

**Teachers' Perception of Factors Affecting the
Motivation of Teachers in
Kolfe Keraniyo Sub City Primary Schools**

BY

Tadele Zeberga Ahmed

**Addis Ababa University
School of Graduate studies
College of Education and
*Behavioral Studies***

***Department of Educational
Planning and Management***

**April,2014
Addis Ababa**

Teachers' Perception of Factors Affecting the Motivation of Teachers in Kolfe Keraniyo Sub city Primary Schools

By

Tadele Zeberga Ahmed

A thesis submitted to the school of graduate studies
Addis Ababa University in partial fulfillment of the
requirements for the degree of Master of art in
educational leadership and management

**April, 2014
Addis Ababa**

**SCHOOL OF GRADUATE STUDIES
ADDIS ABEBA UNIVERSITY**

**Teachers' Perception of Factors Affecting the
Motivation of Teachers in
Kolfe keraniyo sub city primary schools**

BY

Tadele Zeberga Ahmed

Approved by board of examiners:

**Chairman, Department
Graduate committee**

Myaken Ziheshu

Advisor

Internal Examiner

Daniel Tefera

External Examiner

Signature

Tadele Zeberga Ahmed

Signature

Signature

Daniel Tefera

Signature

Acknowledgements

Thanks to almighty God, enabled me, to start and finish this study.

Then, I would like to express my deepest gratitude to my advisor, Professor Ayalew Shibeshi, for his unreserved and valuable guidance, constructive, illuminating, matured, wise and intellectual suggestions and persistent encouragements, which undeniably helped me to work with delight on the study. For sure, this study would not have been a reality in such a form had it not been for his constructive and critical comments and lovely help.

I am extremely appreciative to my family, my wife W/ro Grumnesh Yirga, and our children Yemwedih, Genet, Nathnael and Mahlet, for their sharing burdens and paying costs during learning and for their prayer.

Acknowledgements

Thanks to almighty God, enabled me, to start and finish this study.

Then, I would like to express my deepest gratitude to my advisor, Professor Ayalew Shibeshi, for his unreserved and valuable guidance, constructive, illuminating, matured, wise and intellectual suggestions and persistent encouragements, which undeniably helped me to work with delight on the study. For sure, this study would not have been a reality in such a form had it not been for his constructive and critical comments and lovely help.

I am extremely appreciative to my family, my wife W/ro Grumnesh Yirga, and our children Yemwedih, Genet, Nathnael and Mahlet, for their sharing burdens and paying costs during learning and for their prayer.

Table of contents

Topics	page
Acknowledgements -----	i
Table of contents -----	ii-iv
List of Acronyms -----	v
List of Tables -----	vi
List of Annexes -----	vii
Abstracts -----	viii
 CHAPTER ONE INTRODUCTION -----	 1
1.1 Background of the study -----	1
1.2 Statement of the problem -----	3
1.3 Objectives of the study -----	4
1.4 Significance of the study -----	5
1.5 Delimitation /scope of the study -----	6
1.6 Limitations of the study-----	6
1.7 Definition of key terms -----	6
1.8 Organization of the study -----	7
 CHAPTER TWO REVIEW OF RELATED LITERATURE	
2.1 The essence of educational leadership -----	8
2.2 Motivation as energy provider for educational leadership -----	11
2.3 Understanding fundamental concepts of motivation -----	15
2.4 Job satisfaction of an employee -----	18
2.4.1 Importance of employee job satisfaction -----	18
2.4.2 The elements of employee job satisfaction -----	19

2.4.2.1 Working condition -----	19
2.4.2.2 Interpersonal relationships -----	24
2.4.2.3 Variables related to intrinsic job characteristics -----	25
2.4.2.4 Demographic variables and job satisfaction -----	27
2.5 Overview of motivational theories -----	29
2.5.1 Early views of motivational theories -----	30
2.5.2 Contemporary views of motivation -----	30
2.6 Motivational process in organization -----	32
2.7 Some challenges of managers for motivating employees -----	34

CHAPTER THREE RESEARCH DESIGN AND METHODOLOGY- 38

3.1 Design of the study -----	38
3.2 Participants of the study and sampling techniques -----	38
3.2.1 Target population and the sample -----	38
3.2.2 Sampling techniques -----	39
3.3 Data gathering instruments and procedures of data collection -----	39
3.3.1 Data gathering instruments -----	39
3.3.2 Pilot study-----	43
3.4 Procedures for data collection -----	43
3.5 Methods of data analysis -----	43

CHAPTER FOUR DATA PRESENTATION, ANALYSIS AND INTERPRETATION----- 44

4.1 Demographic Characteristics of the respondents-----	44
4.2 Respondents choice or interest of being a teacher when joined in to teaching Profession-----	47
4.3 Conducive working conditions and satisfaction level of teachers-----	48

4.4 Unsatisfied needs of teachers and existing degree of discontent-----	49
4.5 Effects of absence of motivation-----	51
4.6 Extent of School leadership to motivate teachers-----	53
4.7Challenges to school directors in implementing motivation of teacher-----	54

CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATION-----	56
--	-----------

5.1 Summary of the major findings-----	56
5.2 Conclusion-----	60
5.3 Recommendation-----	62

REFERENCES-----	i-v
------------------------	------------

<i>Annex A -----</i>	<i>i-v</i>
----------------------	------------

Annex B -----	i-iv
---------------	------

Annex C -----	i
---------------	---

Annex D -----	i-ii
---------------	------

List of Acronyms

GEQIP	General Education Quality Improvement Package
KKS- EO	Kolfe Keranyo Sub-city Education office
MOE	Ministry of Education

List of Tables

List of the names of tables	Pages
Table1: <i>Target population and the no. of sample respondents-----</i>	39
Table2: <i>Sex, Age, and Qualification of the respondents-----</i>	45
Table3: <i>Sex, Age, and Qualification of the respondents by year of service---</i>	46
Table 4: <i>Respondents' interest when joined teaching profession-----</i>	47
Table 5: <i>Conducive working condition that affects motivation of teachers--</i>	48
Table 6: <i>Teachers' unsatisfied needs and existing degree of discontent---</i>	50
Table 7: <i>effects of absences of motivation and existing level-----</i>	52
Table 8: <i>Some activities to be done to motivate teachers in School leadership & management-----</i>	53

List of Anex

Annex A -----i-v

Annex B -----i-iv

Annex C -----i

Annex D -----i-ii

Abstract

The objectives of this study are to examine factors affecting motivation of primary school teachers in kolfekeranio sub city education office. The respondents of the study were primary school teachers of Kolfekeraniyo sub city education office which were taken as representative of the entire teachers 'population. These respondents were selected by random sampling technique. To achieve the study objectives information from primary sources (questionnaires and document analysis) and secondary sources such as review of related literatures, were used. Based on the data collected, each basic question was examined using statistics of percent, average and mean. The major finding was majority of primary school teachers joined the teaching profession with the base of their own interest and decision. However fewer amounts of them joined teaching due to various reasons for instance some are forced by their results or admission points, missed other job and as a result shifted in to teaching, pressurized by others to choose teaching. After joining the profession some of the working conditions create satisfaction of teachers for example responsibility , work load , interpersonal relationship , opportunity for education and being beneficiary through experience were found to be factors for motivation of teachers. In the last research question, which examined how much the school leadership and management motivates teachers, found that directors and coordinators did not discover what motivates their staff and also did not distinguish individual factors for teachers' motivation. Furthermore, activities of planning, monitoring and evaluation, reward system, offering advancement and promotion and offering chances for education were done in average weight. This last finding and utilization problem of budget also found as challenges of school directors and coordinators to motivate teachers. Conclusions made about factors which affect teachers' motivation, these include the area of leadership and management, economic factors, social factors and possibilities for growth as well as recognition were from main factors. Major recommendations which have been drawn by the researcher to avoid de-motivation of teachers were the application of participatory management and leadership. In addition it is also recommended that educational Opportunities should be provided to all teachers of primary school so that to help them upgrade themselves through further education. On top of these two, it is also recommended that hygiene factors, such as salary, fringe benefits and administrative factors should get serious attention in federal government and should use flexible, market focused, and inflation considerate payment structure.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the background of the study, statements of the problem, objectives of the study, significance of the study, delimitations, limitations, definition of key terms and organization of the study.

1.1 BACKGROUND OF THE STUDY

In 21st century change, customer, and competitions are the driving force of governmental, non-governmental and private organizations to achieve vision, mission, objectives and goals and to ensure their existence as well as their growth. Even though the above mentioned organizations have taken such tremendous efforts and formulate different types of reforms as well as reengineer their business process, the challenge still exists and the temptation puts the organizations in threat. One researcher revealed the situation and the mood of challenge and temptation as stated by (legese,1992) "Several studies have found that workers/employees are dissatisfied with many aspects of their jobs and living conditions, and this may affect motivation to work negatively, of course, this assumes that dissatisfaction leads to demotiv'ation", (pg:9).

In educational institutions, firms and organizations the importance of motivation holds paramount attentions particularly in schools and in teaching profession that have many peculiar features as organizations.

Provision of effective education at school requires a coordinated effort from policy makers, administrators, stake holders, the parents, the students themselves, as well as members of the entire community. Even though all the above mentioned groups have important contributions, teachers are the most decisive resource in teaching and learning environment in schools. Without teachers' skills, knowledge and

commitment, it is impossible to provide effective teaching and learning. Therefore, as teachers are the most important resource at school they have to be motivated and satisfied in their job, in order to improve their performance.

The motivations of teachers start from their joining to the occupation. Some teachers may join the profession because of having deep rooted zeal and interest toward the profession and othersto thecontrary might join the profession just for survival, without due respect and interest towards the profession. Therefore, this starting interest may be one factor for motivation of primary school teachers.

After getting into the profession, teachers can also be motivated when they involve in the formulation of school plans, participate in decision making, provided with good working conditions and their profession is given a high value. The absence or presence of such working environment may be another factor for teachers' motivation.

The attitude of teachers towards education and training policy, general education quality improvement package (GEQIP) and programs, curriculum documents, and other principles are other sources of the teachers' motivation. Knowledge and understanding as well as acceptance and agreement of all these events creates positive attitude for the teachers motivation. Teachers' attitude can be positive or negative towards the above testimonials. If their attitude is positive they can be motivated and improve their performance, whereas if their attitude is negative they will be demotivated and quality of education will also be deteriorated.

The society's outlook towards the teaching profession as well as teachers may be another factor for the motivation of teachers. If there is respect and acceptance of the profession, teachers are motivated and committed to their work. If the society undermines the profession and the teachers, they are discouraged and demotivated.

Furthermore, another factor that affect motivation of teachers might be pupils, desire to learn. Therefore it is necessary to understand how to improve the children's desire to learn. Teachers are motivated when their students achieve desirable results. Teachers feel happier when students do well and when they understand what is thought. When students achieve good results, the esteem needs of teachers increase, as result this esteem need becomes an important motivator.

School improvement efforts start with the concerns and needs of teachers. If teachers are highly motivated, then their concerns for performance also improve which is the base for school improvement. Therefore, teacher's motivation is a crucial issue facing education system today.

The aspect of motivation, in the field of educational leadership and management, especially in education sector of Ethiopia is a serious issue, nationally focused direction, and huge program of the country. The education and training policy of Ethiopia, launched in 1994, asserted about educational support input, educational organization and management and education finance. Among these as (TGE, 1994) states "Clear guidelines, stating the rights and duties of all involved in education, will be issued to ensure participatory and proper professional relations in their activities"(pg :29).

Therefore, conducting research on the issue of motivation is the most dynamic and ongoing task in the sector of education. These are the driving facts which evoked the researcher to conduct the study with a purpose of addressing the diminishing motivation of teachers and eroding quality of education.

1.2 Statement of the problem

Numerous efforts have been made in Ethiopian Educational programs to improve educational planning and management and as a result to create motivation of Primary school teachers. Despite all these efforts, the level of satisfaction appearing in the teachers seems impeding the instructional process. There is high turnover of teachers

and educational managers which happened because of these severe conditions. As one researcher puts the situation,

In Ethiopian case any reform measure creates fear of job losses, increases paperwork and workload. The main problem of inefficiency in the public sector is not redundancy in the number of employees but the lack of motivation, helplessness, and low salary that throw people to become careless, negligent, indifferent and corrupt (Tesfaye, 2009:17).

