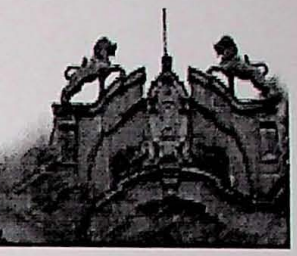
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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FACTORS AFFECTING MOTIVATION OF SECONDARY SCHOOL TEACHERS IN ABE DENGORO WOREDA, HORO GUDURU WOLLEGA ZONE

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Abstract

In this study attempts have been made to study factors affecting teachers' motivation in Horo Guduru Wellega Abe Dengoroo woreda secondary schools. For the purpose of accomplishing this research and achieving research objectives, the researcher employed survey study with descriptive research design. A total of 99 teachers, a cluster resource supervisor and 3 directors of for secondary schools were the subject of the study. A total population for teachers, purposive selection for supervisor and simple random sampling techniques were used for participant selection. To this end, both secondary and primary sources, related literature and both open and closed ended questionnaire and interview were used to address the research questions. This was by distributing questionnaires to a sample of 99 teachers and interviewed with 3 principles and a supervisor. Out of these, 88 (89%) of teachers and all interviewed groups were participated. Collected data were analyzed by descriptive method using quantitative followed by qualitative description. In surveying the problem under study the researcher explore that teachers were unmotivated in the study area. Among sources of dissatisfaction of teachers were poor working condition, absence of recognition for which teachers do well and poor remuneration and lack of incentives, low salary paid for teachers that leads to low status of society for teaching profession, appraisal performance evaluation in schools were unfair and did not motivate teachers and also did not attached to promotion and award. Little attention was given in improving the education system through teachers so, teachers did not upgrade their qualification as they intended, and principals did not participate teachers in school administrative activities. Hence, concerned bodies of the organization from schools to ministry of education level shall have to do their best to secure good for education and professional aspects alongside for teachers' welfare.

Chapter One: Introduction

This chapter deals with the problem and its approach. It subsume; background of the study, statement of the problem, objectives of the study, delimitation, limitation, significance of the study, definition of terms and organization of the study are presented.

1.1. Background of the Study

Organizations have their own objectives for which they are organized to achieve. In the same way, schools are organizations with particular system where citizens are shaped and developed. This is done mostly through the actions of teachers.

The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the class room. So, to make teachers work well, there is a need to handle their different types of behaviors according to their expectations. Even class room climate is important in teachers' motivation. If a teacher experiences the class room as a safe, healthy, happy place with supportive recourses and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the organization (Muhammad and others, 2012).

Teachers like any other employees, want to maintain a standard of living that will enable them to be professionally effective and be motivated to work hard. They also need to promote in their education to meet their own education interest and to achieve the community need by equipping students. Moreover, teachers require favorable working conditions and status that could be covered by the government and community. Satisfactory salary and incentive pay to teachers' plays considerable role in motivating teachers for better performance (Mulualem, 1993).

The comprehensive understanding of motivation lies in the need drive goal sequence or cycle. The basic process involves needs which set drives in motion to accomplish goals. According to Luthans (1981), the drives or motives may be classified in to primary & secondary categories. The primary motives are unlearned and physiological based. Common primary motives include avoidance of pain, sex & maternal concerns.

Secondary motives are acquired and are most relevant to the study of organizational behavior. These are power, achievement, affiliation, security & statues are major motivating factors in the behavior of organization (Lathans, 1981). From this one can conclude that human beings have reasons for the things that they do. Our behavior is not constant. Human motivation then, is the process whereby the behavior of an individual is energized, sustained, and directed in order to meet individual needs and achieve organization objectives.

However, the present day Abe Dengoro Wereda teachers' job satisfaction is more or less affected. They are frustrated. Their frustration is manifested through different reactions. For instance, teachers are leaving their profession for other jobs resulting in shortage of teachers (Dengoro Wereda education office 2006-2007), there is lack of professional competency among them, lack of commitment for teaching profession, quantity human power production rather than quality (reflection of conferences and meetings of teachers 2005, 2006 and 2007).

Generally, schools can't operate smoothly and can't achieve their goals if the teachers are demoralized. Therefore, the causes of lack of teachers' motivation need careful attention and remedy. Thus, the study attempts to address those major factors affecting teachers' motivation with specific reference to secondary schools teachers in Horo Guduru Wellega Zone specifically in Abe Dongoro Woreda.

1.2. Statement of the problem

Motivation of teachers is based on the general attitude of the teacher constituted by their approach towards the wages, working conditions, promotion related with the job, social relation in the work environment and interaction with organizational structure, recognitions of talents and similar variable with the job. Motivation of teachers closely tied with total sentiments related with job.

If the worker perceive that his /her values are realized within the occupation, he/she will manage a positive attitude towards his/her job and acquires job satisfaction (Steven, 2002). In the same manner as teachers are workers and employee, if they are satisfied in their profession they work hard and then, their end products (students) would also be of

top quality. In contrary, if teachers are dissatisfied their moral will be low and a lot of damage is likely to happen to quality man power supply of a country. Therefore, in order to keep up with the continuous scientific and technological advance, considerable emphases must be given to teaching profession.

But, previously carried out studies fail to recognize to teachers profession satisfaction. According to Kahsu (2004), public and private organization employers respond differently to different face of job satisfaction. He identified fringe benefits, promotional opportunities, supervision and safety in the work places play great roles to satisfaction of organizational employees. Getachew (1993), on his study factors that affect administrative performance of senior secondary school principals conclude that, decisions were often made only by principals. Whether teachers have expertise knowledge or not principals rarely shares problems with their teachers. Moreover, usually principals fail to delegate authority and responsibility to subordinates when they make decisions. The absence of such approach determines the psychological aspiration of teachers. As a result, it is likely to generate frustration and retard the developmental capacity of teachers.

