
	Pearson Correlation	Sig. (2-tailed)	N
organizational leadership and Administration	.452(**)	.000	90
Organizational rules and policies	.423(**)	.000	90
Supervision	.343(**)	.001	90
Interpersonal relationship	.328(**)	.002	90
Teaching as a profession and Job design	.401(**)	.000	90
Teacher Development program and motivation for further education	.263(*)	.012	90
Economic factors and pay satisfaction	.271(**)	.010	90
Promotion and Recognition	.252(*)	.017	90
Social Factors	.256(*)	.015	90
Evaluation system	.109	.306	90
Working conditions and Job satisfaction	.223(*)	.035	90

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

* Correlation is significant at the 0.05 level (2-tailed).

As shown in Table 14 above, the major factors that affect teacher’s motivation and satisfaction were grouped in to eleven sub-titles. That means all 48 item/statements were grouped in to eleven sub-titles, which play the greater role for de-motivating teachers at their work place. As indicated in table 14 above, some of the responses show that there are significant correlations at the 0.05 level (2-tailed) while others are significant at the 0.01 level (2-tailed). Organizational leadership and administration, organizational rules and policies, supervision, interpersonal relationship, teaching as a profession and job design, and economic factors and pay satisfaction show a significant value 0.01 (2-tailed) and positive relationship and higher regression value (see in Appendix-F). In addition, the factors affecting teachers’ motivation like promotion and

recognition, social factors, evaluation system and working conditions and job satisfaction showed less significance value in relation to those mentioned above factors.

Regarding this, the interview session with sub-city educational expert on the major factors that affect teachers' motivation were explained as follows:

The major factors that de-motivate teachers are low salary and lack of fulfilling basic needs, low career ladder, low social status for teaching profession, lack of technical support and encouragement of school principals to teachers, lack of fringe benefits, high cost of living conditions, small change of salary increments, lack of updating rules and policies and lack of giving attention by government. This has a major influence on teachers turnover and quality education. (Informant, April 24, 2014).

Regarding the regression values for the major factors that affects teacher's motivation (see in Appendix-H) was significantly varied at the 0.01 level (2-tailed). This shows that the above mentioned factors are directly related towards teachers' motivation.

Similarly, the mean square value as shown (in appendix –I) indicated that high. The higher the mean square means the greater motivational factor.

Table 15. T-test values, mean and standard deviation for teacher's motivation in relation to sex groups

	Sex	N	Mean	Std. Deviation	t-test for Equality of Means		
					t	df	Sig. (2-tailed)
Teachers' motivation	Male	76	2.9341	.41877	-2.054	88	.043
	Female	14	3.1793	.35945			

*t-test is significant at > -2.87 level

As shown in Table 15 above, the t-test for equality of means shows there is significant difference across sex groups of teachers' motivation in their work. The mean value of female (mean=3.1793), is greater than the mean value of male (mean=2.9341). This shows that there is in work motivation among female and male teachers.

Table 16. One way ANOVA, mean and standard deviation of teachers' motivation in relation to age groups

Age groups	N	Mean	Std. Deviation	ANOVA		
				F	df	Sig.
21 – 25 years	28	2.9996	.34079	1.252	(6, 83)	.289
26 – 30 years	31	2.9897	.51451			
31- 35 years	17	2.7618	.32036			
36 – 40 years	7	3.0614	.28795			
41 – 45 years	3	3.0967	.51791			
46 – 50 years	3	3.2900	.50000			
51 – 55 years	1	3.2900	.			
Total	90	2.9722	.41790			

*>0.05 no significance difference

*< 0.05 significance difference

As shown in the above Table 16, the mean value for different age groups shows almost the same or similar. However, there is a slight variation as the age of teachers increase. That means the higher the mean value means the higher teachers' motivation. More over the value of this standard bet deviation between the age groups 26-30 years, 41-45 years and 46-50 years shows high variation than the age groups between 21-25 years, 31-36 years and 36-40 years. However, teachers' motivation among various age groups does not show a significant difference 0.289(2-tailed). Thus, the analysis shows that no difference among different age groups in their work motivation.

Table 17. Mean standard deviation and one way ANOVA of teachers' motivation by marital status

marital status	N	Mean	Std. Deviation	ANOVA		
				F	df	Sig.
Single	54	2.9681	.47272	.440	(3, 86)	.725
Married	31	2.9771	.32836			
Widowed	3	2.8100	.32047			
Divorced	2	3.2500	.15556			
Total	90	2.9722	.41790			

*>0.05 no significance difference

*< 0.05 significance difference

As shown in the above Table 17, regarding the marital status teachers' motivation, the value of standard deviation shows high variation among single, married, widowed and divorced teachers.

However, the value of mean indicates almost similar among various marital statuses and teacher's motivation among various marital statuses for the sampled schools has no significant difference. Thus, the analysis shows that no difference among different marital status in their work motivation.

Table 18. One-Way ANOVA, mean and standard deviation of teachers' motivation in relation to qualification

qualification	N	Mean	Std. Deviation	ANOVA		
				F	df	Sig.
B.A./ B.Sc	34	2.8421	.35419	3.921	(2,87)	.013
Diploma	32	3.1206	.42555			
Certificate	24	2.9587	.44252			
Total	90	2.9722	.41790			

*>0.01 no significance difference

*< 0.01 significance difference

As seen in the above Table 18, the mean value for diploma holders is higher than the others and the result of standard deviation among various qualifications show similar variation. The higher the mean values means, the higher teachers' motivation factor. Thus, this study shows teachers' qualification has a significant difference towards teachers work motivation.