In this study, the researcher bases the view of this scholar and the discoveries of other contemporary studies which investigated the problems of attitude, lack of skill and shortage of resources. Hence, the study is intended to answer the following research questions:

1. How do Primary school teachers join the teaching profession?
2. To what extent are teachers' needs satisfied and to what extent are teachers' motivated in their work?
3. What are the unsatisfied needs of teachers' in primary schools?
4. To what extent do school leadership and management motivate the teachers?
5. What are the challenges to managers in motivating the primary school teachers in the sub-city?

1.3 Objectives of the study

The general objective of the study is investigating the factors that affect motivation of teachers in kolfekeraniyo sub- city elementary schools. By this the study examines the extent of implementation of motivation and its' consequence in teaching learning activity particularly in kolfekeraniyo sub- city education office.

The specific objectives are:

- To identify the original intention of teachers towards the profession; as a result to examine factors affecting motivation of primary school teachers.

- To provide base line information by assessing motivational activities carried out in Kolfekeraniyo sub-city primary school teachers.
- To find out the unsatisfied needs of teachers and their satisfaction as well as performance level in them and suggest solutions and possibilities.
- To point out the strengths and challenges of leadership and management formotivation of primary school teachers by help of these information.
- To encourage and appreciate the favorable activities of the schools, wordas and sub-city education offices in relation to educational leadership and management particularly in motivation.

1.4 Significance of the study

This study forwards high significance to policy makers, planners and other similar stake holders with in MOE, in the process of identifying the causes of the declining motivation of teachers and measuring the consequences occurring in the educational institutes as a result. The study has also significant role in curbing the problems with a well analyzed and interpreted remedies. Accordingly, the study delivers the following contributions

1. It provides evidence-based informationto concerned bodies about factors affecting teachers' motivation in KolfeKeraniyo Sub City education Office to take corrective actions for contentious motivation and satisfaction.
2. It helps to evaluate teachers' level of satisfaction, motivation and commitment at work.
3. It assists to understand the extent of problemswhich cause teachers demotivation.
4. It also suggests strategies to enhance teachers' motivation.
5. It serves as a spring board for other similar studies which are intended to investigate the cause and consequence of teachers' motivation.

1.5 Delimitations

It is essential to view motivation as part and parcels of leadership and management. Even it is this much wide and crucial theme which needs deep, wide and repeated study with professional researcher's due to lack of ample resource, this study has been restricted and bounded in some aspects. First of all its' geographical delimitation is kolfekeraniyo sub-city education sector, including only governmental schools. Therefore the study was geographically restricted to only one sub city. Secondly, in case of time it focuses only 2-3 years performance and long term strategic plan performance as reference. Lastly, the total population and the respondent teachers are only those teachers working in Kolfekeraniyo sub-city primaryschools.

1.6 Limitations of the study

During the progress of the study the researcher encountered lack of resources particularly time and financial resources. The time duration which was given for this study was limited and that it was one limitation of the study. Since the researcher was self-sponsored lack of finance was other constraints.

1.7 Definition of Key terms

The following terms are most frequently used in this thesis:

Communication: is sharing information by speaking, writing or other methods.

The most important types are personal and mass communication (Worku,2000)

Educational Leadership: At the school level it refers to the principals' influences on school community towards setting and accomplishing educational objectives focusing on learning, pedagogy and curriculum. That is, in diagnosing and solving problems in the teaching –learning process (Dimmock, 2000:251)

Job satisfaction: is the degree of positive attitude of an employee towards the work role that he is at present occupying (Banki, 1981:168)

Leadership: is the ability to persuade others to seek the defined objectives enthusiastically. It is a human factor which binds a group together and motivates it towards goals (Keith Davis, 1975)

Motivation: “motivation is the art of getting people to do what you want them to do because they want to do it.” (Dwight D. Eisenhower, p.16)

Profession: one who has acquired a learned skill and conforms to ethical standards of the profession in which he practices the skill (Good, 1973:440)

Satisfaction: It expresses the amount of agreement between one's expectations of the job and the rewards the job provides. It is a part of life satisfaction (Davis, 1981:82)

Work itself: the act of performing the job or the task.

Working Conditions: physical conditions of the work, work load, or facilities available for executing a given work.

1.8 Organization of the Study

The study is composed of five major chapters. The first chapter deals with the introduction, background of the study, statement of the problem, objective of the study, significance of the study, limitation and delimitation of the study. The second chapter is concerned with review of related literatures. The third chapter deals with the design and methodology of the study. The fourth chapter deals with analysis and interpretation of data. The fifth and the final chapter contains summary of findings, conclusion and recommendations.

CHAPTER TWO

2. Review of related literature

This chapter deals with the essence of educational leadership, motivation and educational leadership, understanding fundamental concepts of motivation, job satisfaction of an employee, overview of motivational theories, motivational process in organization and some challenges of managers for motivating employees.

2.1 The essence of educational leadership

The real meaning of educational leadership is noticeable by the implementation and execution of motivation. This is viewed by the following scholar's saying.

The essence of effective leadership is persuading others to follow your lead. We call it motivation. Great motivation secret gets to the heart of how leaders create conditions for motivation to occur by energizing their minds, encouraging their hearts, and exhorting their spirits (John Baldoni, 2005:1).

The discussion of leadership in education firstly brings us to the question, whether there is any difference of leadership perspective in the field of education or is leadership similar among any organization including educational organizations. In fact, numerous theorists agree in existence of peculiar organization and management in educational institutions, even basic skills required for managers are the same in any organization.

Dealing with people is the main managerial activity for educational managers. This is human skill that they enable to fulfill the task. They have also to see the institution related to other stake holders, community and other governmental and non governmental organizations and the ability to recognize the interrelationship of various factors involved in the situation requires them to have a conceptual skills. These skills tend to be similar to that of the managers in other type of

organizations. Technical skill is their particular activities which seem to be more mechanical and particular for specific job or responsibility.

Many writers deal or agree on educational institutions are different from industrial plants and other organizations in many aspects. Among these Campbell (1963), is the one who have identified some factors that make educational organizations and their management to peculiar from other organizations. According to him cruciality to society is the first identification of educational institutions that makes them unique in their organizational nature. All other institutions require qualified manpower for their existence. Educational institutions are the wombs or sources for the creation of these qualified manpower.

Public visibility and sensitivity is the second peculiar feature of educational management may be viewed from the extent of public consideration to the service of educational system and their internal operations. It is the feature that shows the school and its functions are highly visible to the public at all the times, it must be sensitive to all members of the community, thus the manager is required to create intimate relationship with individuals and groups in the community.

Educational manager deals with variety of people such as teachers, none-teaching personnel, students and members of the community so as to persuade duty and achieve the results from plans objectives. This is the third peculiarity in the nature of organization and management in education which is known as complexity of function in educational institution. Fulfilling needs of different individual, group interest and addressing diversified social groups makes the function of educational manager very difficult and complex.

Unique and close relation among personnel, teachers, students, community and managers is crucial to achieve organizational goals in schools and educational institutions. The involvement of intimate relationships among internal as well as external school community members maximizes behavioral problems and barriers

of communication that seeks efficient and effective in leadership and management to achieve educational goals. This feature is the other forth peculiarity of leadership and management in education known as intimacy of necessary relationship.

The last two peculiarities, according to Campbell (1963), are staff professionalization, and difficulty in appraisal. Despite of other service-giving or commodity producing organizations, schools and educational organizations are constituents of professionally trained manpower. In schools most of the employees tend to be professional in education, and charged with the responsibility of bringing about a desirable behavior in the learner. The goal achievement expected is behavioral changes of learner may not reap in short period of time, hence, the educational managers are in a problem and challenge to evaluate the degree of performance even different types of measurement and evaluation systems are executed.

The reason for discussing all the above peculiar features and unique aspects of educational leadership and management in schools and educational institutions is to show the special conditions under which it operates and may considered it to stand apart from other leadership and management.

Based on the functions, objectives, intimacy of relationships, the level of professionalization of employees, and the responsibility it has to other organization of society, the school s has been seen as unique organizations that stand different from other type's institutions of society. This makes the management of education to be different from that of other enterprises. Educational organization and management in general and school administration in particular is influenced by a number of factors-economic, political, and social factors (AdaneTessera, 2000:28).

To conclude this discussion of leadership in education, as many scholars put it that seems evident the great demands upon the schools, the number of points where it touches people and their institutions, and the sensitivity of these points of contact with children, value system, cherished mores, professionalization of staff, problems of evaluation are unique features that characterize educational institutions. Thus, educational organizations and the management of them are said to have some unique characteristics.

2.2 Motivation as energy provider for educational leadership

Clark R.E.(1998) views motivation as it is energy provider for leadership in organization by showing examples of performance process of human being. As to him, the two most important, internal performance processes in all human beings are our knowledge system and our motivation system. These two systems must cooperate successfully for effective work to be accomplished. Knowledge functions like the engine and transmission in a car. It provides the direction, strategies and tactics for achieving goals. Additional view of the mentioned writer about the sub-topic put here under.

Motivation functions like the gas and battery in a car. It provides the energy needed to achieve goals. An expert performer with inadequate motivation is like a *précis* the knowledge and motivation system and what they are able to do. ... motivation system makes it possible to a strong commitment to goals, Persist with plans and goals when distracted, Monitor goal value and personal confidence, and Invest necessary mental effort in plans (Clark, R. E.1998:37).

Furthermore, Clark advocates for emphasis and importance given to motivation. As to him our lack of adequate emphasis on motivation at work has retarded our attempt to maximize performance. In their review of leadership studies, Hogan andCurphy; Hogan (1994) found that only about 30percent of line managers are

able to adequately motivate the people who report to them. They imply that in most circumstances, motivation accounts for about half of all performance results. The late Tom Gilbert, one of the clearest thinkers in performance improvement, was fond of saying that when two people had equal abilities, the enthusiastic member of the pair would achieve about 70 percent more than the unenthusiastic person. Even more troubling is that evidence that a majority of the published studies of organizational development strategies that report measured increases in motivation are fatally flawed (Newman, Edwards and Raju, 1989; Roberts and Robertson, 1992). Strategies that may not work as powerfully or as consistently as claimed include popular employee empowerment strategies, contests, job redesign, leaderless teams and various performance recognition techniques.

When he goes on his explanation about the importance, he says, if you doubt the importance of motivation in performance, check your answers to the following questions. Why is enthusiastic commitment to work goals so difficult to achieve with many people, even when we pay people well? Why is it onerous, and sometimes impossible, to convince people at work to persist at vital work goals when they encounter interesting but much less important alternative goals? Why do employee reward programs and empowerment strategies sometimes fail or backfire? Do we have to pay people more to get them to work harder? Are people from different cultural backgrounds motivated differently? Is the motivation of "knowledge work", similar to the motivation of "physical work"? Is team motivation different than individual motivation? Why is it that committed people often fail to invest enough effort to fully achieve work goals even though they believe the goals to be important to them and to their organizations? These are some of the questions that trouble human performance consultants.

The three factors of motivation are the other concern for Clark(1998), so as to show increasing and decreasing issues of motivation. Accordingly, the three factors have been found to increase (or decrease) work goal commitment. The first factor is “task assessment”. All of us will analyze any task we are assigned to determine whether we can successfully complete the task. We all tend to ask ourselves two questions about new tasks - “Can I do it?” and “Will I be permitted to do it?” If we think that we have the ability to accomplish the goal and that we will be permitted to accomplish it, our commitment will increase (Bandura, 1997; Ford, 1992). If we doubt our ability or the organization’s willingness to let us use our skills, commitment will decrease.

The second factor influencing commitment is emotion and commitment or our mood or emotions. All positive emotions facilitate commitment and all powerful, negative emotions discourage goal commitment (Bower, 1983; 1995; Ford, 1992). This may seem like a minor issue but for temperamental people or in organizations where pressure is high and/or change is constant, negative emotional undercurrents can be strong. Angry or depressed people find it nearly impossible to make a commitment to work goals.