A related study on junior secondary school teachers' motivation indicated that they were dissatisfied and most of them left the profession of teaching (Berhanu 1992). Then, what about the profession satisfaction of secondary school teachers? The purpose of this study is then to identify through a survey that factors affect teachers' motivation in secondary school teachers of Abe Dengoro Woreda.

Before deciding the problem, the researcher has conducted preliminary study in Abe Dengoro secondary schools to assess whether teachers have motivation or not. The result was, yearly (2005-2006 EC) reports of these schools from the woreda education office indicates that numbers of teachers turn-over 11, teachers lack of initiation13, and also yearly teachers' meeting reports show that teachers were complaining for they were dissatisfied. And this pre assessment undertaken indicated that teachers have less motivation in these schools.

In addition, as the knowledge of researcher there were no researches conducted on factors affecting teachers' motivations particularly in Abe Dengoro secondary schools. Thus, the

researcher was interested to undertake research in order to identify factors that affect teachers' motivation at secondary schools in Abe Dengoro woreda.

The researcher expects this research work answers the following basic questions:

1. What are some of the decisive factors affecting teachers' motivation at secondary schools in Abe Dengoro Woreda?
2. How these factors are affecting teachers' motivation at secondary schools in Abe Dengoro Woreda?
3. Which factors have more influence on teachers' motivations at secondary schools in Abe Dengoro Woreda?
4. What strategies to be used to motivate teachers at secondary schools in Abe Dengoro Woreda?

1.3. Objectives of the Study

1.3.1. General objectives of the study

The main rational behind for conducting this research is to examine factors affecting teachers' motivations in secondary schools.

1.3.2. Specific objectives of the Study

This research paper is specifically aimed at:

- Indentifying factors affecting teachers' motivation in Abe Dongoro Wereda secondary schools.
- Assessing how these factors affect teachers' motivations.
- Examining factors that have more impacts on teachers' motivation at schools under study.

1.4. Significance of the study

Based on forgoing fundamental questions and discussion made, the study is expected to help:

- Ministry of education/other government bodies; for it sheds light on the factors affecting teachers' motivations. It also forward reasonable recommendation

through which teachers' are motivated and thereby to enhance teachers' performance and students' achievement.

- The researcher himself; in that it allows the researcher to develop knowledge of conducting further research on similar or other area in the future.
- Other researchers; in that the result of this research is serves as an input/benchmark for other researchers to undertake further study on same or similar area.

1.5. Scope/Delimitation of the Study

This research paper was conducted on factors affecting teachers' motivation. The study has been undertaken in Horro Guduru Wollega Zone, Abe Dongoro Woreda particularly in secondary schools: namely, Tulu Wayu, Tulu Gana, Botoro Boro and Haro Shote Schools. In these study areas, teachers were complaining for dissatisfaction and the education office of Abe Dengoro Woreda has held meeting at every beginning years attempting to resolve teachers problems discussing with respective school directors and the researcher had participated in discussions made to resolve teachers' problems in these schools. Being participant on the meeting held by Abe Dengoro education office, the researcher understood that teachers of these schools were not motivated. Due to this fact, the researcher interested to conduct research in these particular areas.

1.6. Limitations of the study

Some of the limitations of this study include the following.

1. There was shortage of time to study the problem in an extensive manner and to make wide the field study as intended.
2. The study area is a remote area which is about 400km away from Addis Ababa to south west. There is no internet access and also shortage of transportation. Therefore, the researcher was faced obstacle to interact with advisor on time and this may influence the study on its fulfillment.

1.7. Definition of terms

1. **Evaluation:** the process of ascertaining or judging the value or amount of something by use of standard of appraisal and includes judgments in terms of internal evidence and external criteria (Good, 1973).
2. **Motivation:** Combinations of psychological force which initiate, directs and sustain behavior towards successful attainment of some goal which provides a sense of significance (Good, 1973).
3. **Profession:** An occupation usually involving relatively long and specialized preparation on the level of higher education and governed by its own code of ethics (Good, 1973)
4. **Status**: A mark of the amount of recognition, honor and acceptance given to a person (Davis, 1982).

1.8. Organization of the study

The study has five chapters. The first one deals with problem and its approach. This composed of introduction, statement of the problem, objective and significance of the study, delimitations, limitations and organization of the study; the second chapter treats the review of related literature. Here, the library work and available information dealing with factors that affect teachers' motivation are discussed; the third chapter deals with methodology used. Here, method of data collection and data analysis, type of study and research design used, type of instrument employed and source of data used were discussed well; the fourth chapter consists of the interpretation and analysis of data/information gathered from respondents for this study; and finally, the last chapter covers the summary of findings, conclusions drawn and suggested recommendations of the study.

Chapter Two: Review of Related Literature

The concern of this chapter is to present review of related literature on factors affecting teachers' motivation at secondary schools. Theoretical review of motivation, factors affecting teachers' motivation and conceptual frame work related to the research topic are discussed.

2. 1. Theoretical review of motivation

Russell (1971) defines motivation with three characteristics. (1) It is a presumed internal force (2) It energizes for action (3) It determines the direction of action. Intrinsic reinforces are essential ingredients inherent in the learning process and are not the extraneous components imposed from the outside. Extrinsic reinforces are tangible or intangible not a part of the internal learning process, and are imposed from the outside.