This goes with, VSO (2002) and Bennel and Akyeampong, (2007) findings that education may increase job satisfaction by increasing both intrinsic and extrinsic rewards of work and workers with more education have higher job satisfaction level as well as teacher professional development has a major impact on teachers' motivation, the professional conduct and educational outcomes.

Table 19. T-test for equality of means for teacher's motivation in relation to those who study to upgrade their qualification and those who are not

	Are you currently studying to upgrade your qualification?	N	Mean	Std. Deviation	t-test for Equality of Means		
					t	df	Sig. (2-tailed)
Teachers' motivation	Yes	19	3.0974	.44063	1.479	88	.143
	No	71	2.9387	.40832			

*t-test is significant at > -2.87 level

As can be seen in the above Table 20, the t-test value shows high and there are statistically significant differences who study to upgrade their qualification and those who are not towards teachers' motivation at their work place. Because, the respondents response indicates that there was significance difference among those who were upgrading their qualification and those who

were not. In other words, teachers who study to upgrade their qualification (mean= 3.0974) were more motivated than those who were not studying to upgrade their qualification (mean= 2.9387).

Table 20. One -Way ANOVA, mean and standard deviation for Teachers’ Motivation in relation to career structure

Career Structure	N	Mean	Std. Deviation	ANOVA		
				F	df	Sig.
Beginner – Teacher	14	3.0714	.36725	.983	(5,84)	.433
Junior – Teacher	42	2.8738	.42354			
Teacher	12	3.0425	.56159			
Senior – Teacher	14	3.1071	.37735			
Associate – Teacher	4	2.9650	.24691			
Leader Teacher	4	2.9825	.15521			
Total	90	2.9722	.41790			

*>0.05 no significance difference

*< 0.05 significance difference

As can be seen in the above Table 21, the standard deviation value indicates that there was high variation among junior – teachers and teachers and also the mean value for beginner-teacher and teacher indicates high. The higher the mean value means the greater work motivation factor. However, the analysis shows, there is no statistically significant difference among different career level.

Table 21. Mean Standard Deviation and One-Way ANOVA for teacher motivation in relation to monthly salary

monthly salary	N	Mean	Std. Deviation	ANOVA		
				F	df	Sig.
601 birr – 1400 birr	12	2.8867	.34786	.851	(4,85)	.497
1401 birr – 2200 birr	32	2.9009	.50249			
2201 birr – 3000 birr	27	3.0852	.38389			
3001 birr – 3800 birr	15	2.9867	.36666			
3801 birr – 4600 birr	4	2.9825	.15521			
Total	90	2.9722	.41790			

*>0.05 no significance difference

*< 0.05 significance difference

As can be seen in the above Table 22, the mean values show almost similar among various salary groups and there was no significant difference among different salary groups towards teachers' work motivation. That means, the analysis shows, there is no statistically significant difference among different salary groups.

This result indicates that the respondent's response shows neutral. That means all employees are not de-motivated or motivated by their salary. Thus, the analysis shows that teachers are more motivated or de-motivated in relation to the salary they get.

Table 22. T-test Value for Additional income relating to Teachers' Profession

Do you have additional income relating to your profession	N	Mean	Std. Deviation	t-test for Equality of Means		
				t	df	Sig. (2-tailed)
Teachers' motivation Yes	26	3.1154	.39907	2.111	88	.038
No	64	2.9141	.41427			

*t-test is significant at > -2.87 level

As shown in the above Table 23, the t-test for equality of means shows higher value. This shows that, there is statistically significant mean difference among teachers who have additional income and those who have not. This means, teachers who have additional income relating to their profession (n=26, mean=3.1154) were more motivated than those who have additional income relating to their profession (n=64, mean=2.9141) towards their work at value of 0.05 level (2-tailed).

Thus, additional income relating to the profession has a positive impact in motivating workers at their work place.

Table 23. One -Way ANOVA, mean and standard deviation towards teachers’ motivation in relation to experience

teaching experience	N	Mean	Std. Deviation	ANOVA		
				F	df	Sig.
0 – 5 years	38	2.8192	.37621	3.836	(5,84)	.004
6 – 10 years	32	3.1066	.44394			
11 – 15 years	8	2.7863	.27171			
16 – 20 years	7	3.2371	.31181			
21 – 25 years	3	3.4300	.31432			
above 25 years	2	2.8600	.09899			
Total	90	2.9722	.41790			

*>0.05 no significance difference

*< 0.05 significance difference

As can be seen from the above table 24, the mean values of the teachers teaching experience in between 6-10 years, 16-20 years and 21-25 years shows high and the significant difference at the 0.05 level (2-tailed) and the higher the mean value means the higher teachers’ work motivation factor. This shows that, there is statistically significant mean difference among teachers’ different years of teaching experience.

This result is in agreement with the findings of Atkinson (2007), which states that as individuals moved through their educational career and gains years of Experience they were moved to high level of needs. However, the result shows, the least experienced teachers were more demotivated than high experienced teachers.

4.5 The Pearson correlation of dependent variable towards major factors of teachers at their work place

The Pearson correlation for the variable sex, additional income relating to their profession and teaching work experience show high correlation value and there was statistically significant value difference at the 0.05 level (2-tailed). Whereas other dependent variables show no significant difference towards teachers’ work motivation factor. Generally, this result shows that variables like sex and teaching experience of employees was significant at the 0.05 and 0.01 levels (2-tailed) respectively and positively correlated with teachers’ work motivation. Whereas, teachers additional income relating to their profession was significant at the 0.05 level (2-tailed) and negatively correlated with teachers’ motivation (refer, Appendix-J).

Furthermore, age, marital status, qualification, career structure and monthly salary were highly and positively correlated with teachers' work motivation where as currently studying to upgrade their qualification highly and negatively correlated with teachers' work motivation.