The final factor that influences the strength of goal commitment is values and commitment or our personal value in the goal. It is his experience that values are the most important element in increasing or decreasing the strength of our commitments. Psychologists now have good evidence that the most important value at work is our belief about whether the achievement of a work goal will increase our personal control or effectiveness (Shapiro et al, 1996; Locke and Latham, 1990). The more we believe that achievement of a work goal will make us more successful, the higher our level of commitment to the goal. The reverse is

also true. Few of us will give a high priority to tasks that we sincerely believe will lead us to fail or be perceived as incompetent. Utility, Interest and Importance Values.

Three varieties of “effectiveness values” have been found to be important - utility value, interest or curiosity value and importance value (Eccles and Wigfield, 1995). Utility value represents the case where a person does not value the task at hand but values the consequence of successfully completing the task. In this case we may perform a task we do not like or value but we believe that the result of completing the task will be positive. Interest value occurs when people are curious or like the pursuit of a particular goal. They do not have to believe that completing the task will make them successful or more effective. Instead, the opportunity to pursue their curiosity or interests is enough to increase their commitment (and presumably enough to make them feel more effective because they are able to pursue something interesting). Importance value comes from the recognition that commitment to a specific task represents a person’s strengths and personal goals. To put as conclusion for the discussion of motivation as source of energy provider for engine system of educational leadership, it is useful for our understanding to look into John Adair’s description related to this point. He says, if communication is sister to leadership, then motivation is its brother. ‘Motivation’ comes from the Latin verb for ‘to move’. There is, of course, a variety of ways to move people: you can threaten them with punishments of one form or another, or induce them with financial rewards. Although motivating others in this way does fall within the compass of leadership as well as management, it is not characteristic of it. I know that one of the things that leaders are supposed to do is to motivate people by a combination of rewards and sanctions. More recent thought suggests that we motivate ourselves to a large extent by responding to inner needs. As a leader you must understand these needs in individuals and how they operate, so that you can

work with the grain of human nature and not against it. In this field as in the others, it is useful for you to have a sketch map. Here A H Maslow's concept of a hierarchy of needs is still valuable. He suggested that individual needs are arranged in an order of prepotencies: the stronger at the bottom and the weaker (but more distinctively human) at the top.

Lastly, one more important thing for the conclusion of the section is showing, the key principles for motivating others, still according to John Adair:

- Be motivated yourself. If you are not fully committed and enthusiastic, how can you expect others to be?
- Select people who are highly motivated. It is not easy to motivate the unwilling. Choose those who have the seeds of high motivation within them.
- Set realistic and challenging targets. The better the team and its individual members, the more they will respond to objectives that stretch them, providing these are realistic.
- Remember that progress motivates. If you never give people feedback on how they are progressing, you will soon demotivate them.
- Provide fair rewards. Not easy. Do you reward the whole team, or each individual, or both? Either way, the perception of unfair rewards certainly works against motivation.
- Give recognition. This costs you nothing, but praise and recognition based upon performance are the oxygen of the human spirit.

2.3 Understanding fundamental concepts of motivation

Many writers explain the concept of motivation in many ways. Most of them believed and view as that is determinant factor and the organizational goals are unattainable without the enduring commitment of members of the organization.

Motivation is a human Psychological Characteristics That Contributes to a person's degree of Commitment. It includes the factors that cause, channel,

and Sustains human behavior in a particular committed direction (James A.F.et.al, 1998:442).

In this definition it is possible to understand motivating is the management process of influencing people's behavior. According to Michael Armstrong, (2006), the concept of motivation explained as it is a reason for doing something and motivation is concerned with the factors that influence people to behave in certain ways.

The three components of motivation as listed by Arnold *et al* (1991) are:

- *Direction* – what a person is trying to do;
- *Effort* – how hard a person is trying?
- *Persistence* – how long a person keeps on trying?

According to (Michael Armstrong, 2006) .Motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivating yourself is about setting the direction independently and then taking a course of action which will ensure that you get there. Motivation can be described as goal-directed behavior. People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward – one that satisfies their needs.

Other writers correlate or attach motivation with Communication, vision sharing, setting clear objectives and building positive culture of organization.

The greater the degree of motivation within organization work force, the greater the interest in and willingness to react to signals indicating what is going on in and around the company. Free and open Communication is the only way to ensure that information reaches to those responsible in good time. And this shows to what great extent the success of changes in strategy on the macro-level is governed by what happens on the macro level within a Company (Gisela Hageman, 1992:5).

One other Scholar called R. Edward, et.al. (1998), put basic assumption about motivation and motivating to explain the concepts. Firstly, he put as motivation is to be good thing. This is people's taught to be good, praised for being motivated. You can't feel very good about yourself if you are unmotivated. Secondly, he put as motivation is one of several factors that goes in to a person's performance. It shows the importance of factors such as ability, resources, and conditions under which one performs. Thirdly, assumes that motivation is in short supply, and in need of periodic replenishment. It shows that motivational practice never really ends, motivation can "escape" over time. Therefore, organizations have tried to replenish employee motivation frequently. Fourthly and lastly, puts as motivation is a tool with which managers can arrange job relationships in organizations. This indicates that if managers know what drives the people working for them, they can tailor job assignments and rewards to what makes these people "tick." Thus knowledge about motivation joins strategic plan, designing relationships, & distributing power in and organization.

When we look into concept of motivation one thing should not be missed. That is as Ayalew (1991) state it, educational managers widely agree about motivation is a critical determinant of performance in organization, but there is less agreement on the definition of the word 'motivation' For the Conception of this study, John's definition Cited from Ayalew, put here under.

Motivation means three things: The person Works hard, the person keeps at his or her work; and the person directs his or her behavior toward appropriate goals (johns, 1983:173). In general, these definitions seem to contain three common aspects of motivation: effort, persistence, and direction (Ayalew 1991:124).

John Baldoni, (2005), attaches motivation with leadership and its' behavior and itself is driven by a series of leadership tasks. Leadership is about getting things

done the right way; to do that, you need people. To get people to follow you, you need to have them trust you. And if you want them to trust you and do things for you and the organization, they need to be motivated. Motivation is purely and simply a leadership behavior. It stems from wanting to do what is right for people as well as for the organization. If we consider leadership to be an action, motivation, too, is an active process. And if you go deep enough, motivation itself is driven by a series of actions grouped under three headings: energize, encourage, and exhort.

As Henri Fayol analyzed the administrative process in to five major elements: planning, organizing, commanding, coordinating and controlling, as Luther Gulick described the work of an executive: planning, organizing, staffing, directing, coordinating, reporting and budgeting, a few years later as Herbert A. Simon listed the elements: planning, budgeting, controlling, and coordinating, and about the same time the American Association of School Administrators set forth the elements as planning, allocation, stimulation, coordination and evaluation, John Baldoni (2005), illustrates leadership and motivation too, put as: energize, exemplify, communicate, challenge, encourage, empower, coach, recognize, exhort, sacrifice, and inspire. All of these actions, individually and collectively, work to create a climate in which motivation can occur in the individuals, teams, and the entire organization. The more a leader incorporates these actions into his leadership outlook, the better motivated he will become and the more motivated organization will be. Each of these steps naturally facilitates motivation.

2.4 Job satisfaction of an employee

2.4.1 Importance of employee job satisfaction

Job satisfaction is a complex and multi-faceted concept, which can mean different things to different people, and is affected by different sets of factors, we can determine to what extent people are satisfied or dissatisfied with their work, by ascertaining how they view their working conditions, interpersonal relationships,

and their job content. Biographic variables (e.g., gender) may also play a role. By large employee job satisfaction is crucial factor for goal achievements of an organization.

2.4.2 The elements of employee job satisfaction

As scholars suggested, the factors influencing job satisfaction identified by different studies are not identical, but the contents of the items are basically similar. Ellickson (2002) suggests that, irrespective of the approaches used to study job satisfaction, most studies identified at least two general categories of antecedent variables associated with job satisfaction, namely the work environment and factors related to the work itself, and the personal characteristics of the individual.

In this section the most popular elements or issues of job satisfaction is reviewed and explained, namely working conditions (salary, fringe benefits, administrative support, management and leadership style, and workload); interpersonal relationships ; the nature of the job (the work itself, responsibility, recognition, advancement and promotion); and demographic variables (gender, age, educational qualification, and teaching experience).

2.4.2.1 Working conditions

According to Chang, et al., (2010), working conditions refers to salary, fringe benefits, administrative support, management and leadership, as well as workload. Understanding the effect of working conditions on the day-to-day professional activities will have the power to provide precise, explicit, and measurable goals to work.

Thus, working conditions, such as salary, fringe benefits, management and leadership, administrative support, and workload could impact on the job satisfaction of professionals either positively or negatively. These working conditions are discussed briefly here under.

Salary

According to Herzberg et al. (1959), salary was viewed as a maintenance or external factor that influences job satisfaction. An increase in salary was followed by a considerable raise in the teachers' job satisfaction.

As many research reveals an increase in the teachers' satisfaction with their salaries was followed by an increase in their report of their job satisfaction, and their intent to stay on in the teaching profession. Among these, Nielsen and Smyth (2008:1932) found that, among other things, employees (e.g., teachers) who selected a job because of a satisfactory salary were more likely to have higher levels of job satisfaction (Gedefawkassie, 2012; p.42).

If the employees of an organization, such as a school, perceive the different levels of their salaries as unfair, they may be dissatisfied (Kim, 2005:668). The low and unfair teacher salaries increasingly make conditions difficult to fulfill in their basic needs, and to cope with their financial obligations and the expectations from their families. Hence the teachers become frustrated, and therefore dissatisfied with their careers (Akiri&Ogborugbo, 2009). These feelings of dissatisfaction are also explained well by the Expectancy theory.

In a paper entitled 'The wrong solution to teacher shortage', Ingersoll and Smith (2003), pointed out that about 29% of the sample's participants indicated dissatisfaction with teaching as a career.

More than three-quarters (75%) of the teachers who quit teaching because of their dissatisfaction with their jobs mentioned their low salaries as the main cause (Ingersoll & Smith, 2003:32).

Fringe benefits

According to Herzberg, et al. (1959), fringe benefits are seen as hygiene or maintenance factors that influence job satisfaction. Fringe benefits, such as housing and transport allowances, pension, sick pay, holidays, health insurance, compensation for after-hours' work, and employer-provided training, which are the concern of the present study, can have an impact on job satisfaction in several ways. These benefits are considered an important component of worker compensation (Artz, 2010:626). In spite of this, the impact of fringe benefits on job satisfaction is a less frequently examined factor (Ellickson, 2002:343).

Both employees and employers choose fringe benefits as substitutes for salaries. Fringe benefits, such as housing allowances, are free from taxation, and are also cheaper to get from the employer body than on the market. Fringe benefits have the potential to increase the job satisfaction of employees, such as teachers (Artz, 2010:627). Employers choose these benefits as a means to decrease turnover rates, and to retain quality employees. Employees, on the other hand, choose benefits over salaries because they are free from taxation. Thus, the less-taxed fringe benefits can be substituted for salaries, and have the potential to increase the job satisfaction of workers, such as teachers.

Administrative support

According to Herzberg, et al. (1959), administrative support is viewed as a hygiene or extrinsic factor that could influence employees' job satisfaction. Administrative support is considered to be one of the working conditions which could have a profound effect on the job satisfaction of teachers. In their study of administrative support and its mediating effect on US public school teachers, Chang, et al. (2010:5-6) demonstrated that administrative support was found to be the most

significant and a strong predictor of the teachers' job satisfaction, more so than other variables (teaching experience, student behavior, and teachers' salaries), which were included in the study. They also found that administrative support had much power, directly and indirectly (through job satisfaction), to predict the teachers' intent to stay in the profession.

In line with the above-mentioned study, a study done by Choi and Tang (2009) in an international context indicated the potential benefit of administrative support to reduce teacher attrition. Efficient administrative support such as the provision of adequate facilities and equipment, and supporting teachers when there is a conflict between the teachers and the students reinforces commitment and morale.

Corroborating the importance of administrative support, Gardner (2010:119), in his study on factors that influence the retention, turnover, and abrasion perceptions of the level of administrative support exhibited the strongest positive influence on satisfaction and commitment.