Herzberg(1968) offered suggestions on his studies of work motivation among employees he recommended that jobs be structured to maximize workers' ability to achieve meaningful job related jobs and the accumulation of achievement lead to a feeling of personal growth in the individual, accompanied by a sense of increasing responsibility. Again Herzberg identified two factors approach for understanding employee motivation, and named motivation and hygiene factors. Herzberg defines motivators as those factors that stimulate psychological growth. Motivators in this intrinsic category include achievement, recognition, responsibility, advancement and work itself (Lathans, 1981).

In contrast, hygiene factors are rewards extrinsic to the content of work. Hertzberg asserted that improving hygiene factors such as salary may help to reduce job dissatisfaction but he contended that because these factors do not promote psychological growth, they will have little effect on increasing teachers efforts. Further, he stated that pay incentives may prevent job dissatisfaction, but cannot be used to improve performance in reference to teacher performance. Hertzberg's work indicated that intrinsic rewards are more effective than salary levels in improving teacher's performance (Jacobsen, in Tomlinson 1992).

Another known and widely used theory for the study of motivation in organization is Abraham Maslow's hierarchy of needs. The five levels of needs which represent the

order of importance to the individual are; physiological need, safety need, social need, self esteem and self actualization. Abraham Maslow (1954) stated that human needs are based on hierarchical model ranging from lower order at the bottom to higher order needs at the top. Human needs are arranged in series of levels and in a hierarchy of importance. The principle behind the hierarchy is unless the needs at each level have been satisfied to some extent and until they are met, people find difficult to respond to higher orders needs and once a lower order need is satisfied it is no longer a motivator or satisfier (Steven, 2002).

Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for his/her own sake, for the satisfaction his/her provides for the feeling of accomplishment and self actualization. On the other hand, an extrinsically motivated teacher may perform the activity /duty in order to obtain some reward such as salary (Muhammed and others 2012). Therefore, the aim of the organization should be build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement.

Johnson (1985) reported that in an evaluation system that rewards of teaching performance, a source of motivation would have to be present such as professional satisfaction in a job well done (intrinsic motivation) or the receipt of merit pay (extrinsic motivation)

Jacobson and Reavis (1985) noted that the central premise of performance related pay that reward can effectively motivate teachers to improve their performance, which is based on the assumption that teachers are primarily motivated rewarded money.

Moreover, motivational variables that potentially have an effect on intrinsic and extrinsic motivation have been identified. So, this study attempts to identify to which teacher motivation is either affected or not affected by the factors.

2.2. Factors affecting teacher motivation

In any organization there are factors that affect the workers' interest on satisfaction either negatively or positively. Concerning profession satisfaction many studies are carried out

and come up with many different factors. Pastor and others (1982) emerged with a number of factors. They mentioned that, participation in decision making, freedom and independence, an opportunity for further learning, job security, considerable supervision and administration are factors which contribute to teachers motivation.

Chapman and Michaels (1986) pointed out that people who feel challenged by their work, who have autonomy in carrying out their tasks and who feel adequately rewarded are more apt to persist in and be satisfied with their employment. Teacher in high bureaucratic schools probably suffers from tension and hence they get dissatisfied. Studies conducted by these researchers focused on the administrative activities implemented by school principals. Teachers as of any human beings want encouragement and rewarding in different ways, which indicate that their effort is effectively followed and recognized by their bosses.

Studies carried out in Ethiopia also come out with similar factors concerning teacher satisfaction. Alemayehu (2006) pointed out that lack of recognition, lose collegial relationship, low level of teachers autonomy in the school environment, lack of fairness and justice in teacher evaluation and assignment method, and negative societal attitude towards of teaching and teachers are major factors which causes the dissatisfaction of teachers. Generally low status ascribed to teaching is the main problem in Ethiopia (Hedlund 1978).

Generally, what is discussed in the above cited studies as factors which generate the satisfaction or dissatisfaction of teachers in their job could be summarized as factors of interaction between principal and teacher, the work context, the work content, social problem, Economical problem and psychological factors. The following are a high light treatment of these factors.

2.2.1. Interaction between principal and teachers

Some managers failed to give emphasis to conceptual aspect of employees. They consider human capacities as potentially passive. But this concept work in present situation. Nowadays, due to access of educational opportunities people are becoming more educated, and this generation needs management that is open creative and

innovative notions. Therefore, leaders need to be tough minded, concerned with practical results and values. They need to be technically skilled, to be open to others, and treat respectfully human rights and individual dignity (Maccaboy, in Luthans 1981). This fact confirms that, healthy human relation between principals and teachers is the major factor for effective communication because poor communication and motivation leads to uncertainties.

2.2.1.1. Communication

Communication basically means a process in which some predictable relation between the massage transmitted and message received (Katz and Robert, 1978). The principal is expected to encourage communication in all directions to harmony ideas, views and experiences of the people to accomplish his duties properly and help the individuals accordingly. Since communication is the main device to the achievement of educational objectives, school activity requires effective communication among administrators, staff members and other personal in its day to day activity. So, schools have formal communication arrangements that can be supplemented by informal communication.

Informal communication is where subordinate spontaneously expressing ideas and feelings and through which subordinates felt needs and attitudes are manifested. So, school principals give opportunity for two types of communication and disclose opinions in order to initiate teachers and to have the work well done.

2.2.1.2. Motivation

Possessing skill alone is not sufficient unless it is supported by motivation. In a school system, realizing how teacher perform for the benefit of school and how their needs are satisfied is the fundamental task of a school principal.