4.6 Some Possible Measurements to be done in order to motivate Teachers and Some Recommended Points by Respondents

Respondents were asked to state their opinion about the major factors that de-motivates teachers in the work places, what attempts were made from concerned state holders to motivate teachers (at school, woerda, sub-city and regional or federal level) and possible recommendations that they raise to enhance work motivation and productivity of teachers. The response of the respondents was presented as follows:

4.6.1 Some possible factors responded by teachers that de-motivate teachers in work place.

- Lack of fulfilling basic needs due to very low monthly salary and high cost of living conditions ,Small change of salary increments
- Lack of motivation and further education
- Lack of social status and recognition
- Lack of professional security and safety
- Lack of proper support and encouragement at the work place
- Unsuitable working environment
- Unsatisfied and limited career structure
- Lack of updating the rules, regulations and policies of education
- Lack of educational freedom and the mixing of politics and education
- Students misbehavior and lack of interest to learn
- Improper evaluation system of teachers
- Lack of fringe benefits, medication dwelling
- The increment of paper works from time to time
- Lack of balance among teachers work and salary payment
- Maximization of co-curricular activities and other committees in the school
- Lack of professional school leaders

- Delegation of woreda and other educational experts in terms of politics rather than professional performance
- Lack of commitment among teachers and school, woerda, sub-city and regional or federal level education leaders
- School rules, regulations and policy was implemented in wrong ways
- Teaching considered as the easiest job and less emphasis to the profession
- High turnover of teachers

4.6.2 Possible Attempts to be done to Motivate Teachers from concerned educational stake holders(at school, woerda, sub-city and regional or federal level)

- ❖ Teachers should paid better salary
- ❖ Improve the status and recognition of the profession
- ❖ Create conducive working environment
- ❖ Take remedial actions to change the status and dignity of the profession.
- ❖ Create further educational opportunity
- ❖ Establish clear and motivated career structure
- ❖ Create good communication system
- ❖ Minimize paper working for teachers
- ❖ House allowances and medication given to teachers
- ❖ Evaluate teachers interms of academic performance
- ❖ Reduce co-curricular activities and other school committees
- ❖ Maximize students interest toward education
- ❖ Let them free from political influence

4.6.3 Possible recommendations to increase teachers work motivation and to enhance their productivity

- ✓ Improve teachers payment /salary/
- ✓ The salary paid should be standardized and merit based
- ✓ Assign the right person at the right place
- ✓ The concerned body should provide proper promotion, appraisal and opportunity for further education
- ✓ Teachers must be evaluated by their performance rather than political commitment
- ✓ All government bodies and educational Medias give and work to the proper respectation of the profession
- ✓ Provide proper training and work shop for teachers
- ✓ Improve the administrative system at all levels of education
- ✓ Provide smooth, transparent and accountable relationship and commitment between teachers and school, woreda, sub-city and federal educational leaders
- ✓ Helping teachers to solve their dwelling /residence problems
- ✓ Improve teachers working environment
- ✓ Assigning professional leaders and administrators at school, woreda and sub-city level

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, the conclusions made and the recommendations forwarded.

5.1 Summary

The main propose of the study was to investigate and identify the major factors that affect teachers' work motivation in kirkos sub-city government primary schools in Addis Ababa city Administration. After assessing and identifying the major factors of work motivation, the study was examined whether or not those factors contribute to a significant extent in explaining teachers' work motivation. Moreover, the relationship between demographic variables and factors of work motivation were investigated.

To this end, the following basic research questions were posed:

1. To what extent teachers are motivated in the selected schools of kirkos sub-city?
2. What factors affect teachers' work motivation in kirkos sub-city primary schools?
3. Which teachers' demographic variables and other characteristics (such as age, sex, marital status, salary, qualification, experience, working conditions, job security, organizational policy etc) are related with their level of satisfaction or dissatisfaction?
4. What measures have been taken from the concerned stakeholders (at school, woreda, sub-city or federal level) to enhance the motivation of teachers?

In order to answer the above research questions, a questionnaire was prepared and administered to 96 teachers of which 90(93.75 percent) questionnaires were returned as well as interview questions were prepared and interviews were conducted with 5 principals, 4 woreda and one sub-city educational expert respectively as well as 3 sub-city Teachers' Association leaders.

Out of the total population from the sample schools, 96 (60 percent) teachers were selected from 5 sample schools, which were selected from 11 schools out of the 4 sample woredas' by simple random sampling method and 5 principals, 4 woreda and one sub-city educational experts as well as 3 sub-city teachers' Associations were purposively selected for the study. After deciding up on the number of samples to have been drawn for the study, five primary schools were randomly selected. They were Hamle-1, Temenga yaj, Biherawi, Atse Tewodros and Tibebe Gebeya government primary schools. Questionnaires were distributed for the sample teachers and all principals working at the indicated sample schools.

Moreover, supportive data were collected through various documents and literatures. Then, the collected data were analyzed using statistics such as percentage, mean, t-test, correlation, and one-way ANOVA. Results from this statistical analysis have revealed the following:

According to the analysis of data on the teachers' attitude towards teaching profession when they joined into the profession include that they were employed for temporary employment, teaching creates the opportunity for creativity and providing best research environment, teaching is better than other jobs in benefiting the societies, the profession has better working conditions, teaching profession has attractive career structures, teaching had better pay and allowance, of lack of other employment opportunities and teaching puts the teacher on a high social status in a society .

Major working motivation factors that dissatisfy employees regarding organizational leadership and administration are related to lack of school principal exercise educational leadership collaboratively, lack of sharing of school vision and goal by principals, having low confidence in the leadership of schools and educational offices , un satisfaction with the existing management practices of the school and irresponsibility and lack of giving attention of organizational leaders and administrators to the workers.