Inadequate administrative support could result, dissatisfaction, de-motivation, decreased commitment and attrition. As indicated by Baker (2007:83), inadequate administrative support was one of the primary reasons for teachers leaving the profession early in careers.

Similarly, Ma and McMillan (1999:46) found that administrative control was the most important workplace condition positively affecting the teachers' satisfaction. The teachers' positive perceptions of their relationships with the school administration 50 were able to narrow substantially the satisfaction gap among teachers with different years of teaching experience.

Management and leadership style

It is said a lot about management and leadership style even in this study. In section of employee job satisfaction, better to see definitions of leadership collected by Gray Yukl (2010) from different writers.

Leadership is “the behavior of an individual . . . directing the activities of a group toward a shared goal (Hemphill & Coons, 1957: 7)”.

- Leadership is “the influential increment over and above mechanical compliance with the routine directives of the organization (Katz & Kahn, 1978: 528)”.

- “Leadership is exercised when persons . . . mobilize . . . institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers (Burns, 1978: 18)”.

- “Leadership is realized in the process whereby one or more individuals succeed in attempting to frame and define the reality of others.” (Smircich & Morgan, 1982: 258)”.

- Leadership is “the process of influencing the activities of an organized group toward goal achievement (Rauch & Behling, 1984: 46)”.

- “Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished (Richards & Engle, 1986, pg. 206)”.

- “Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose (Jacobs & Jaques, 1990: 281)”.

- Leadership “is the ability to step outside the culture . . . to start evolutionary change processes that are more adaptive (Schein, 1992: 2)”.

- “Leadership is the process of making sense of what people are doing together so that people will understand and be committed (Drath & Palus, 1994: 4)”.

- Leadership is “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization. . . .” (House et al., 1999: 184).”

Workload

When teachers perceive their workload to be unfair, their stress levels and their job dissatisfaction increase, and hence their commitment to the school organization, and their morale are eroded. This is explained by Adam’s Equity and Expectancy theories.

Workload is one of Herzberg’s hygiene or maintenance factors, to either facilitate or impede job satisfaction. The job satisfaction of employees will decrease as the employees’ perception regarding the workload distribution declines (Ellickson, 2002:352).

In addition, if the teachers spend their time on matters that are unrelated to teaching itself, and this leads to an excessive workload, there is a high probability that some of the teachers may leave the profession and move to another school, or to another line of work.

Ample evidence points (Hargreaves & Goodson, 2006; Choi, 2005), to the fact that teachers are dissatisfied with much of the paperwork induced by performance-driven education reforms. These reforms have no meaningful connection with their ultimate goal of caring for students.

2.4.2.2 Interpersonal relationships

According to Herzberg and his colleagues, interpersonal relationships are grouped under *extrinsic* factors, which either decrease or increase the job dissatisfaction of workers. As argued by Herzberg, et al., their presence will not necessarily increase the job satisfaction of employees, but are some of the preconditions to be fulfilled for the job satisfaction of employees to prevail.

2.4.2.3 Variables related to intrinsic job characteristics

The work itself

The nature of the work is one of Herzberg's intrinsic or motivator factors of job satisfaction. The nature of an individual's work is a very important element to facilitate that person's attitude towards the work. It is also one of the major determinants of job satisfaction.

According to Victory and other authors (Jyoti & Sharma, 2006), employees who have boring jobs tend to be less satisfied with their work.

Highstressed jobs result in ill health, such as emotional exhaustion or psycho-somatic health problems, whereas high-demand jobs give rise to high challenges and job satisfaction (De Jonge, Dollard, Dormann, Le Blanc & Houtman, 2000:282).

According to Kim (2005), individuals who score high in the intrinsic aspects of the work related to the work itself, have high possibilities of reporting satisfaction. Intrinsically-motivated individuals give high values to the work itself, to feelings of self-determination, and to competence and personal development.

Responsibility

In terms of the Two-factor Theory, responsibility is an intrinsic (satisfier) factor, and when present, can lead workers to feel satisfied. In terms of Maslow's theory, responsibility is a higher-order need (an esteem or ego need), and is reflected by providing the employees with self-respect and esteem.

Teachers are professionals responsible for educating young citizens, for advancing culture, and for improving the economic viability and social well-being of the nation (Menlo & Poppleton, 1999). In the school situation, teachers are responsible for accomplishing the following tasks, among others, namely teaching, assessing and reporting students' results, participating in staff

development/training/meetings, disciplining students, managing numerous activities, and administration.

Responsibility refers to the teacher's power to control all the aforementioned activities, as well as others. Being charged with important responsibilities may give the teachers pleasure. To meet the need of responsibility, teachers must be empowered in the form of teacher autonomy, decision-making, collaborative leadership, and so forth.

When teachers are given the opportunity to solve practical school problems, when they receive support from their superiors, and develop and express their thoughts by means of the on-going process of teaching and learning, this can contribute to their higher job satisfaction, motivation and efficient decision-making (Boey, 2010:2).

Recognition

Recognition is a motivator, according to Maslow's hierarchy of needs that refers to esteem-needs. Recognition leads to motivation, and to job satisfaction.

In educational institutions, students and teachers are the most important resources. The impact teachers have on student achievements, quality education and educational reforms should be recognized by school administrators, and also by other teachers. As affirmed by Karsli and Iskender (2009), teachers need the appreciation, approval and respect of school administrators, and of others. Administrators that consider and meet these needs help the teachers to feel valuable, able, functional, and important.

Advancement and promotion

In the teaching profession advancement can be realized when teachers receive the opportunity of being appointed as school principals, department Heads, supervisors, District officers, or to the next level, by achieving additional

educational qualifications. As shown by Choi and Tang (2009), teachers said that the availability of opportunities for career advancement and recognition of their contribution to schools improved their teaching efforts.

Promotion is a means of advancement. According to the Expectancy Theory, promotion is a visible reward that comes as a result of the employees' effort and performance. If the teachers are promoted to a level higher than their present position as a result of their increased efforts, they are rewarded for their efforts. This will also lead to increased pay, status, and respect. According to the Expectancy Theory, this may lead to high motivation and satisfaction.

In a study examining the determinants of job satisfaction of municipal government employees, Ellickson (2002) found that of all the variables (equipment and resources, work space, a safe work environment, training, workload, colleagues, pay, benefits, promotion, performance appraisal, and supervision), aside from departmental pride, the availability of promotional opportunities for government employees exerted a significant and powerful effect on job satisfaction. Ellickson (2002), therefore, believes that opportunities for promotion are important determinants of employee satisfaction. Satisfaction with pay, benefits, and performance appraisal had a significant effect on the overall job satisfaction of the employees as well.

2.4.2.4 Demographic variables and job satisfaction

According to De Nobile & McCormick, (2008), regarding the relationship between demographic variables such as gender, age, level of education and teaching experience, and job satisfaction deliver mixed and sometimes conflicting results. The level of job satisfaction perceived by different school teachers working in a similar working environment is often different. This may be accounted for by one of the many factors associated with job satisfaction, namely the demographic factors. These demographic characteristics have been found to influence the level

of job satisfaction of teachers. Thus, in most job satisfaction studies it is common practice to include demographic/personal characteristics as some of the factors that influence the relationship between the work environment and job satisfaction. These are used as moderator variables. However, neither the level of their influence nor the direction of the relationship is clear. This shows that, though job satisfaction is influenced by personal characteristics, the literature is far from conclusive about the nature of the relationship.

Gender

In studies on job satisfaction, gender is a frequently investigated variable. The investigation of this variable as a determinant of job satisfaction is a sensitive issue. This is because there is a substantial increase in the number of women joining the labor force in recent times (Gargallo-Castel, Garcia-Bernal, Marzo-Navaro, & Rivera-Torres, 2005:280; Oshagbemi, 2000), and this has generated considerable interest for the need to investigate the influence of gender on job satisfaction.

Although the relationship between gender and job satisfaction has been investigated extensively, the results of many of the studies so far have been found inconsistent, contradictory and far from unanimous. Where some studies found (Crossman & Harris, 2006; Ma & McMillan, 1999) women more satisfied with their work, others indicated that the men were more content.

Age

Studies regarding the relationship between age and job satisfaction ascertained the existence of significant relationships. However, the exact relationship between age and job satisfaction remains uncertain (Spector, 1997). Early studies by Herzberg, et al. (1957) show the possibility of a U-shaped or curvilinear relationship between age and job satisfaction, implying that employees experience a high level of job

satisfaction at the start of their careers, a decrease in the middle ages, and a rebound later on in life.

Other researchers who have studied age and its effect on job satisfaction indicated that job satisfaction appears to decrease with age.

Level of education

With regard to education level and job satisfaction, a number of researchers indicated that job satisfaction decreases as the education level increases. Glenn and others (in Hickson&Oshagbemi,1999), indicate that education has a negative impact on job satisfaction. A feasible explanation offered by these researchers for this inverse (negative) relationship is that increased education is associated with higher expectations (e.g., in terms of fulfillment and responsibility), indicating that an employee may become dissatisfied with performing routine tasks. Similarly, Ting (1997), in his review, indicated that the more educated employees have high expectations that jobs or organizations may not be able to meet.

Teaching experience

Teaching experience is another factor that influences job satisfaction. The relationship between the teachers' teaching experience and their job satisfaction, as researches indicate that satisfaction was high for early career teachers, decreasing at the midpoint of their careers, and rebounding again towards the end of their teaching careers.

2.5 Overview of Motivation Theories

Even there are many motivation theories, for the convenience of this study it is being discussed in two views as scholars classify and look into it. Early views of motivation and contemporary views of motivation are the major themes of this sub topic.

2.5.1 Early views of motivation

Under early views of motivation three school of thoughts or models of management are associated. The first one is traditional model or traditional school of thought, emerged in period of scientific management by Frederick Taylor, a person known as the father of scientific management. In these times workers were motivated with a system of wage incentives, the more they produced, the more they earned. Managers thought that the work is better than workers, and who were essentially lazy and could be motivated only by money.

The second one is human relation model or human relation school of thought which is related with Elton Mayo. According to James A.F., et al, (1995), Mayo and other human relations researchers found that the boredom and repetitiveness of many tasks actually reduced motivation, while social contacts helped create and sustain motivation. The conclusion is that managers could motivate employees by acknowledging their social needs and by making they feel useful and important.

The third and last one is the human resource model is Douglas McGregor's and other theorists criticism of the human relation and traditional models as they are simply sophisticated, over simplified motivation models by focusing on just one factor, such as money or social relations. As it is known, McGregor identified two sets of assumptions of motivation theories called theory x theory y. Theory x is the traditional view that describes as people have an inherent dislike of work. Consequently work is secondary important, and managers must push employees to work, theory assumes that work is a natural like play or rest, people want to work and can drive a great deal of satisfaction, hence participative management is a method to accomplish.

2.5.2 Contemporary views of motivation

James A.f.et.al, (1995) put the modern approach to study motivation theories and practice that sets five categories, and each of them has other subset theories. These

are need theory, equity theory, expectancy theory, reinforcement theory, and goal setting theory.

Michael Armstrong,(2006), put approaches to motivation theory by classifying into three of most influential theories: instrumentality theory, contenttheory, and process theory. But the in this study the researcher prefer the James A.F. approach to overview the contemporary view of motivation as follow.

Need theory of motivation addresses what people need or require fulfilling lives, particularly with regard to work (James A.F.et.al, (1995). Under this, Maslow'shierarchy of needs which views human motivation as hierarchy of five needs: physiological, safety, belongingness, esteem, and self-actualization. ERG theory isother member of need theory which shows human needs by dividing into three: existence, relatedness, and growth needs. One more other member of need theory is the two factor theory. As it termed it includes two factors: dissatisfies (hygiene factors), likesalary, workingconditions, and company policy all are mentioned here, andsatisfiers (motivating factors), likeachievement, recognition, responsibility and advancement all which are the reward of work performance.

By being aware of the different self-actualization needs of their employees, managerscan use a variety of approaches to enable employees to achieve personal as well as organizational goals. Need theory is a challenge for managers to practice for two reasons. First, any managers' works in a complex web relationships with people whose needs probably differ widely. Second, any one person's can change over time. One point that has get attention here in existing reality, there is high needs, wants and interests, despite of decline of commitment due to managers 'inability to fill the gap and improve motivation.