Needs and roles in a school have more to do with motivation. This is because the more the need of the teacher is satisfied, the better they are motivated for work and in return satisfy the needs of the organization. Gosh (1987) says that people have basic needs, unless these are satisfied life is not worth living. So in various ways people try to satisfy these needs.

As the author indicated above, subordinates have different psychological, physical and personal needs. In school organization, unless a school principal treats the needs of teacher according to their manifestations, the negative impact is hard to cope with. Since some needs are ever present over a long period of time, principals need to be aware of these needs of their subordinates. Naturally human being has an endless ambition. He has never been satisfied with what he receives. As soon as he satisfied his first level need then he craves for another. This is the well known history of human derive from early day of his birth to his death.

Concerning human needs, Griffiths (1979) identified factors which affect satisfaction and have great contribution to work as achievement, recognition and responsibility. Similarly, factors contributed to dissatisfaction of teachers were related to school policy and administration, inter-personal relations, nature of technical supervision, and personal life. This, ascertain that a principal has to have a thorough understanding of factors that lead to job satisfaction and dissatisfaction. Because it is emphasized that significant wage increase and fringe benefit doesn't lead employee satisfaction. Yet, intrinsic reward is better motivator than extrinsic reward Herzberg (in Szilagyi, 1981) as teaching profession is unique in its consistency of a plenty of educational professionals, the handling of them by itself requires special attention of every one. Hence, the principal is required to facilitate healthy environment, and guarantee satisfaction of the teachers.

It is believed that one of the duty and responsibility of the school administrator is to motivate the staff. This is because people will put forth their effort if they perceive and reward for it. But more effort is not enough; it has to be effective effort if it is to be the desired performance (Armstrong, 1991).

Hence, the higher the ability and motivation, the more performance would be and Vice Versa. To this end, if one is eager to possess desired performance, he has to treat motivation and ability components. The educational leaders are hoped to have better understanding of these notions.

Furthermore, poor performance is the result of ineffective motivation, while high morale may be the result of effective motivation. In relation to school system, motivated person

is refereed to have effective attitude towards the achievement of organizational goals. Thus individual moral is high when he is satisfied with his work. The other side of this notion is that, failure to understand need of subordinates might result frustration. This could be manifested in the form of aggression, regression, fixation and resignation in which it blocks healthy human relations in the organization (Gosh, 1987).

Therefore, teachers in educational system are the most precious and essential resources. Unless the concerned individuals keen to organize and assemble them in different ways, the expected result might not be satisfactory.

2.2.2. The work context factors

Herzberg (1968) indicated that the work context factors are associated with the environment surrounding the job-context, extrinsic or physical factors or present in work environment. These include working conditions, interpersonal relationships, and the quality of the principals' supervision, materials availability, company policy, salary, status and security. Regarding schools, In general context factors clarify those factors which impede effective teaching. Even the most motivated teacher can be discouraged if the salary is too small to pay the mortgage (Specter, 1997).

2.2.3. Work content factors

Herzberg (1968) indicated that work content factors are associated with the job-content, intrinsic, or psychological factors and named these content factors, job satisfiers or motivators. Because, they fulfill an individual needs for psychological growth. These include achievement, recognition, the work itself, responsibility, advancement, professional development and other related factors. The positive presence of motivation factors leads to the satisfaction of the teachers. When motivations factors are none exist or in a negative direction employees will not experience feelings of satisfaction (Silver, 1983).

2.2.4. Social Factors

Social problems include organizational and outside organizational life of teachers. In this case the organizational aspect includes job security, promotion from within, recognition for a job well done, good work group, good supervision, good management practices and

meaningful work. Employee's personal life including their family related aspects, societal acceptance of his or her profession and some other personal aspects has a big share in determining an individual's occupational satisfaction level (Debra and others 2002).

2.2.5. Economic Factors

Employees want to feel economically secure. Money is important to all employees although the intensity of this incentive may vary from person to another person (in terms of status and personality). Money in addition to satisfying the basic wants, symbolizes status, prestige and achievements. All employees want to balance their income with their expenses. In another word, whenever one's expense exceeds his or her income, occupational dissatisfaction will arise (Rashid, 1998).

2.2.6. Psychological problems

Psychological related factors to motivation are most of the time directly or indirectly the outcomes of stress. When negative stress is continuously high, occupational satisfaction is low. Jobs are more stressful if they interfere with employees' personal lives or a continuing source of worry or concern (Rashid, 1998).

The existence of stress in the work setting can be a source of dissatisfaction for the educational organization workers. Stress can create underutilization of skills and abilities, poor fit of the organization with respect to desired amount of responsibility lack of participation and ambiguity about the future (Rashid, 1998).

Hence, to correct the problems resulted due to stress; promotion of a balance of work and personal lives, distribution of work fairly within work teams, reviewing the work procedures to remove unnecessary and managing the numbers of interruptions employees have to endure while trying to do their jobs should be taken.

The psychological aspect encompasses recognition for a job well done. In this case in return for a good occupational performance, an employee usually expects recognition. If he did not get what he expects his satisfaction and next to that his motivation will decrease (Debra and others 2002).

Chapter Three: Research Design and Methodology

3.1. Type of study and Research Design:

For the purpose of accomplishing this research and achieving research objectives' survey study with descriptive research design was employed due to the fact that it allows researchers to describe in detail factors affecting teachers' motivations in Abe Dongoro wereda secondary schools.

3.2. Sources of Data

The types of data used in this study were primary and secondary data. The primary data are original data and it is believed that it enhances the reliability of the data. While secondary data are second hand information that was support the primary data of the study. Primary data was collected from teachers, a supervisor and directors of secondary schools under study. In addition secondary data was gathered from references to support the study that has been conducted.