The study found out that the major factors that affect teachers' work motivation regarding organizational rules and policies related to implementation of school regulation and policies in wrong ways, absence of consistency training towards organizational rules and policies and lack of clarity of school rules, regulations and policies to teachers.

Regarding supervision and interpersonal relationship, the study revealed the other major factors that affect teachers' motivation were lack of proper motivation and encouragement of individual imitative, absence of seminars with teachers to share experience after class room observation, lack of providing technical support and positive feedback by supervisors from WEO, lack of strong relationship among co-workers, lack of strong relationship among woreda and sub-city education officials and teachers and lack of good communication and respect among students and teachers' .

The study related that the factors that affect teachers' working motivation with regard to teaching as a profession and job design and teachers development programs and motivation for further educational were poor opportunity of encouraging to develop work in teaching profession, lack of creating feeling of job security and safety, unsatisfaction with the post - employment security, poor principals' motivation for professional staff development and lack of providing effective training for teachers, lack of providing continuous support and follow up for CPD and induction programs and lack of opportunity for further education program. Regarding economic factors and job satisfaction, the study revealed that the major factors that affect teachers' motivation include low salaries which are the most frequent reasons for teachers to leave the profession, inadequate salary payment to meet their basic needs and support their family, lack of feeling motivated with the chances for salary increases, and inconsistent salary increment and other allowances for employees.

The study also identified the factors that affect teachers' work motivation, which include promotion and recognition, social factor and working conditions and job satisfaction were unclear establishment and demotivating career path, absence of promotion and unsatisfaction of teachers, low social status and lack of respect of teachers by students, ineffective evaluation system and lack of providing positive feedback to teachers, lack of encouragement due to unhealthy environment and lack of enough supplies, lack of satisfaction due to lack of academic freedom and lack of feeling good at work and achieve better.

The t-test values and one-way ANOVA analysis and there was significant mean difference among teachers' work motivation with regard to teachers' sex, qualification, additional income in relation to the profession and experience. That is, regarding the sex, female teachers were more satisfied than males; regarding to qualification, diploma holders were more satisfaction than degree and certificate holders; teachers' in the school that have weekend and night education classes were more satisfied than those who have not and regarding experience, teachers who have more than 11 years teaching experience were more motivated than those who have below 10 years work experience.

The t-test and one-way ANOVA analyses showed that there were no significant differences among teachers' work motivation regarding currently studying to upgrade their qualification, career stricture, monthly salary, age group and marital status.

5.2. Conclusions

Based on the results of the major findings of the study, the following conclusions were drawn:

Based on the reasons of teachers' attitude towards teaching profession when they joined to the profession were: teaching creates the opportunity to become creative, and provides the best research environment, and is an interesting job than other occupations. Therefore, it leads to conclude that teachers joined the profession being motivated and having interests to the profession.

However, ineffective organizational leadership and mal-administration, unclear organizational rules and policies , ineffective supervision style, lack of strong interpersonal relationship among teachers and other educational experts, low status and recognition of teaching as profession and job design , limited opportunity of TDP and motivation for further education with in the profession, economic factors and un satisfaction for payment, lack of promotion and recognition, negative feeling of society towards the profession and unsuitable working conditions have created low motivation and morale of teachers and made them be ready to leave the institution when they get an opportunity.

Teachers in the sub-city were de- motivated with the salary paid and absence of incentive they get and school-based problems and other stakeholders' and educational experts' ineffective

administration and lack of treatment, de-motivated teachers at their work places. The school principals' and woreda educational experts' exercise educational leadership alone and lack of teachers' participation in school decision making, as well as made negative impacts on teachers' work motivation.

There were significant differences among teachers' work motivation with their sex, qualification, experience and additional income as a motivation factors. On the other hand, characteristics such as age, marital status, monthly salary and career structure did not show significant difference as factors for teachers' motivation.

All educational experts and administrators have specialized in subject area rather than leadership. As a result of less theoretical Knowledge, most of them were ineffective in their administration.

5.3 Recommendations

There is no best solution for teachers' problem but it could be minimized to improve teachers' work motivation at any level. Indeed, one cannot even expect such a precise solution for all factors that affect teachers' work motivation. However, the following points are regarded as possible recommendations that would contribute to improve teachers' work motivation at Addis Ababa city Government in Kirkos sub-city government primary schools. Therefore, based on the conclusions made, the following recommendations were proposed:

1. Promoting satisfaction factors and reducing dissatisfaction factors will result in improved teacher motivation and contribute better in achieving educational goals and school objectives. Therefore, to get the required teachers' work motivation, teachers' needs should be assessed and fulfilled. Their pay and other incentives are one of the areas of consideration.
2. Organizational rules and policies are implemented in wrong ways and lack in handling and treating teachers. Therefore, it is recommended that stake holders should minimize and break this gap by creating some mechanisms and through seminar and training.
3. The interpersonal relationship, supervision and evaluation system of teachers at school should be smooth, positive feedback and improve technical skills of teachers.

4. To ensure quality education and to improve teachers' work motivation, the right persons should be assigned at the right places and administrators as well as teachers should work together to bring about these relations. In addition to this, the concerned authorities should work to change the work status of teachers in the community.
5. All teachers had the interest to get promotion and recognition to upgrade them through further education (post-graduate education program) but, the cost it requires is challenging. Therefore, it is recommended that adequate access of educational opportunity for teachers should be given so that they get work motivation and satisfaction.
6. Lack of clarity and common agreement towards both school and organizational rules and policies influences teachers' work motivation at their work place. Thus, the concerned stakeholders should avoid it through continuous training and seminar
7. Most teachers' response shows that working condition and teaching as a profession doesn't have safety and security. Thus, the concerned stakeholders (all educational administrators and experts at school, woreda , sub-city and/or federal level) should give attention to the improvement of the working conditions.