Equity theory is the second category of motivation theory, next to need theory. It emphasizes the role played by an individual's belief in the equity or fairness of rewards and punishments in determining his/her performance and satisfaction.

Expectancy theory –that says people choose how to behave from alternative courses of behaviors, based on their expectations of what there is to gain from each behavior. The components of this theory are performance-outcome expectancy, valence, and effort-performance expectancy. According to James A.F. et.al, (1995) Intrinsic reward which is psychological reward that experienced directly by an individual, and extrinsic reward that is provided by an outside agent, such as a supervisor or work group are also grouped here.

Reinforcement theory is an approach to motivation is an approach to motivation based on the “law of effect”-the idea that behavior with positive consequences tends to be repeated, while behavior with negative consequences tends not to be repeated. Behavior modification, positive reinforcement, avoidance learning, extinction and punishment are points to be studied in this theory.

Goal-setting theory is the 5th and last approach to study motivation which is a process theory of motivation that focuses on the process of setting goals. According to goal-setting theory, then, individuals are motivated when they behave in ways that move them to certain clear goals that they accept and can reasonably expect to attain.

2.6 Motivation process in organization

Michael Armstrong, (2005), The process of motivation is much more complex than many people believe. People have different needs, establish different goals to satisfy those needs and take different actions to achieve those goals. It is wrong to assume that one approach to motivation fits all. Beliefs in the virtues of performance-related pay as a means of providing a motivational incentive are simplistic. Motivational practices are most likely to function effectively if they are based on proper understanding of what is involved.

As scholars look in to it, motivation theory examines the process of motivation. It explains why people at work behave in the way they do in terms of their efforts and

the directions they are taking. It describes what organizations can do to encourage people to apply their efforts and abilities in ways that will further the achievement of the organization's goals as well as satisfying their own needs. It is also concerned with job satisfaction –the factors that create it and its impact on performance.

Michael Armstrong, discuss motivation process in relation to need, goal setting, goal attainment and again assessing needs of employee and the organization.

Well-motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Such people may be self-motivated, and as long as this means they are going in the right direction to achieve what they are there to achieve, then this is the best form of motivation. Most people, however, need to be motivated to a greater or lesser degree. The organization as a whole can provide the context within which high levels of motivation can be achieved by providing incentives and rewards, satisfying work, and opportunities for learning and growth. But managers still have a major part to play in using their motivating skills to get people to give of their best, and to make good use of the motivational processes provided by the organization. To do this it is necessary to understand the process of motivation –how it works and the different types of motivation that exists. A needs-related model of the process of motivation suggests that motivation is initiated by the conscious or unconscious recognition of unsatisfied needs. These needs create wants, which are desires to achieve or obtain something. Goals are then established which it is believed will satisfy these needs and wants and a behavior pathway is selected which it is expected will achieve the goal. If the goal is achieved, the need will be satisfied and the behavior is likely to be repeated the next time a similar need emerges. If the goal is not achieved, the same action is less likely to be repeated. This process of repeating successful behavior or actions is called reinforcement or the law of effect (Hull, 1951). It has, however, been criticized by

Allport (1954) as ignoring the influence of expectations and therefore constituting 'hedonism of the past'.

Motivation at work can take place in two ways. First, people can motivate themselves by seeking, finding and carrying out work (or being given work) that satisfies their needs or at least leads them to expect that their goals will be achieved. Secondly, people can be motivated by management through such methods as pay, promotion, and praise.

Generally, motivation process has cyclic pattern that arises from need or desire, then goes to goal establishment, then goes to taking action and then goal attainment and comes to starting need assessment again.

2.7 Some challenges of managers for motivating employees

To understand challenges of managers to motivate employees, it is important to look in the factors and preconditions which motivate employees. It might seem like stating the obvious but it's absolutely true – the way your employees feel about their job and their workplace determines how motivated they are. In other words there is an undoubted link between job satisfaction and productivity. Surely, job satisfaction depends partly on tangible rewards like how much a person is paid and what benefits they receive. But job satisfaction also depends on many other factors like the culture of an organization – the things that make your business distinctive and make the people who work there proud to do so.

Kendra Cherry, on his book "Theories of Motivation" elucidates important approaches which will be helpful to the manager to achieve employee's motivation. The following are some of them among the approaches mentioned;

- Provide varied and interesting work
- Provide high-quality training and development and encouragement to study for professional qualifications
- Provide an 'open door' culture in which managers are approachable

- Provide consistent and genuine leadership
- Respect the need for a good work-life balance – e.g. offering the opportunity for flexible working wherever possible
- Ensure fairness at work, including promoting equality and diversity
- Ensure proactive and regular communication
- Give regular appraisals and positive feedback – restating business objectives and recognizing your staff's contribution
- Request feedback, either in person or via staff surveys, on how employees feel about their roles, the support they get, and ideas for improvements to the business
- Provide the opportunity for staff to socialize with their colleagues at organized events
- Incorporate recognition and reward for ideas

Furthermore managers are supposed to understand why some staff may lack motivation before going in to creating a motivated workforce, and hence according to Kendra Cherry the points below are causes for deficiency of motivation in a working environment;

- Monotonous work
- High staff turnover
- Poor workplace atmosphere
- Lack of recognition for achievements
- Individuals feeling sidelined or ignored
- Little opportunity for advancement
- Poor reward structure

In addition, a leader can motivate the workforce by the following means leadership techniques as demonstrated by Kendra Cherry (2002);

- Valuing diversity – what works for motivating one person, may not work for another. Be flexible and use your interpersonal skills to get the best out of different types of employee.
- Demonstrating trust i.e. trust staff to get the job done. Delegating key tasks can empower employees and stimulate innovation, although you will need to ensure that the ultimate business objective is understood.
- Showing respect – i.e. listens to and acts upon what your employees tell you. Be prepared to invest in new equipment or support if they need it to do their job effectively. By responding to their concerns you can demonstrate your trust in their judgment.
- Giving encouragement – if someone's standards fall short, don't criticize, but find out what the problem is and try to get them back on track. Identify if more training is needed. It also helps to offer incentives for achievement.
- Rewarding good performance – set clear objectives and celebrate employee achievement. You could consider offering financial rewards. Any reward should be proportionate to the achievement, and the system should be seen as fair and transparent by all staff.

Finally, Javitch, consultant leader, in the work of Motivating employees, puts the following concerning challenges of managers to motivate employees. "Discovering what motivates your staff is one of the most challenging aspects of management. Everyone is motivated, but for their own reason, necessarily yours. There was a time when employees sought employment with a company and retired working for the very same company many years later. In contrast, today's employees will have three to seven careers throughout their life time. This tells us that job security is no longer the golden nugget it once was for employers to offer employees. Today's workforce considers a plethora of life/work factors throughout their

professional career. For your company to have a competitive workforce advantage, it must have a keen understanding of what motivates its staff (Javitch, consultant leader, Motivating employees).

CHAPTER THREE

3. Research design and methodology

This chapter deals with the research design and methodology, participants of the study and sampling techniques, data gathering instruments and procedure of data collection and methods of data analysis.

3.1 Design of the study

This research is a survey based research. During the survey, sufficient amount of data is collected from the population defined for this study by dispatching questionnaires among the respondents. Respondents expressed their beliefs, attitudes and tendencies in all the questions; the information collected directly from the respondents through the questionnaire critically assisted to consolidate the core investigation of the topic. Quantitative method is applied to illustrate the frequency and level of cases reacted by the respondents across the questionnaires. This was done in a way of analyzing data ranging from simple counts such as frequency of occurrences to more complex one. In addition, qualitative analysis is used to describe the information obtained through the interview from the respondents. Therefore this research applied mixed approach.

3.2 Participants of the study and sampling techniques

3.2.1 Target population and the sample

The population of this study is all government primary school teachers of kolfekeranyo sub-city education office (KKSEO) . As it is impossible to manage the entire population the study has to select target population. Accordingly, the sample size is planned to be 18.8 % of 1618 total population. This is because of the fact that 18.8% of the entire population is believed to be well representative sample.

3.2.2 Sampling Techniques

Random sampling technique is executed in order to take the representative sample of the entire population, because it is the best way to obtain representative sample. There are 24 government primary schools in the sub-city. Among teachers of all these schools, 30 % of schools were selected by simple random sampling technique. From these 30% of 24 schools 50% teachers are selected as sample population.

These selected sample schools were Abunebasilios, Bisrat, Filipos, Fitawurary-H/giorgis, Keranio-M/alem, Repi, Tinbite-Ermias, and Yemane-Birahan. In addition to teachers respondents, department heads and school directors were selected randomly for interview. In the following table the names of all these primary schools, the entire population and target population is shown.

Table1: Target population and the no. of sample respondents

S/n	The schools	Number of teachers	Samples taken
1	Abunebasilios	89	44
2	Bisrat	61	30
3	Filipos	82	41
4	Fitawurary H/giorgis	116	58
5	Keranio M/alem	104	52
6	Repi Primary	78	39
7	TinbiteErmias	30	15
8	YemaneBirahn	65	33
Total		625	312

Source: each schools record & human resource management office

3.3 Data gathering instruments and Procedure of Data collection

3.3.1 Data gathering instruments

In this research questionnaire, interview and document analysis methods were employed to collect pertinent data from respondents.

Questionnaire

Questionnaire was a tool used for collecting primary information from the specific group of an audience on a particular subject. The data gathered by means of questionnaire was taken as primary information. It is also a very good source to capture the relevant reflection on the area where the research was conducted. Constructing questions for the intended respondent requires clarity consistency and tact. Major challenges facing survey researchers are participants' failure to return questionnaires, their willingness to be surveyed and their ability to attend scheduled interviews. In order to handle this limitation, the questionnaires for this paper were designed in a closed ended manner. Even though, more number of questions were prepared in closed ended manner there were also open-ended questions.

Questionnaire can be structured or scattered. A structured questionnaire is considered as a major data collection tool, it will be administered by the sample subjects (teachers). It is structured because it was prepared to rate sets of given variables using a five point Likert-type rating scale which is closed –end type. It also invites some free open-ended questions just to add if missed points are felt by respondents.

The content of the questionnaire was constructed with an aim of understanding the deep rooted feeling and perception of teachers about the profession. Questions which investigate about the working condition and teachers' satisfaction take the lions share in the questionnaire. In addition, questions which examine the extent and challenges of school leadership and management to motivate teachers have been included.

Interview Guide

A semi structured type of interview guide was prepared and conducted with selected department heads, school principals and coordinators to get pertinent and in-depth information about the motivation, performance and satisfaction level of sub-city's primary teachers.

One of the benefits of the interview was getting sufficient information. Since it is conducted in face-to-face approach, it has greater flexibility that gives opportunity to avoid misinterpretation and additional information can be obtained.

The data collected from these key respondents through interview was described qualitatively and description of the responses was incorporated into the questionnaire analysis.

From eight selected sample schools 4 department heads were selected randomly by grouping two schools in one, and one interviewer from each group schools. Additionally, 2 school directors were selected in similar way. These 6 interviewers have made six hours interview; an hour for each has executed.

Regarding the content 10 items of interview guide was prepared, which have the following summarized points:

- The ways that schools exercise to motivate teachers
- The extent of goal achievements of schools
- The extent of the role of directors to investigate teachers' satisfaction gap and create conducive working condition
- The status of commitments of teachers
- The execution of core values, work ethics and teachers professional disciplines

- The challenges that you observe concerning motivation of teachers, and measures to be taken to overcome the challenges were the main contents for the items interview questions.

Document analysis

Documents which were incorporated in the analysis of this study include number of promoted and detained students, number of staff turnover and school annual plans of KolfeKeranio Sub city Education Office (KKS- EO) primary schools. The document analysis was made to understand the major factors affecting motivation of primary school teachers. Through the document analysis the following assessment on the positive and negative impacts of motivation were made in schools, wereda and sub city education offices.

- 1) Staff hard work & commitment by students' promotion and repetition rate from rosters.
- 2) Absenteeism and late coming of teachers and students from attendance sheets.
- 3) Number of awarded teachers, the amount of reward and the interval of reward from copy documents in the files.
- 4) The amount of staff turnover, disciplinary measures taken because of misbehaviors, and staffs acting against the rules and regulations of the school were taken from copy documents.