3.3. Population of the study

In Abe Dongoro Woreda, there are 4 (four) secondary schools. The researcher was conduct in all secondary schools. These schools were included because the researcher thought that total population allows the researcher to conclude about factors affecting teachers' motivation in Abe Dongoro wereda secondary schools.

3.4. Sample size and sampling methods

This research was conducted in four secondary schools; Namely, Tulu Wayu, Tulu Gana, Botoro Bora and Haro shote secondary schools. Total numbers of teachers in these schools are 32, 23, 20 and 24 respectively (2007 1st quarter report). The researcher was employed census sampling technique in order to enhance the reliability of research. All teachers of secondary schools under study were included. In addition, 3 randomly sampled directors and 1 cluster resource supervisor of these schools was involved.

3.5. Research participants

The participants of this study were teachers, a supervisor and directors of secondary schools in Abe Dongoro wereda. The researcher included all teachers, sampled directors

and a cluster supervisor who have served for greater than one year. Because the researcher believed that these participants had more experience in the system and will provide dependable data concerning the study undertaken.

3.6. Data collecting tools

For the purpose of addressing research objectives, Questionnaires and interview was used to gather primary data. The researcher was prepared both close and open ended questionnaires. Questionnaire was used because it allows researcher to collect data from large samples and permits gathering data from respondents who are not easily approachable and Interview was used due to the fact that it enables researcher to obtain detail data from respondents (Kothari, 2004). In addition, various related books (references), related school manuals and government education policy were referred for gathering secondary data to enrich related literature of the study.

3.7. Method of data collection

Prepared questionnaires were given to researcher's advisor for further improvement. Based on feedback obtained from advisor, questionnaires were edited and corrected before duplication. For testing the reliability of questions included in questionnaire and for more improvement, prepared questionnaires were distributed to purposively selected 7 second degree holder respondent teachers of relative neighbor Shambo secondary school for pilot test. This helped to examine and make necessary correction and improvement on the questionnaire items. Accordingly 29 items of first draft questionnaires were improved to 25 items. Because of content validity was the problem for four items. In addition to this the researcher used total population size to enhance the reliability of the study.

Finally, questionnaires were distributed to 99 teachers of schools under study at work place (schools). Interview was conducted with 3 directors and 1 cluster resource supervisor of these schools at their office. After one week questionnaire distribution, out of 99 teacher respondents, 88(89%) of teachers and all interviewed groups were responded as intended and participated.

3.8. Method of Data Analysis

Descriptive types of data analysis were used in preparing and compiling this study. The researcher organized the data in tables (raw data) to ease the analysis and interpretation by carefully considering the collected data. After the data were collected they were checked, classified, arranged and organized according to their characteristics.

Then, after the organized data were tabulated, close ended questions were analyzed and interpreted using quantitative followed by qualitative description by using percentages. Interview and open ended questions were analyzed and interpreted qualitatively using descriptive narration. Finally, findings and conclusions were drawn from the interpretation and discussion part of the study and recommendations were forwarded based on the findings.

Chapter Four: Presentation and Analysis of Data

This chapter deals with the presentation and analysis of data gathered from the respondents. The data mainly based on the sample secondary school teachers, principals and a supervisor in Horo Guduru Wollega Zone, Abe Dengoro Woreda

Table 4.1: Back ground information about respondents.

No	Demographic Variables	Teachers		Principals		supervisor	
		No	%	No	%	No	%
1	**Gender**						
	Male	78	89	3	100	1	100
	Female	10	11	-	-	-	-
	Total	88	100	3	100	1	100
2	**Age**						
	19-24	3	4	-	-	-	-
	25-30	10	11	-	-	-	-
	31-36	31	35	3	100	-	-
	37-42	39	44	-	-	-	-
	Above 42	5	6	-	-	1	100
	Total	88	100	3	100	1	100
3	**Educational Background**						
	12+2	5	6	-	-	-	-
	1st degree	68	77	1	33	-	-
	2nd degree	15	17	2	67	1	100
	Total	88	100	3	100	1	100
4	**Work experience:**						
	2 year and below	-	-	-	-	-	-
	3-5 years	9	10	-	-	-	-
	6-9 years	21	24	-	-	-	-
	10-13	20	23	-	-	-	-
	14-17	23	26	2	67	-	-
	Above 17 years	15	17	1	33	1	100
	Total	88	100	3	100	1	100

Sex characteristics of respondents

Table 4.1 indicates respondents' biographical data. As it is tried to revealed on the above table, out of 88 respondents, 78 (89%) of teachers were males and the remaining or 10 (11) were females teachers. All of interviewed principals and a supervisor were males. From this data, it is possible to conclude that the number of male teachers were

significantly greater than the numbers of female teachers; which in turn might indicate the data gathered have consistency.

Age characteristics of respondents

On the table 4.1, it is indicated that 3(4%) of teachers age fall between 19-24 years, 10 (11%) of teachers age were between 25-30 years, 31(35%) of teachers age were between 31-36 years, 39(44%) of teachers age were between 37-42, and the remaining or 5 (6%) of teachers age were above 42 years old. All three interviewed principals age fall between 31-42 years and supervisor's age was above 42 years. This shows that most of teachers, principals and a supervisor of Abe Dengoro secondary Schools were matured enough in terms of age, which in turn might affect the data of the study positively.