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Appendix – A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

**Department of Curriculum and Teachers’ Professional
Development Studies**

A study on “Factors Affecting Teacher’s Work Motivation in Kirkos sub-city Governmental Primary Schools in Addis Ababa City Administration

Questionnaire to be filled by Teachers:

General Direction

The purpose of this questionnaire is to collect data that can serve as inputs to a thesis prepared for the partial fulfillment of Master of Arts Degree in Curriculum and Instruction at Addis Ababa University. This research aimed at identifying the factors affecting teachers’ work motivation at Addis Ababa Kirkos Sub-city Government primary schools.

I assure you that the collected data are to be used only for aforementioned educational purpose and be kept confidentially. No need of writing your name. Thus, you are kindly requested to fill out the questionnaire very carefully and honestly according to the instructions provided for each part.

Finally, I would like to thank you in advance for your devotion in filling this questionnaire.

Demeke Alemayhu

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

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

No	I became a teacher because	Choices				
		5	4	3	2	1
1	I was employed for temporary employment					
2	I was pushed by my friends and /or parents					
3	Due to vast opportunity for employment					
4	Of lack of other employment opportunities					
5	Teaching is an interesting job than other occupations					
6	Teaching creates feeling of job security and safety.					
7	Teaching creates an opportunity for further educational advancement					
8	Teaching had better pay and allowances when I was employed					
9	Teaching profession has attractive career structure					
10	The profession has better work conditions and living environment than other profession.					
11	Teaching creates an opportunity to earn additional income					
12	Teaching puts the teacher on a high social status in the society					
13	Teaching is better than other jobs in benefiting the society					
14	Teaching creates the opportunity for creativity and providing best research environment					

16. If you have other reason/s that is/are not mentioned above that initiated you to become a teacher, please list down.

Part III Questions related to the major factors that affect motivation of teachers /has a major role for de-motivation or satisfaction of teacher/in primary schools of kirkos sub – city. Read each statement carefully and put a tick “(√)” mark below the number of your response for each statement.

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

Give your answer depending on your school

No	Items	Choices				
		5	4	3	2	1
	I. organizational leadership and Administration					
1	I am satisfied with the existing management practices of the school					
2	Organizational leaders and administrators are responsible and give attention to the workers					
3	I have confidence in the leadership of schools					
4	Educational leaders fulfill the needs of school employees and create conducive working environment					
5	There is a shared vision and school goal setting process formulated by school principal					
6	The school principal exercises educational leadership collaboratively					
	II. Organizational rules and policies.					
1	The policy and regulations of the school are implemented in wrong ways					
2	Many of school rules and policies make work easier.					
3	Rules, regulations and policies of the schools are made clear to teachers					
4	There is a consistent training towards organizational rules and policies.					
	III. Supervision					
1	Technical support rendered by supervisors from WEO					
2	There is effective school level supervision					
3	I am motivated with the present supervision style.					
4	Individual initiative is motivated and encouraged.					
5	Arranges seminars with teachers to share experience after classroom					

	observation regarding instruction and students, learning conditions.					
	IV. Interpersonal relationship					
1	There is strong communication between school principals and teachers					
2	There is strong relationship between woreda and sub-city education officials and teachers.					
3	There is strong relationship and support among co-workers in the work place					
4	There is good communication and respect among students and teachers.					
	V. Teaching as a profession and Job design					
1	I think that teaching profession is more secured than other profession.					
2	The opportunity to develop work experience in teaching profession is encouraging					
3	Technical support rendered by supervisors from WEO and provides positive feedback to teachers.					
4	Teaching creates feeling of job safety.					
5	I am satisfied with the post employment security (in the form of pension or provident fund).					
	VI. Teacher Development program and motivation for further education					
1	Allocates enough budgets for staff development activities					
2	There is an opportunity for further education program for employees					
3	There is fair and clear policy for employees' educational opportunity					
4	Provides continuous support and follow up for CPD and induction programs.					
5	Principals' motivate for professional staff development					
	VII. Economic factors and pay satisfaction					
1	Provision of adequate monthly salary to meet personal financial needs and to support one's family.					
2	There is a consistent salary increment and other allowances for employees.					
3	Provides proportional salary to the amount of work one does in the organization's offer.					

4	The salary we receive are as good as most other organizations offer.					
5	You feel motivated with your chances for salary increases.					
6	Low salaries are the most frequent reason teachers for leaving teaching.					
	VIII. Promotion and Recognition					
1	Teachers are satisfied with the chances for promotion					
2	There is a clearly established and motivated career path at my profession.					
3	Present promotion policy is motivating and satisfying					
	IX. Social Factors					
1	Teachers are respected by students and community.					
2	Student parents and community support teachers and learning conditions.					
3	Teaching puts the teacher on a high social status in the society.					
	X. Evaluation system					
1	The evaluation system is well designed and provides the teachers with the necessary feedback.					
2	The evaluation system respects individual's worth and dignity by encouraging teachers to set personal and organizational objectives.					
	XI. Working conditions and Job satisfaction					
1	I feel satisfied because of the comfort I am provided at work					
2	I am happy with the way my colleagues and superiors treat me					
3	I feel good at work and achieve better in my job.					
4	I am satisfied with the freedom to use my own judgment					
5	Students are well disciplined and interested to learning					
6	Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies. This thing encourages me to work.					

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

1. Mention some factors that de-motivate teachers in the work place.

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

2. What attempts /measures/ are done to motivate teachers (from schools, woreda, sub-city, and federal level)?

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

3. Would you have any recommendation about salary, academic qualification, supervision, working environment, organizational culture and policy to increase your work motivation.