For all these document analysis checklists and formats were prepared and attached with appendixes.

3.3.2 Pilot- test

A pilot test has been made to check the appropriateness and clarity of the contents in schools other than the sample schools. These schools are Ewuket –Wgene and MeserteEdeget Primary schools. Ten teachers were selected from each schools and a total of twenty teachers from both school. These teachers involved in the pilot by random selection. These pilot respondents answered the questions and provided necessary feedback to researcher on any ambiguity they had with items. Lastly, some items modified as well as weak items were rejected. Finally, after some adjustments has taken questioners distributed to the actual research respondents.

3.4Procedures for Data Collection

The following procedures /steps were undertaken in data collection procedure. At the beginning, questionnaire was prepared and distributed for target population. Then out of 312 distributed questionnaires 301were completed and returned. 11questionnaires were ineligible unreturned.301 usable questionnaires, interviews and document review was analyzed and interpreted. Questionnaire items and interview questions were prepared in English and during data collection there has been communication by using Amharic in order to avoid language barrier and to create clarity. In addition to this,questionnaires were translated to Amharic version and have been dispatched to the respondents together with the English Version.

3.5Methods of data analysis

The data gatheredfor this study from thequestionnairehas two parts. The first part is questionnaire related to factual information that is about the background of the informants. The second part of the questionnaire related to the basic questions of the research. These data are tabulated and expressed in simple descriptive statistical tools; percentage, mean and average used to describe what portion of subjects agree or disagree on a given item.

CHAPTER FOUR

4. Data Presentation, Analysis and Interpretation

This part of the research deals with analysis and interpretation of data gathered from respondents. The characteristics of the population were primary school teachers, department heads, and school principals. The primary objectives of this part were to seek appropriate responses for the basic questions raised at the beginning of the research. The data obtained through questionnaire, interview and documents were analyzed and interpreted. 312 questionnaires were distributed for the sample population. Out of this 312 questionnaires 6 (1.9%) were not returned at all and 5 (1.6%) were omitted because they were ineligible or were partially completed. Finally, 301 (96.4%) of questionnaires were filled and selected for this study, because they met the criteria of having no missing data from any specific questions.

4.1 Demographic Characteristics of the respondents

Analysis was made to examine the demographic characteristics of the respondents from 8 (30% of 24) primary schools of the sub city. Data like gender, age, education level, and years of experience were gathered. The frequency distribution, percentages, summary statistics of participants' shown in the following, general background information of the respondents, below in table 2 and 3.

Table2 Sex, Age, and Qualification of the respondents

No.	Item	Total
1	Sex	
	A) Male	173(57.4%)
	B) Female	128(42.5%)
	Total	301(100%)
2	Age	
	A) <25 years	61 (20.2%)
	B) 26-30 years	124(41.1%)
	C) 31-36 Years	22 (7.3%)
	D)37-40	24 (7.9%)
	E) 41 and above	70 (23.2%)
	Total	301
3	Qualification	
	A) Under diploma	---
	B) Diploma	124(41.1%)
	C) BA Degree	177 (58.8%)
	D) MA Degree	--
	Total	301(100%)

Source: sample teachers' response

As shown in Table 2 of Item 1, the sex composition of the respondents shows that 128 (42.5%) were female and 173 (57.5%) were male. Regarding qualification of respondents, out of 301 primary school teachers 124 (41.1%) were in diploma level, whereas 174 (58.8%) were BA degree, which shows existence of high learning need of primary school teachers or seek of great efforts of completing primary schools as minimum qualification of BA degree in the field.

Table 2 depicts that the number of male teachers is greater than female teachers in primary schools; the number of teachers with services time of 25-30 takes the largest number. BA degree holders were also greater in number. This presentation shows that sex ratio composition is not proportional and women's have got lesser opportunity to have a role in the profession than men. On the side of qualification, the share of Diploma holders implies that there is a gap to meet the minimum

professional requirement of the primary school teaching which means primary schools are working under the minimum standard. In addition are shows that there is unfulfilled demand of career development of the teachers.

Table3 Sex, Age, & Qualification of respondents by year of service

No.	Item	1-2yrs service		3-4 yrs service		5-8yrs service		9-12yrs service		13-16yrs service		>17 yrs service	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Sex												
	A) Male	16	5.3	46	15.2	46	15.2	21	6.9	-	-	44	14.6
	B) Female	12	3.9	23	7.6	40	13.2	13	4.3	26	8.6	14	4.6
	Total	28	9.3	69	22.9	86	28.5	34	11.2	26	8.6	58	19.2
2	Age												
	A) 20-25 years	20	6.6	41	13.6			---	-	-	-	-	-
	B)26-30 years	6	1.9	28	9.3	70	23.1	20	6.4	--	-	-	-
	C) 31-36 Years	2	0.6	-	10	10	3.3	3.3	--	-	-	-	-
	D)37-40	-	-	-	-	6	1.9	4	1.3	6	1.9	8	2.6
	E) 41 and above	-	-	-	-	-	-	-	-	20	6.4	50	16.6
	Total	28	9.3	69	22.9	86	28.5	34	11.2	26	8.6	58	19.2
3	Qualification												
	A) Under diploma	-	-	-	-	--	--	--	--	--	--	--	--
	B) Diploma	12	3.9	27	6.9	42	13.4	15	4.9	15	4.9	13	4.3
	C) BA Degree	16	5.3	4.2	13.9	144	14.6	19	6.31	11	3.6	45	14.9
	D) MA Degree	--	--	--	--	--	--	--	--	--	--	--	--
	Total	28	9.3	69	22.9	86	28.5	34	11.2	26	8.6	58	19.2

Table 3 shows that respondents service categories, which is 28 (9.3%) were from 1-2 years' service, that is beginner, 69 (22.9%) were from 3-4 years' service, i.e. junior, 86 (28.5%) were from 5-8 years' service, i.e. teacher, 34 (11.2%) were 9-12 years' service, i.e. Higher, 26 (8.6%), were from 13-16 years service, i.e. associate and 58 (19.2%) were 17 and above years' service, i.e. leader teachers, according to the teachers career structure.

Accordingly , the least percentage of teachers with professional experience shows that beginner teachers quit the job in the early stages and shift to other profession,

and hence this points that there might happen a gap which comes because of lack of experienced and senior teachers.

In addition Table 3 of item 2 shows that age of respondents grouped in 5 categories. Out of 301 respondents 61 (20.2%) were at the age of 20—25, 124 (41.1%) were 25-30, 22 (7.3%) were at age of 31-36, 24 (7.9%) were at the age of 37-40, and 70 (23.2%) were at the age 41 and above years old.

This tabular presentation implies that there is higher number of young teachers in the schools which gives an opportunity of active and working age groups to the schools management.

4.2 Respondents choice or interest of being a teacher when joined into teaching profession

A total of four statements about reasons to become a teacher were presented for respondents. The responses of the respondents to those statements are presented below.

Table 4: Respondents' interest when joined teaching profession

s/n	Reasons to join the teaching	Respondents	
		No	%
1	Teachers those entered with their interest		
	A. Yes	190	63.1
	B. No	111	36.5
	Total	301	100
2.	Teachers those pressurized by others to choose teaching	37	
3.	Teachers forced by their result or admission points to join teaching	23	
4.	Teachers those didn't get other job, as result entered to teaching	29	

As it can be seen from Table 4 of item 1, out of 301 respondents 190(63.1%) entered with their interest or choice whereas 111 (36.5%) entered without their choice.

This clearly tells that more teachers choose to join the stream with an inborn desire. And there are also significant amount of teachers whom intend to join the field because of the push from external situations.

In addition to the items in table 3, for the open ended questions that seek to give if there were other reasons to become a teacher, the following responses were given: "I became a teacher, because I thought it was respected profession", "teaching is free from corruption, hence there is mental satisfaction", "teaching is lifelong learning" "my matriculation result forced me to join teaching" and "University assigned me based on my GPA".

From the data presented in table 3 and analyzed in above all shows teachers get in teaching without their interest. Pressure of others, missing other jobs and admission results, were some the reasons for those entered without interest and for those who lose interest of teaching and lack of motivation in teaching.

4.3 Conducive working conditions and satisfaction level of teachers

A total of 14 (fourteen) statements /issues about factors of job motivation were presented for respondents. And respondents were asked to indicate their level of satisfaction by answering, V.H means very high= 5, H means high=4, M means medium=3, L means low= 2, and V.L means very low=1. These responses / factors were presented and analyzed as follow.

Table 5: Conducive working condition that affects motivation of teachers

S/ N	Working Conditions	Satisfaction level										Mean
		V.H		H		M		L	V.L			
		No.	%	No	%	No.	%	No.	%	No.	%	
1.	Salary	20	6.6	30	9.9	38	12.6	70	23.2	143	47.5	2.04
2.	Fringe benefits	23	7.6	31	10.2	50	16.6	80	26.5	117	38.8	2.21
3.	Efficient administrative support	41	13.6	26	8.6	82	27.2	61	20.2	91	30.2	2.55
4.	Management & Leadership	53	17.6	42	13.9	100	33.2	53	17.6	53	17.6	2.96
5.	Work load	49	16.2	94	31.2	79	26.2	35	11.6	44	14.6	3.22
6.	Interpersonal relationship	57	18.9	78	25.9	67	22.2	47	15.6	52	17.2	3.13
7.	The work itself	67	22.2	57	18.9	68	25.5	62	20.5	47	15.6	3.11
8.	Responsibility	55	18.2	80	26.5	95	31.5	35	11.6	36	11.9	3.27
9.	Recognition	45	14.9	70	23.2	96	31.8	30	9.9	60	19.9	3.03
10	Advancement and promotion	46	15.2	56	18.6	66	21.9	66	21.9	67	22.2	2.82
14	Work experience	69	22.9	48	15.9	90	29.9	47	15.6	47	15.6	3.14

Source: Sample teachers' respondent

As portrayed in the table 5 the mean scale was calculated by dividing the sum of products of each scale with the five frequencies, to the total number of respondents. In this case the mean scale has the minimum value of 1 and maximum value of 5. The higher the mean means the more possible satisfaction level of the item/ statement/ in working condition. In contrast, the lower shows the more dissatisfied on that item. Scholars illustrate the concept of mean as follow.

mean and standard deviation are techniques used to describe characteristics of study participants and compare results. The mean is measure of central tendency that measures what sets of measurers are like on average (Kerr, Hall and kozub, 2002;211).

More specified presentation of the items is given below.

As it can be seen from the data “ responsibility” , “ Work load” , “ level of education” , “ work experience”, “ interpersonal relationship” ,and “ the work itself” , were the working condition which has the mean value of 3.27,3.22,3.19,3.13,3.11, and 3.08 respectively. Therefore, these items or statements got more satisfaction level in working condition, where as “salary” , “ fringe benefits”, “ efficient administrative support”, and “advancement and promotion”, were the working conditions which have the mean value of 2.04, 2.21, 2.55 and 2.82 respectively. Therefore, these items depict the mean value below 2.5 hence, they are found to be factors affecting motivation of primary school teachers.

4.4 Unsatisfied needs of teachers and existing degree of discontent

To distinguish if there were unsatisfied needs of teachers, the respondents were asked to state their agreement or disagreement of existence to be responded by “ Yes” or “ No” , and some options of unsatisfied needs were given to be responded from very high level to very low. The responses collected were presented in the table 6.