Education characteristics of respondents

Table 4.1 reveals that 5 (5%) of respondents were 12+2 holders, 68 (78%) of respondents were degree holders, 15 (17%) of respondents were MA (MSc) holders. And majority of interviewed principals and a supervisor was 2nd degree holders. From this data, one can understand that majority of respondents have a lot of information accumulated through their qualification.

Teaching experiences of teachers

According to this data presented on the table 4.1, 9 (10%) of respondents served in teaching for 3-5 years, 21 (24%) of respondents have served in teaching for 6-9 years, 20 (23%) of the teachers served for 10-13 years, 23 (26%) teachers served 14-17 years, and 23(26%) of the respondents served in teaching for above 17 years in schools. And all interviewed administrative groups serve for more than 10 years in school system. This shows that majority of respondents have a lot of information accumulated through their longer exposure and experiences in the school system, which in turn might affect the data of the study positively.

Table 4.2: Teacher's motivation levels

Item	Teachers Response:	
	No	%
7. How would you characterize the average motivation of your school teachers?		
a. Highly unmotivated.	44	50
b. Somewhat un motivated.	27	31
C. Somewhat motivated	17	19
d. Highly motivated	0	0
Total	88	100

Table 4.2 reveals the motivation characteristics of teachers. According to data presented on the table, 44 (50%) of teachers were highly unmotivated. On contrary, there were no highly motivated teachers in the schools. This indicates that the problem was strong in the study area. On the other hand, 27 (31%) of respondents were somewhat unmotivated and remaining 17 (19%) of teachers were somewhat motivated and the responses of interviewed persons also pinpoint that teachers' were highly unmotivated. In general, it is possible to conclude that majority of teachers were unmotivated in schools they are teaching in.

Table4.3: Challenges faced by teachers.

Items	Respondents Response:	
	N0	%
8. In your view what type of hard ship is the most challenging for teachers?		
a. Remote deployment	4	4
b. Students bad behavior	10	11
c. Poor working environment	59	68
d. Poor administrative support	15	17
Total	88	100

As it is attempted to be displayed in Table 4.3, 59 (68%) of teachers face challenges from poor working environment. while, 15 (17%) of teachers face challenges from poor administrative support. On the other hand, 10 (11%) of respondents has faced challenges from students bad behavior and the remaining 4 (4%) points out that teachers has faced challenges from remote deployment. This indicates that teachers of Abe Dengoro secondary schools have faced challenges from different factors of which poor working environment is the major determinant factor.

The researcher asked the interviewed persons about challenges faced teachers in the study area, all of them answered that there are many factors which affect teachers motivation, but the main commons in the study area are; poor working condition such as teaching material unavailability, example there is no laboratory classes and instruments, reference books, same times their is lack of pen, colure chalks, even writing papers, lack of facilities and class size problem, lack of incentives and salary dissatisfaction that leads to absence of recognition from the society, absence of opportunity to upgrade their educational status, other working assignment given from the government which leads to work load.

Table 4.4: Internal factors affecting teacher's motivation

Item	Teacher respondents response	
	No	%
9. In your view, which of the following source of internal factors highly affecting teachers' motivation?		
a. Poor student achievement	22	25
b. Absence of recognition	42	48
c. Absence of Professional growth	4	4
d. Absence of career advancement	20	23
Total	88	100

Table 4.4 shows internal factors influencing teachers' motivation. According to this table, respondents replied that poor students achievement accounts about 22 (25%) from factors affecting teachers motivation. On the other hand, 42 (48%) of respondents responded that it was absence recognition that has been affecting teachers motivation. In addition, Table 4.4 point out that 20 (23%) of respondents responded that it is absence of career advancement that has been affecting teachers' motivation. While remaining 4 (4%) of respondents replied that absence of professional growth affecting respondents (teachers) motivation in Abe Dengoro secondary Schools. From the data revealed, one can conclude that absence of recognitions greatly affect teachers' motivation in the areas of the study.

The interviewed respondents' also said, factors that affect teachers' performance are; lack of recognition from society and government for what they did and achieved. This absence of recognition leads for low performance, results demoralize and to low respect from student and absent of autonomy.

Table 4.5: Extrinsic factors affecting teachers' motivation

Items	Respondents response	
	No	%
10. In your view, which factor do you think highly contributing towards teachers' low motivation?		
a. Teachers work load conditions and challenges	15	17
b. Poor remuneration and incentives	45	51
c. Poor management	8	9
d. Lack of supplies and /or poor facilities	20	23
Total	88	100

As it is attempted to revealed on the above table, 45 (51%) of respondents replied that it was poor remuneration and incentive greatly contributing towards teachers low motivation. On contrary, 8 (9%) of respondents responded that it was poor management system contributing towards low teachers motivation. On the other hand, 20 (23%) of the

participants pointed out that it was lack of supplies or poor facilities resulting in low teachers motivation. while the rest of respondents 15 (17%) answered as teachers workload and challenges was contributing towards low teachers motivation. Generally, it is possible to sum up that poor/low remuneration and poor incentive among other factors contributed to low teachers' motivation in Abe Dengoro secondary schools. in the same manner the interviewed persons said Economic problems like lack of remunerations and lack of incentives with reference to other professions, but regardless of work load. All of the interviewed persons pointed out that in today existing situation in the study area, teachers salary is not enough weather to save some amount of money from their salary or to lead their day today life, which in turn affect teachers' day to day life and their regular job.