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

- A). _____
- b). _____
- c). _____
- d). _____

Thank you !!

Appendix – B

Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Curriculum and Teachers’ Professional Development
Studies
A study on “Factors Affecting Teacher’s Work Motivation in Kirkos sub-city Governmental Primary Schools in Addis Ababa City Administration

General Direction:-

Part I: Background Information

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

1. Sex -----
2. Age -----
3. Marital status: -----
4. Current level of qualification -----
5. Field of study: Major _____ Minor _____
6. Work experience in years only in the field of teaching _____
7. Work experience in years only you have held your current position (for principal) _____

Interview Questions for school principals

1. What problems do teachers face in your school? What factors affect teachers’ work motivation and job satisfaction? What are there impacts?
2. To what extent does your school face the problem of teacher turnover ? why?
3. How many of your school teachers educate to upgrade their profession?
4. Do you believe that teachers have the authority to do their teaching practices with academic freedom?
5. Do teachers participate in the various decisions, in different committees, extracurricular activities etc in the school? If not why ?
6. Are there enough supplies of materials and equipment to teachers to do their teaching practices well?
7. Are you preparing timely on work training (workshop, conference and seminar etc) to facilitate the teaching – learning process? If yes, what is your role in this activity? If not, why?

Thank you!

Appendix – C

Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Curriculum and Teachers' Professional Development
Studies
A study on "Factors Affecting Teacher's Work Motivation in Kirkos sub-city Governmental Primary Schools in Addis Ababa City Administration

General Direction:-

Part I: Background Information

Direction:- Please give your response by putting a tick "(√)" mark inside the box or by writing appropriate answer where needed.

2. Sex -----
2. Age -----
3. Marital status: -----
4. Current level of qualification -----
5. Field of study: Major _____ Minor _____
6. Work experience in years only in the field of teaching _____
7. Work experience in years only you have held your current position

Interview Questions for woreda educational experts:-

1. What problems do teachers face in your woreda schools?
What factors affect teachers work motivation and job satisfaction? What are their impacts?
2. How many of your wereda school teachers get education to upgrade their profession?
3. Do you believe that teachers have the authority to do their teaching practices with academic freedom?
4. How do you enhance the status and recognition of teachers by students and community? What is your recommendation to be?
5. What kind of support do you give for the woreda school teachers to motivate and to make conducive work environment? What is your role?
6. Are you preparing timely on job training (workshop, conference and seminar etc) to facilitate the teaching learning process? If yes, what is your role in this activity? If not, why?

Thank you!

Appendix – D

Addis Ababa University School of Graduate Studies

College of Education and Behavioral Studies

Department of Curriculum and Teachers' Professional Development Studies

A study on "Factors Affecting Teacher's Work Motivation in Kirkos sub-city Governmental Primary Schools in Addis Ababa City Administration

General Direction:-

Part I: Background Information

Direction:- Please give your response by putting a tick "(√)" mark inside the box or by writing appropriate answer where needed.

3. Sex -----
2. Age -----
3. Marital status: -----
4. Current level of qualification -----
5. Field of study: Major _____ Minor _____
6. Work experience in years only in the field of teaching _____
7. Work experience in years only you have held your current position

Interview Question for Sub-city educational experts

1. What problems do teachers face in your sub-city schools? What factors affect teachers' work motivation and job satisfaction? What are there impacts?
2. Do you think that teachers' career structure is attractive, fair and enough compared to the greatness of the profession and other occupation? If your answer is No, why? And what is your recommendation to be?
3. To what extent does your sub-city school face the problem of teacher turn over?
4. How many of your sub-city school teachers get education to upgrade their profession?
5. How do you enhance the status and recognition of teachers by students and community? What is your recommendation to be?
6. What kind of support do you give for your sub-city school teachers to get motivated and to make conducive work environment?
7. Are you preparing timely on job training (workshop, conference and seminar etc) to facilitate the teaching – learning process and motivate teachers? If yes, what is your role in this activity? If not, why?

Thank you!

Appendix – E

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

**Department of Curriculum and Teachers' Professional Development
Studies**

A study on "Factors Affecting Teacher's Work Motivation in Kirkos sub-city Governmental Primary Schools in Addis Ababa City Administration

General Direction:-

Part I: Background Information

Direction:- Please give your response by putting a tick "(√)" mark inside the box or by writing appropriate answer where needed.

4. Sex -----
2. Age -----
3. Marital status: -----
4. Current level of qualification -----
5. Field of study: Major _____ Minor _____
6. Work experience in years only in the field of teaching _____
7. Work experience in years only you have held your current position

Interview Question for Sub-city educational experts

1. What kinds of problems do teachers face in Kirkos sub –city government primary schools? What factors affect their work motivation? What are there impacts?
2. What kind of support do you give for school teachers? What is your role and responsibility in the association?
3. Do you think those teachers' working conditions conducive and relaxed? if not why?
4. Do you think that the rules, policies and systems of the educational organization are clear and practical in schools ? If not why?
5. Do you think that there are positive work relationship among teachers and schools, wereda, sub-city and higher educational leaders? If not why?

Thank you !!

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Appendix – F

Demographic characteristics of the principals by sex, age, marital status, current level of qualification, field of study, teaching experience and work experience in current position.