Table 6 Teachers' unsatisfied needs and existing degree of discontent

S/n	Unsatisfied needs	Existing level									
		No.	%								
1.	Presence of unsatisfied needs of teachers										
	A. Yes	280	92								
	B. No	21	8								
	Total	301									
		V.H		H		M		L		V.L	
		No.	%	No.	%	No.	%	No.	%	No.	%
2,	Unsatisfied needs:										
2.1	Salary	108	38.5	65	23.2	39	13.9	34	21.1	34	12.1
2.2	Housing	106	37.8	67	23.9	46	16.4	29	10.3	32	11.4
2.3	Transport service	103	36.7	65	23.2	45	16.07	38	13.5	29	10.3
2.4	Education upgrading	72	25.7	70	25	50	17.8	49	17.5	39	13.9
2.5	Recognition and promotion	93	33.2	46	16.4	55	19.6	37	13.2	49	17.5

Source: Sample teachers' respondents

As shown in the above Table6, concerning the question that asks for the existence of unsatisfied needs of teachers, out of 301 respondents , 280 (92%) were answered “Yes” and 21 (8%) were answered “No”. In addition to these, 5 items were given for those who said “Yes”. Regarding salary, 108 (38.5%) teachers responded “very high”, 65 (23.2%) of them responded “high”, 39(13.9%) of them responded “medium”, 34 (21.1) of the teachers responded “low”, and the rest 34(12.1%) of the teachers responded “Very low”. When we see the case of Housing, 106 (37.8%) teachers responded “very high”, 67(23.9%) of them responded “high”, 46(16.4%) of them responded “medium”,29(10.3%) of them responded “low”, and 32(11.4%) responded “very low”. In the case of transport service, 103 (36.7%) responded “very high”, 65 (23.2%) responded “High”, 45(16.07%) responded “medium”, 38(13.5%) responded “low” and the rest 29(10.3%) of the teachers responded “very low”. Unsatisfied need of education upgrading, 72 (25.7%) responded “very high”, 70(25%) responded “high”, 50(17.8%) of them responded “medium”, 49 (17.5%) responded “low”, 39(13.9) responded “very low”. The last item of table 6, unsatisfied need of recognition and promotion shows 93(33.2%)

responded “very high”, 46(16.4) responded “high”, 55(19.6%) responded “medium”, 37(13.2%) responded “low”, and 49(17.9%) responded “very low”.

As shown from the above data, teachers’ unsatisfied need on salary has taken the lion’s share of the entire degree of the existing discontent and the dissatisfaction on education upgrading has taken the least level.

More over in order to understand the existence of other unsatisfied needs, it was given one open ended question, accordingly the following points were gathered with that an open ended question:

- Slow or small change in salary increment,
- Infeasible plan of work
- Lack of commitment in the administration
- Less dignity given for the profession
- Absence of professional school leaders
- low achievement and competence of students
- Inappropriate evaluation system of teachers
- Unstable working environment
- Instability of principals
- Lack of sufficient opportunity for further education of teachers
- Misperception towards the profession amongst the society

4.5 Effects of absence of motivation

The study has investigated the existence of effects emanating from the absence of motivation and unsatisfied needs as well as their existing level/scale/ in a working condition. The responses have been presented in the following table.

Table 7: Effects of Absences of Motivation and Existing level

S/N	Indicators for absence of motivation	Existing level of absence of motivation									
		V.H		H		M		L	V.L		
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Monotonous Work	18	5.9	73	24.2	107	35.5	52	17.2	51	16.9
2.	Staff turnover	120	39.8	97	32.2	76	25.2	5	1.6	3	0.9
3.	Poor work place atmosphere	20	6.6	75	24.9	108	35.8	50	16.	48	15.9
4.	Lack of recognition for achievement	90	29.9	99	32.8	90	29.9	8	2.6	14	4.6
5.	Individual feeling sidelined/ignored	105	34.8	100	33.2	60	19.9	20	6.6	16	5.1
6.	Little opportunity for advancement	65	21.5	60	19.9	97	32.2	35	11.6	44	14.5
7.	Poor reward system	85	28.2	67	22.2	95	31.5	29	9.6	25	8.1

Source: sample teachers responses

As shown in the above Table 7 staff turnover responded by 120(39.8%) respondents “very high”, 97(32.2%) of respondents “high”, 76(25.2%) respondents “medium”, 5(1.6%) of respondents “low” and 2(0.6%) of respondents “very low”. Similarly, lack of recognition for achievement, 90(29.9%) respondents “very high”, 99(32.8%) of respondents “high”, 90(29.9%) respondents “medium”, 8(2.6%) of respondents “low” and 14(4.6%) respondent “very low”. Individuals feeling ignored, 105(34.8%) respondents “very high”, 100(33.2%) of respondents “high”, 60(19.9%) respondents “medium”, 20(6.6%) of respondents “low” and 16(5.1%) of respondents “very low”. Poor reward system, 85(28.2%) respondents, “very high”, 67(22.2%) of respondents “high”, 95(31.5%) respondents “medium”, 29(9.6%) of respondents “low” and 25(8.1%) of respondents “very low”.

There were also other three given items; answered by fewer respondents as a very high level of existence. Monotonous work, responded by 18(5.9%) as “very high”, 73(24.2%) of respondents “high”, 107(35.5%) respondents “medium”, 52(17.2%)

of respondents “low” and 51(16.9%) of respondents “very low”. Poor work placeatmosphere, responded by 20(6.6%) respondents “very high”, 75(24.9%) of respondents “high”,108(35.8%) respondents “medium”, 50(16%) of respondents “low” and 48(15.9%) of respondents “very low”. The last item little opportunity for advancement, responded by 65(21.5%) respondents “very high”,60(19.9%) of respondents “high”,97(32.2%) respondents “medium”,35(11.6%) of respondents “low” and44(14.5%) of respondents “very low” .

4.6 Extent of School leadership to motivate teachers

The extent of activities to be done to motivate teachers and school leadership and management was another basic question of this research. Accordingly, 3 items of practices of motivation were prepared in data collection tool and provided to the respondents. The response given by sample teachers presented here under by table 7 below.

Table 8: Some activities to be done to motivate teachers in school leadership & management

S/N	Items	Existing weights/scales										Mean
		5		4		3		2		1		
		No.	%	No.	%	No.	%	No.	%	No.	%	
1.	Directors and coordinators carefully and consistently discover the things which motivate their staffs and they also distinguish individual factors for motivation.	-	-	-	-	56	18.6	104	34.5	141	46.8	1.71
2.	Directors and coordinators include monitoring and evaluation, rewarding system, advancement and promotions, and educational opportunities in their plan.	5	1.6	7	2.3	98	32.5	90	29.9	101	33.5	2.08
3.	Implementing the issue of motivational practice according to their plan.	3	0.9	12	3.9	94	31.2	97	32.2	95	31.5	2.1

As shown from Table 8 the extent at which directors and coordinators carefully and consistently discover the things which motivate their staffs and they also distinguish individual factors for motivation, responded by 56(18.6%) "Medium", 104(34.5%) responded "low", 141(46.8%) responded "very low". It did not respond by "Very high" and "High" scales.

The second item was about the extent at which Directors and coordinators include monitoring and evaluation, rewarding system, advancement and promotions, and educational opportunities in their plan, were responded by 5(1.6%) "Very high", 7(2.3%) "High", 98(32.5%), "medium", 90(29.9%) "Low" and 101(33.3%) responded "very low".

The third item was about the extent at which Implementing the issue of motivational practice according to their plan, were responded by 3(0.9%) "Very high", 12(3.9%) "High", 94(31.2%) "Medium", 97(32.2%) "Low" and 95(31.5%) "Very low".

As can be seen these three items the mean value for all them got less than 2.5 or average mean. These shows these statements were found to be factors that affect teachers' motivation in primary school.

4.7 Challenges to school directors in implementing motivation of teachers

To study the challenges of school directors in implementing motivation of teachers, one open ended item question for teacher respondents, and two interview questions for interview respondents were presented. The data (information) gathered from these two types of respondents (teacher respondents and interviewees) were summarized here under.

- Less effort was done by managers and leaders to motivate teachers and to create conducive work environments
- To give less attention to motivate teachers but ambitious for work to be done.

- directors do not assess gaps of job satisfaction of teachers
- little understanding and knowledge of motivation and its' crucial role for work
- less status of commitment teachers
- less achievements in students competence
- most teachers do not equipped with problem solving capacity (problems of instructions, students and schools)
- loss of job satisfaction of many teachers (especially the young teachers) due to some common problems like house, transport service, effects of inflation, and do not give due attentions for their duty/work.
- budget allocation and utilization problem
- instability of directors and turnover of teachers due to this increment of periods, change of section/ alter of students
- Slow or small change in salary increment,
- Infeasible plan of work
- Lack of commitment in the administration
- Less dignity given for the profession
- Absence of professional school leaders
- low achievement and competence of students
- Inappropriate evaluation system of teachers
- Unstable working environment
- Instability of principals
- Lack of sufficient opportunity for further education of teachers
- Misperception towards the profession amongst the society

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

This chapter presents the summary of major findings, the conclusion drawn and the recommendations forwarded.

5.1 Summary of the major findings

The main purpose of the study was to assess factors affecting motivation of primary school teachers in Kolfekeraniyo sub city education office. Based on the literature, two factors (motivational factors and hygiene factors) were considered as major factors of job motivation. The main purpose of the study was to examine whether or not these factors contribute to a significant extent in explaining teachers' job motivation.

Towards this end, the following basic questions were posed:

1. How do elementary school teachers join the teaching profession?
2. To what extent teachers' needs are satisfied and motivated in their work?
3. What are the unsatisfied needs of teachers' in Elementary schools?
4. To what extent do school leadership and management motivate the teachers?
5. What are the challenges to managers in implementing motivation of elementary school teachers in the sub-city?

Before such questions were administered for the main study, a pilot test had been conducted. Through the pilot study, based on the feedback given some reconstruction were made. On the items and some items were modified and retained while less effective ones were discarded.

After testing the questionnaire in the pilot study 4 pages questionnaires were developed for the main study and distributed to the teachers. Amharic version was attached for these questionnaires in order to avoid barriers of communication with respondents. Out of the total population 301 (19%) teachers were included for the

study. After deciding up on the number of sample population to have been drawn for the study 8 primary schools were randomly selected.

It was intended to take all the sample schools to represent the population but their number was not manageable, for these reason questionnaires intended to be distributed to the sample teachers. Based on the data collected each basic question were examined using statistics such as percentages, mean and average. Applying the above statistical methods the data were analyzed and the following results were obtained.

5.1.1 According to the results of the study 36.5% of primary school teachers joined the teaching profession without their interest / choice. It is assured /asserted that, they had different reasons for getting in the profession, like pressure of others, due to admission points, missed other jobs and etc....

5.1.2 After primary school teachers joined the profession, it is found that in some working conditions there were job satisfaction of primary school teachers and in some other working conditions they did not satisfied with their job. To mention:

- As in this study assured 23.2% and 47.5% teachers were found in low and very low job satisfaction level, due to the salary they paid. The sum of these two data gives 70.7% of teachers were in low and very low job satisfaction level due to salary. The mean value of the item /instrument also revealed the same fact which is $M=2.04$.
- Concerning fringe benefits, as it was deduced, 26.5%, and 38.8% teachers were found in low and very low job satisfaction level, due to fringe benefits they gained. The sum of these two data gives 65.3% of teachers was in low and very low job satisfaction level due to fringe benefits. The mean value of the item /instrument also revealed the same fact which is $M=2.21$.

- Concerning efficient administrative support, as it was ascertained the mean value of the item $M=2.55$ job satisfaction level, this shows an average job satisfaction level due to efficient administrative support they gained.
- Regarding advancement and promotion, as it was ascertained, the mean value of the item $M=2.82$ job satisfaction level, this shows an average job satisfaction level due to advancement and promotion they gained.

5.1.3. The study has found that teachers are satisfied with the major job motivation factors these were, “responsibility”, “Work load”, “level of education”, “work experience”, “interpersonal relationship”, “age factor”, “the work itself”, and “gender factors”.

5.1.4 The study has revealed that salary with 61.7% of existing level, Housing with 61.7% of existing level, and transport service with 59.9% of existing level, are unsatisfied needs of teachers which have very high and high weights.

5.1.5 According to the investigation of effects absence of motivation, the study found that, staff turnover has existed with 73% very high and high level of existence, individual feeling sidelined or ignored existed with 68 % very high and high level of existence, and lack of recognition for achievements existed with 62.7 % very high and high level of existence. This revealed the above finding which is presence of unsatisfied needs and demotivation of major job motivator factors.

5.1.6 The study found that directors and coordinators carefully and consistently discover the things which motivate their staffs and they also distinguish individual factors for motivation with the mean value of $M= 1.71$, they include monitoring and evaluation, rewarding system, advancement

and promotions, and educational opportunities in their plan, with the mean value of $M = 2.08$, and implementing the issue of motivational practice according to their plan, with the mean value of $M = 2.1$. All these have depicted the motivation given to teachers from school leadership and management performed in very low and low scale or below an average amount.