Table 4.6: Attitude of society towards teaching profession

No	Item	Teachers response	
11	Society's attitude towards teaching profession	NO	%
	a. High	3	3
	b. Average	20	23
	c. Low	65	74
	Total	88	100
12	Response for low status of teaching profession		
	a. The effort of teaching is not seen immediately.	10	15
	b. Low salary	24	37
	c. Character of some teachers generalized for all	9	14
	d. Deteriorating living condition of teachers.	22	34
	Total	65	100

According to item one of table 4.6 above, 65 (74%) of respondent teachers replied that society's attitude towards teaching profession is low and 20 (23%) of them responded that attitudes of society towards teaching profession is on average . only three of the respondent teachers responded that society's attitude towards teaching profession is high.

From the given information one can suggest that society's attitude towards teaching profession is low. Low status of society for teaching profession has a negative effect on the educational program. Frustrated teachers lose confidence on what they are doing, and this would result in lowering their commitment to the profession and this also leads to poor quality of performance.

From table 4.6 item two, 24 (37%) of respondent teachers replied for the reason for low status of society for teaching profession is teachers paid low salary. In addition to this 22 (34%) of the respondents answered the reason for low status of teaching profession by society is the deteriorating living condition of teachers as a factor. Only 10 (15%) and 9 (14%) of the respondents teachers replied for the reason of low status of society towards teaching profession is the effect of teaching is not seen immediately and the undesirable behavior of few teachers is generalized to the majority respectively.

From the given information one can understand that teachers are not paid according to the effort they exert and this could be one of the reasons for teaching profession to be considered as a lower profession. They did much work but they are paid not propositionally to what they deserve. As a result teachers may develop an intention to leave their job for another profession which could supply them with better salary and status.

Table 4.7: Teachers view regarding school administrators

N0	Item		Teachers Response	
			No	%
13	Administrators relationship with staff members interact to solve instructional and personal problems			
	a.	High	20	23
	b.	Average	33	37
	c.	Low	37	40
	Total		88	100
14	Administrators allow teachers to participate in educational decision making.			
	a.	Yes	28	32
	b.	No	60	68
	Total		88	100

According to item one of table seven above, 35 (40%) of the respondent teachers replied that administrators relationship with staff members interact to solve instructional and personal problem is low, 33 (37%) of the respondent teachers answered the interaction of administrators is on average and about 20 (23%) of the respondents is responded that the interaction of administrators with staff members interact to solve instructional and personal problems is high.

From the above information one can assume that administrators are not playing much effort as expected from them and discuss with teachers to solve problems that teachers face. However, administrators are key persons to enhance morale of teachers. They play an important role in creating a good human relationship and in motivating teachers to have a good performance.

From item two of the same table 60 (68%) of teacher respondents answered that administrators do not allow teachers to participate in educational decision making. Only

28 (32%) of the respondent teachers replied that administrators allow teachers to participate in educational decision making.

From the above information one can suggest that the majority of administrators are not in the right track to exploit the rich experience of teachers for the improvement of the education system. As the goal of education is for the betterment of the learner and of the society as a whole, teachers' vital role in participation of educational decision making is very important.

The researcher also asked the interviewers about the relationship between staff members and school community and its contribution to teachers' motivation. The interviewed school principals and a supervisor answered that in all school most of the school community has good interaction one another and especially teachers has good interaction among themselves and it has appositive effect to diminish (minimize) dissatisfaction with their job.

Table 4.8: Response of teachers with regards to evaluation

No	Item	Teachers response	
15	How much teachers are sure in evaluation criteria of their performance as well as with the result.	No	(%)
	a. High	15	17
	b. Average	38	43
	c. Low	35	40
	Total	88	100
16	Impact of evaluation on teachers work (performance)		
	a. High	22	25
	b. Average	24	27
	c. Low	42	48
	Total	88	100
17	Does the school administrator award (material, certificate) for the best teachers		
	a. Yes	22	25
	b. No	66	75
	Total	88	100
18	Does the selection of the best teachers of the year motivate teachers?		
	a. Yes	20	23
	b. No	46	52
	c. Doubtful	22	25
	Total	88	100

According to the data given in table 4.8 above, item one 38 (43%) of the respondent teachers answered averagely agreed on evaluation criteria as well as with the result, 35 (40%) of the respondents answered low and 15 (17%) answered high.

Based on the above information the attitude of teachers towards the evaluation criteria and their performance result is assumed to be average by the majority teachers. One must consider that if the evaluation system is to serve for the achievement of organizational goals and of its members, the criteria of performance evaluation must be reliable in discriminating among individuals according to their performance.

In item two of table 4.8, 42 (48%) of the respondent teachers replied that the effective of the performance evaluation in improving teachers work is low. whereas 24 (27%) and 22 (25%) of the respondent teachers replied average and high respectively. This indicate that most teachers under estimated the effective of performance evaluation improving teachers work. Teachers seem not to believe in the fact that evaluation could raise their performance. the implication could be that may be short comings of evaluation of the teachers by the school administrators and others who are involved in the activities of evaluation and /or other weakness might be in the system of evaluation itself resulting to hurt or support someone who is to be evaluated .

In the third item of a table 4.8, 66 (75%) of teachers responded that the school administrators does not award the best teacher of the year in terms of materials, certification etc. on the other hand 22 (25%) of teachers answered that the best teacher of the year is awarded by the school administrators. in the same table item four 46 (52%) of respondent teachers responded that selection of the best teacher of the year does not motivate teachers. in contrast to this, 22 (25%) of the respondent teachers answered as they are not sure whether the selection of best teachers of the year motivate teachers or not.

The given information implies that most of the teachers did not support the selection and not involved in the selection of best teachers of the year for reward and also there is no materials certification and other awards for the best teacher of the year.