Characteristics		Respondents	
		Frequency	Percent
Sex	Male	3	60
	Female	2	40
	Total	5	100
Age	21 – 25 Years	3	60
	26 – 30 Years	2	40
	31- 35 Years	-	-
	36 - 40 Years	-	-
	41 – 45 Years	-	-
	46 – 50 Years	-	-
	> 50 Years	-	-
	Total	5	100
Marital status	Single	2	40
	Married	3	60
	Widowed	-	-
	Divorced	-	-
	Total	5	100.0
Current level of qualification	M.A/M.Sc	-	-
	B.Ed/B.A./ B.Sc	4	80
	Diploma	1	20
	Certificate	-	-
	Other	-	-
	Total	5	100
Field of study	Subject area	5	100
	Leadership	-	-
	Total	5	100
Work experience in teaching	1 – 5 years	3	60
	6 – 10 years	1	20
	Above 10 Years	1	20
	Total	5	100
Work experience for principal	1 – 5 years	5	100
	6 – 10 years	-	-
	Above 10 Years	-	-
	Total	5	100

Appendix – G

The Pearson correlation of dependent variable towards teachers' motivation (Dependent Variable: Teachers' motivation)

dependent variable		Teachers' motivation
Sex	Pearson Correlation	.214(*)
	Sig. (2-tailed)	.043
	N	90
Age	Pearson Correlation	.068
	Sig. (2-tailed)	.525
	N	90
Marital status	Pearson Correlation	.034
	Sig. (2-tailed)	.753
	N	90
current level of qualification when you joined	Pearson Correlation	.138
	Sig. (2-tailed)	.195
	N	90
current level of qualification at present	Pearson Correlation	.083
	Sig. (2-tailed)	.436
	N	90
currently studying to upgrade your qualification	Pearson Correlation	-.156
	Sig. (2-tailed)	.143
	N	90
Your current career structure is	Pearson Correlation	.063
	Sig. (2-tailed)	.554
	N	90
gross monthly salary (Salary and allowance) currently	Pearson Correlation	.118
	Sig. (2-tailed)	.267
	N	90
Do you have additional income relating to your profession	Pearson Correlation	-.220(*)
	Sig. (2-tailed)	.038
	N	90
Your teaching work experience in years currently	Pearson Correlation	.248(*)
	Sig. (2-tailed)	.019
	N	90

* Correlation is significant at the 0.05 level (2-tailed).

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

Appendix – H

Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.565(a)	.320	.224	.36823

a Predictors: (Constant), Working conditions and Job satisfaction, Promotion and Recognition , Evaluation system, Organizational rules and policies, Teaching as a profession and Job design , Teacher Development program and motivation for further education, organizational leadership and Administration , Interpersonal relationship, Economic factors and pay satisfaction, Social Factors, Supervision

Appendix – I

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.967	11	.452	3.330	.001(a)
	Residual	10.576	78	.136		
	Total	15.543	89			

a Predictors: (Constant), Working conditions and Job satisfaction, Promotion and Recognition , Evaluation system, Organizational rules and policies, Teaching as a profession and Job design , Teacher Development program and motivation for further education, organizational leadership and Administration , Interpersonal relationship, Economic factors and pay satisfaction, Social Factors, Supervision

b Dependent Variable: Teachers' motivation

Appendix –J

Teachers Salary and career structure:

I. KG teachers salary scale

No	Career	Duration of time	Initial	Career of salary									
				1	2	3	4	5	6	7	8	9	Last pay
1	Beginner Teacher	-	305	326	347	370	395	420	445	472	500	532	565
2	Associate Teacher	3	370	395	420	445	472	500	532	565	600	636	672
3	Teacher	3	445	472	560	532	565	600	636	872	710	750	790
4	Senior Teacher	4	532	565	600	636	672	710	750	890	835	880	930
5	Leader Teacher	5	636	672	710	750	790	835	880	930	980	1035	1090

II. Salary scale for fury cycle primary school teacher / form Grade 1-4/ T.T.I

No	Career	Duration of time	Initial	Career of salary									
				1	2	3	4	5	6	7	8	9	Last pay
1	Beginner Teacher	-	305	326	347	370	395	420	445	472	500	532	565
2	Junior Teacher	2	370	395	420	445	472	500	532	565	600	636	672
3	Teacher	3	445	472	500	532	565	600	636	872	710	750	790
4	Senior Teacher	3	532	565	600	636	672	710	750	890	835	880	930
5	Leader Teacher	4	636	672	710	750	790	835	880	930	980	1035	1090
6	Leader Teacher	4	750	790	835	880	930	980	1035	1090	1150	1220	1290

**III. Salary Scale for second cycle primary school
Teacher / 5-8/**

No	Career	Duration of time	Initial	Career of salary									
				1	2	3	4	5	6	7	8	9	Last pay
1	Beginner Teacher	-	445	472	500	532	565	600	636	672	710	750	790
2	Junior Teacher	2	532	565	600	636	672	710	750	790	835	880	930
3	Teacher	3	636	672	710	750	790	835	880	930	980	1035	1090
4	Senior Teacher	3	750	790	835	880	930	980	1035	1090	1150	1220	1290
5	Late Associate Teacher	4	880	930	980	1035	1090	1150	1220	1290	1365	1440	1530
6	Leader Teacher	4	1035	1090	1150	1220	1290	1365	1440	1530	1620	1715	1810

IV. Salary scale for High school Teachers

No	Career	Duration of time	Initial	Career of salary									
				1	2	3	4	5	6	7	8	9	Last pay
1	Beginner Teacher	-	636	672	710	750	790	835	880	930	980	1035	1090
2	Junior Teacher	2	750	790	835	880	930	980	1035	1090	1150	1220	1290
3	Teacher	3	880	930	980	1035	1090	1150	1220	1290	1365	1440	1530
4	Senior Teacher	3	1035	1090	1150	1220	1290	1365	1440	1530	1620	1715	1810
5	Late Associate Teacher	4	1220	1290	1365	1440	1530	1620	1715	1810	1905	2000	2110
6	Leader Teacher	4	1440	1530	1620	1715	1810	1905	2000	2110	2220	2325	2450

Source: Teachers career ladder Implementation principal MOE, June, 1991: Addis Ababa (p.8).