5.1.7 The last but not the list investigation of the study found that, the challenges to managers to motivate primary school teachers, from interview, and from responses of open ended question, the following points were summarized.

- to give less attention to motivate teachers but wrongly being ambitious work to be done.
- little understanding and knowledge of motivation and its' crucial role for work
- utilization and provision of budget
- instability (turnover) of school principals, and turnover of teachers
- discharge/turnover of teachers due to this increment of periods, change of section/ alter of students
- lose of job satisfaction of many teachers (especially the young teachers) due to some common problems like house, transport service, effects of inflation
- teachers do not equipped with problem solving capacity (problems of instructions, students and schools)
- Slow or small change in salary increment
- Lack of commitment in the administration
- low achievement and competence of students
- Inappropriate evaluation system of teachers
- Lack of sufficient opportunity for further education of teachers

- Misperception towards the profession amongst the society

5.2 Conclusions

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

- 5.2.1 Even 63.5 % of primary school teachers joined the teaching profession due to their choice / interest, some working conditions most of them are not satisfactory and not motivated. Together with 36.5% of teachers those joined teaching without their choice / interest, majority of primary school teachers do not have job satisfaction and do not motivated in their work. Amongst the reasons of teachers attitude towards teaching professions when they joined in to the professions were: teaching is an interesting job than other occupations, I was employed of lack of other employment opportunities and the like. Therefore, it is safe to conclude the teachers who joined the profession were due to intrinsic and motivational factors that maintain their satisfaction with the profession.
- 5.2.2 The research explored that, in some hygiene factors there were job satisfaction of primary school teachers and in some other they did not satisfied. Salary, fringe benefits, efficient administrative support, and advancement & promotion are among hygiene factors these teachers are not satisfied with. Therefore, teachers' job satisfaction and motivation has to be in average scale.
- 5.2.3 The study confirms that, salary has taken the lion's share of the entire degree of the existing discontent. More over it is assured there are other unsatisfied needs of primary school teachers, such as housing, transport service recognition and promotion, and education upgrading(in least amount). Therefore, this study result concludes that the teachers were dissatisfied with the salary paid and incentive they went to earn.

- 5.2.4 As revealed in the result this study, from effects of absence of motivation such as turnover, individual feeling sidelined or ignored, lack of recognition for achievements, and poor reward system are found to be symptoms for absence of motivation practice, and existence of 'unsatisfied needs, consequently demotivation. Therefore, is safe to conclude that primary school teachers' dedication to their job/profession is found in average & below average level / rating scale.
- 5.2.5 The school leadership and management in its practice of teachers motivation, directors and coordinators carefully and consistently discover the things which motivate their staffs and they also distinguish individual factors for motivation performed with the mean value of $M= 1.71$, they include monitoring and evaluation, rewarding system, advancement and promotions, and educational opportunities in their plan, performed with the mean value of $M= 2.08$, and implementing the issue of motivational practice according to their plan, with the mean value of $M= 2.1$. Therefore, all these have depicted the motivation given to teachers from school leadership and management performed in very low and low scale or below an average amount. It can be possibly conclude that, organization leadership style had been a negative impact in motivation of teachers.
- 5.2.6 The challenges to managers in implementing motivation of primary school teachers are found to be little understanding and knowledge of motivation and its' crucial role for work, utilization and provision of budget, lose of job satisfaction of many teachers (especially the young teachers) due to some common problems like house, transport service, effects of inflation, and do not give due attentions for their duty/work, Slow or small change in salary increment, Lack of sufficient opportunity for further education of teachers are the mains from many.

5.3 Recommendation

One important thing to be noted here is that, there is no best solution that could improve factors affecting motivation of teachers in primary schools. Indeed one cannot even except such a precise list of solution for all factors that are responsible for their job motivation. However, the following may be regarded as possible recommendations that will contribute to improve teachers' job motivation of teachers in kolfekeraniyo sub city primary schools. Therefore, based on the summaries and conclusions of the study, the following possible solutions are proposed:

- 5.3.1 It was pointed out that the existing management and leadership support to teachers could not maintain their motivation for that it lacked their full participation in many ways. Therefore, in order to get teachers full participation in the school, participative management should be exercised.
- 5.3.2 The finding of the study revealed that most of the teachers who are included as respondents become dissatisfied with their relative salary in comparison with others and in relations to their experience and educational levels. Therefore needless to strictly recommend the salary increment for the teachers at merit based, inflation concerned, short timely changed.
- 5.3.3 Promote satisfaction factors and condensed dissatisfaction factors for the result in improved teachers motivation and the greater likely hood of success in retention and more satisfied in their job. Furthermore teacher motivation should as part of professional mandate in education system.
- 5.3.4 All teachers were needed to upgrade themselves through further education but the cost it requires is challenging. Therefore, it is recommended that adequate access of educational opportunity for all teachers should be given to maintain their satisfaction and enjoy the profession.

5 As indicated in the finding there are no adequate seminars /trainings to teachers in order to share experiences after class room observation regarding instruction and students learning behavior. It is recommended that in the presence of such training and seminar regarding instruction and students behavior teachers can more initiated to work and satisfied.

References

- AdaneTessera, (2000). *School organization and management*, Distance education material for In-service trainers, A.A.U.
- Adeyinka, T, (2007). *Work motivation, Job Satisfaction and organizational commitment of Library personnel in Academic Research*. Libraries in Oyo state, Nigeria. Culled from www.google.com/e.journal (accessed Nov.27,2007).
- Akiri, AA. & Ogborugbo, NM. (2009). *Analytic examination of teachers' career satisfaction in public secondary schools*. Studies on Home and Community Science.
- Ayalew Shibeshi, (1991). *Approaches to educational organization and management* part one, A.A.U.
- Banki, I.S. (1981). *A dictionary of administration and management*, Los Angeles; Pub. System Research.
- Belete Negaso,(Nov.2006). *BPR Concepts, techniques, tools and implementing guide line/manual*, (unpublished)
- Boey, EK.(2010). *Teacher empowerment in secondary schools: a case study in Malaysia*. Munchen: Herbert UtzVerlag GmbH.
- Chang, M., Kim, S. & Tickle, BR.(2010). *Administrative support and its mediating effect on US public school teachers*. Teaching and Teacher Education.
- Choi, PL. & Tang, SYF.(2009). *Teacher commitment trends: cases of Hong Kong teachers from 1997 to 2007*. Teaching and Teacher Education.

- Clark, R. E.(1998). *Motivating Performance: Part 1 - Diagnosing and Solving Motivation Problems for Performance Improvement*
- Ellickson,MC.(2002). *Determinants of job satisfaction of municipal government employees. Personnel Management*
- Davis, Keith (1981) *Human behavior at work: organizational behavior*, New York MCGraw-Hill, Book Company.
- Davis, Tim R.V. and Fredluthans, (1983).*Motivation and work behavior*
- De Jonge, J., Dollard, MF.,Dormann, C., Le Blanc, PM, & Houtman, IL.(2000). *The demand control model: specific demands, specific control, and well-defined groups. International Journal of Stress Management*
- Donnelly, Gibson, Ivancevich(2000). *Fundamentals of Management*, 9th edition
- Dramane,oulai, et.al.,(2011). *Analysis of Capacity development in educational planning and management in Ethiopia*
- FDRGE, (April 1994). *Education and training Policy*, Federal democratic republic of Ethiopia
- Gardner, RD.(2010). *Should I stay or should I go? Factors that influence the retention, turnover, and attrition of K-12 music teachers in the United States. Arts Education Policy Review.*
- Gedefaw Kassie,(2012) . *job satisfaction of secondary school teachers in Ethiopia*
Dissertation on university of South Africa
- Gene Burton, manab Thakur(2005). *Management today, Principles and practice*

- Gisela Hugemann (1992). *The Motivation Manual*
- Good, Carter V. (1973). *Dictionary of Education* New York: MC Graw-Hill, Book Company
- Gray, Jerry L. and stroke, Frederick A. (1984). *organizational behavior: Concepts and applications* (5thed), Columbus, Ohio: Charles E. Merrill publishing Co.
- Gray Yukl (2010). *Leadership in organization*, 7thed., University at Albany State of University of New York.
- Ames A.F.R. Edward, Daniel R., (1995), *Management* 6th edition.
- John Adair (2007). *Develop your Leadership*
- John Baldoni (2005). *Great Motivation Secrets of great Leader*
- Javitch, *Motivating employees*, consultant leader.
- Hargreaves, A. & Goodson, I. (2006). *Educational change over time* The sustainability and non-sustainability of three decades of secondary school change and continuity. Educational Administration Quarterly report
- Herzberg, F., Mausner, B. & Snyderman, B. (1959). *The motivation to work*. (2nd ed.). New York: John Wiley & Sons.
- Ingersoll, R.M. & Smith, T.M. (2003). *The wrong solution to teacher shortage*.
- Karsli, M.D. & Iskender, H. 2009. *World conference on educational sciences: to examine the effect of the motivation provided by the administration on the job satisfaction of teachers and their institutional commitment*. Social and Behavioural Sciences.

- Cherry (2002). *Theories of Motivation: A Closer Look at Some Important Theories of Motivation*
- Kerr, A.W. Hall, H.K., & Kozub, S.A. (2002). *Doing statistics with SPSS*. Sage publications London.
- Legese Tsige, (June 1992). *Factors affecting work motivation of Ethiopian Secondary School Teachers* (MA thesis unpublished)
- Ma, X. & McMillan, R. 1999. *Influences of workplace conditions on teachers' job satisfaction*. Journal of Educational Research
- Menlo, A. & Poppleton, P. 1999. *The meaning of teaching: an international study of secondary teachers' work lives*. London: Bergin and Garvey.
- Michael Armstrong, (2005). *Human resource management*, 10th edition
- MOE/ministry of education, (Nov.2008), *General Education quality improvement package*
- Pustak Mahal (1998). *How to motivate other & to learn them in to super performance* (A manager guide for productive management)
- Rabindra N. Kanungo and manuel Mendonca, (1994) *work motivation*,
- Robert E. Quina, et.al., (2007), *Becoming A master manager, a competing values approach* (4th ed.)
- Tesfaye Debela (PHD), (Sep.2009) *Civil service in Ethiopia* (unpublished)

- Kendra Cherry (2002). *Theories of Motivation: A Closer Look at Some Important Theories of Motivation*
- Kerr, A.W, Hall, H.k., &Kozub, S.A, (2002). *Doing statistics with SPSS*. Sage publications London.
- LegeseTsige, (June 1992), *Factors affecting work motivation of Ethiopian Secondary School Teachers* (MA thesis unpublished)
- Ma, X. & McMillan, R. 1999. *Influences of workplace conditions on teachers' job satisfaction*. Journal of Educational Research
- Menlo, A. &Poppleton, P. 1999. *The meaning of teaching: an international study of secondary teachers' work lives*. London: Bergin and Garvey.
- Michael Armstrong,(2005). *Human resource management*,10th edition
- MOE/ministry of education, (Nov.2008), *General Education quality improvement package*
- PustakMahal (1998). *How to motivate other & to learn them in to super performance* (A manager guide for productive management)
- Rabindra N. Kanungo and manuel Mendonca,(1994) *work motivation*,
- Robert E.Quina, et.el., (2007), *Becoming A master manager*, a competing values approach (4th ed.)
- Tesfaye Debela (PHD), (Sep.2009) *Civil service in Ethiopia* (unpublished)

Victor H. Vroom & Edward L. Deci, *Management and Motivation*

Williams, S. Clifton and Huber, George P. (1986), *Human behavior in Organizations*
(3rd ed.)

Declaration

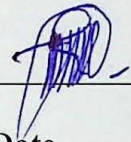
I hereby declare that this thesis is my original work and has not been presented for the fulfillment of a degree in any other university and all that sources of materials used for the thesis have been duly acknowledged.

Declared by:

AtoTadele Zeberga Ahmed

Student
ID. No. GSE/ 0113/11

Signature


Date

Confirmation by Advisor

Ass. Prof. Ayalew Shibeshi

Advisor

Signature

Date