Appendix –K

Teachers: Career structure Guideline Revised – 1998

I. Kg Teacher Salary Scale

No	Career	Duration of time	Initial	Career of salary									
				1	2	3	4	5	6	7	8	9	Last pay
1	Beginner Teacher	-	475	502	530	560	595	630	672	716	760	805	850
2	Junior Teacher	3	560	595	630	672	716	760	805	850	895	942	990
3	Teacher	3	672	716	760	805	850	895	942	990	1040	1092	1145
4	Senior Teacher	4	805	850	895	942	990	1040	1092	1145	1200	1255	1310
5	Leader Teacher	5	942	990	1040	1092	1145	1200	1255	1310	1370	1435	1500

II. For first cycle primary school Teachers salary scales

No	Career	Duration of time	Initial	Career of salary									
				1	2	3	4	5	6	7	8	9	Last pay
1	Beginner Teacher	2	475	502	530	560	595	630	672	746	760	805	850
2	Junior Teacher	3	560	595	630	672	716	760	805	850	895	942	990
3	Teacher	3	672	716	760	805	850	895	942	990	1040	1092	1145
4	Senior Teacher	3	805	850	895	942	990	1040	1092	1154	1200	1255	1310
5	Late Associate Teacher	4	942	990	1040	1092	1145	1200	1255	1310	1370	1435	1500
6	Leader Teacher	4	1092	1145	1700	1255	1310	1370	1435	1500	1565	1635	1707

III. For second cycle primary school Teachers Salary Scales

No	Career	Duration of time	Initial	Career of salary									
				1	2	3	4	5	6	7	8	9	Last pay
1	Beginner Teacher	-	672	716	760	760	805	850	895	942	990	1040	2092
2	Junior Teacher	2	805	850	895	895	942	990	1040	1092	1145	1200	1255
3	Teacher	3	542	990	1040	1040	1092	1145	1700	1255	1310	1370	1435
4	Senior Teacher	3	1092	145	1200	1200	1255	1310	1370	1435	1500	1565	1635
5	Late Associate Teacher	4	1255	1310	1370	1370	1435	1500	1565	1635	1707	1780	1853
6	Leader Teacher	4	1430	1500	1565	1565	1635	1707	1780	1853	1926	2000	2075

IV. For high school and TVT teachers salary sales

No	Career	Duration of time	Initial	Career of salary									
				1	2	3	4	5	6	7	8	9	Last pay
1	Beginner Teacher	-	942	990	1040	1092	1145	1200	1255	1310	1370	1235	1500
2	Junior Teacher	2	1092	1145	1200	1255	1310	1370	1435	1500	1565	1635	1707
3	Teacher	3	1255	1310	1370	1435	1500	1565	1635	1707	1780	1833	1926
4	Senior Teacher	3	1435	1500	1565	1635	1707	1780	1853	1926	2000	2075	2150
5	Late Associate Teacher	4	1635	1707	1780	1853	1926	2000	2075	2150	2225	2325	2425
6	Leader Teacher	4	1853	1926	2000	2075	2150	2225	2325	2425	2535	2645	2760

Source: Teachers' career stature guideline revised 1998, MOE (UN published) A.A

Appendix –L

Source: Addis Ababa City Administration for Teacher’s, Director, Vice – Director and Supervisor Career Ladder Improvement Table Shows below:

Career	Grade 1 – 8	9 th – 10 th	11 th – 12 th	Initial salary	Career Salary									
					1	2	3	4	5	6	7	8	9	
I				908	957	1006	1059	1114	1172	1233	1295	1359	1429	1499
II				1059	1114	1172	1233	1295	1359	1427	1499	1571	1644	1719
III				1233	1295	1359	1427	1499	1571	1644	1719	1798	1881	1968
IV				1427	1499	1571	1644	1719	1795	1881	1968	2058	2151	2249
V				1644	1719	1798	1881	2058	2058	2151	2249	2351	2458	2570
VI				1881	1968	2058	2151	2351	2351	2458	2570	2686	2807	2934
VII	Begin ner vice - directo r			2151	2249	2351	2458	2686	2686	2807	2934	3066	3204	3348
VIII	Vice directo r			2458	2570	2686	2807	3066	3066	3204	3348	3499	3656	3817
IX	Directo r leader vice – director	Beginner Vice – director	Beginn er Vice – director	2807	2934	3066	3204	3499	3499	3656	3817	3985	4160	4343
X		Vice- director	Vice- director	3204	3348	3499	3656	3985	3985	4160	4343	4535	4734	4933
XI		Form vice- director Beginner Director Associate supervisor	Form vice- director Beginn er Directo r Associ ate supervi sor	3656	3817	3985	4160	4535	4535	4734	4933	5435	5340	5554
XII		Leader- vice Director, Director supervisor	Leader- vice Directo r, Directo r supervi sor	4160	4343	4535	4734	5135	5135	5340	5554	5776	5998	6225
XIII		Senior director senior supervisor	Senior director senior supervi sor	4734	4933	5135	5340	5776	5776	5998	6225	6460	6704	6959
XV		Leader- director leader- supervisor	Leader- director leader- supervi sor	5340	5554	5776	5998	6460	6460	6704	6958	7218	7488	7768

Source: Teachers’ career stature guideline revised 2005, MOE (UN published)

Declaration

I here by declare that this thesis is my original work and has not been presented for the fulfillment of degree in any other university and all that sources of material used for the thesis is have been duly acknowledged.

Declared by:

Student signature Date

ID No. GSS/1196/03

Confirmation by Advisor:

Advisor signature Date