The researcher also asked the interviewed persons about fairness of evaluation criteria, and they answered that it is modified each year and not common. Sometimes it serves for a long year and it depends on principals' activity. Even though unfairness or irregular criteria on teachers evaluation and award, the principals said that in each semester & end of the year teachers are evaluated and the result is reported to the concerned body. From this one can assume that this is only for formulation or documentation.

Table 4.9: Efforts made by the Regional Education Bureau to motivate teachers.

No	Item	Teachers response	
19	The effort made by the regional education bureau to upgrade qualification of teachers through further education.	NO	%
	a. High	20	23
	b. Average	21	24
	c. Low	47	53
	Total	88	100
20	Reasons for low opportunity of further education.		
	a. The regional educational bureau gives little attention in improving the education system through teachers.	31	66
	b. Teachers leave the education system after they get more opportunity.	9	19
	c. Shortage of teachers	-	-
	d. No available time	5	11
	e. No response	2	4
	Total	47	100

From the above table nine item one, 47 (53%) of the teacher respondents believed that the ministry of education's effort to improve teachers through education and upgrade them was low. While 21 (24%) teachers responded that its effort was on average. Small amount 20 (23%) of the respondent teachers replied that the ministry of education's effort was high. When teachers don't see any bright opportunity for further education and further advancement, they exert minimum effort to the improvement of education and they always try to search for a better job rather than teaching.

With respect to reasons for low opportunity of further education in item two of table nine above, 31 (66%) of teachers respondent that the regional education bureau gives little attention in improving the education system through teachers, 9 (19%) replied that

teachers leave the region after they get the opportunity, 5 (11%) respondents answered that there is no available time and small amount 2 (4%) nothing to say something.

From the above information the majority of teachers responded that the regional education bureau gives little attention in improving the education system through teacher. So, one can suggest that the regional education bureau should provide opportunity for further education to upgrade teachers' qualification besides for provision of quality education in the region as a whole.

Table 4.10: Attitude of teachers towards their profession

No	Items	Teachers response	
		No	(%)
21	Willingness to stay in the profession. I will leave the profession for another job		
	a. with better salary	23	26
	b. with the same salary	20	23
	c. even with low salary	7	8
	d. if the salary is improved I will never leave the profession	35	40
	e. at all I will never leave the profession	3	3
	Total	88	100

As it shown in table ten above, 35 (40%) respondent teachers replied that they like to stay in the profession if the salary is improved, 23 (26%) answered that they will leave the profession for another job if they get better salary ,while 20 (23%)respondents replied that they will leave the profession with another job with the same amount of salary, 7 (8%) of respondent teachers answered that they will leave the profession for another job even with low salary than the teaching profession. besides, only three teachers respondents replied that they will never leave the profession.

This shows that teachers have different perceptions and attitudes towards their profession. Besides as we seen from the table considerable proportion of teachers replied that they

like to stay in the profession if the salary is improved. From this information we can also suggest that the number of teachers leaving their job will be reduced when salary increment and other situation are improved.

Table 4.11: Undesirable behavior commonly practiced by teachers

Items	Respondents response	
	No	%
22. What sorts of unprofessional behavior are the most common among your school teachers?		
a. Absenteeism	10	11
b. Lack of preparation	20	23
c. Unsupportive attitude toward students	8	9
d. Little time on task	50	57
Total	88	100

Table 4.11 points out that unprofessional behavior commonly exposed by teachers. According to this data displayed on the above, 50 (57%) of participants of this study responded little time on task has been commonly exposed by majority of teachers. On contrary, 8 (9%) of teachers or respondents replied teachers show unsupportive attitude towards students.

On the other hand, 20 (23%) of participants answered lack of preparation was one unprofessional behavior commonly manifested by teachers. While 10 (11%) of respondents responded as absenteeism was one of unprofessional behavior expressed by secondary school teachers under study.

Table 4.12: The focus of principal and supervisor supervision in school

Items	Teachers response	
23.To what extent do your school principals and supervision visits teachers focus on?	No	%
a. Mostly inspection	58	66
b. Mix of inspection and support	18	20
c. Mostly support	12	14
Total	88	100

According to Table twelve, 58 (66%) of the participants replied that principal and supervisors overview was intended at inspection rather than aiming at solving school problems. In addition, 18 (20%) of participants replied as mix inspection and supported was exercised by school principal and supervisors. Rest of the participants (12 or 14%) indicated that principal and supervisors gave support during their supervision in schools. Relying on data, it is possible to conclude that the main objectives of principal and supervisor supervision focused on inspection instead of identifying and solving school problems.

Table 4.13: Attitude of teachers with regard to their salary

No	Item	Teachers response	
24	The impact of current salary increment and other fringe benefits on the performance of work.	NO	%
	a. High	0	0
	b. Average	33	38
	c. Low	55	62
	Total	88	100
25	The salary you have got in relation to employees in other organization with similar qualification experience.		
	a. High	0	0
	b. Average	26	30
	c. Low	62	70
	Total	88	100

From the above table 4.13, 55 (62%) teacher respondents replied that the impact of current salary increment is low, 33 (38%) of the teachers said average, none of the respondents replied high. This show that the majority of teachers are not satisfied by the increment and/or other fringe benefits they got. This dissatisfaction of teachers may result in low performance, high turnover and little time on work.

From the same table, item 2 above there were 62 (70%) of the respondents replied that the salary they got was low compared to other employees in other organization with similar qualification. And 26 (30%) responded that their salary was on average to employees in other organizations with similar qualifications. This variation of workers salary in one nation will generate dissatisfaction in teachers and eventually create frustration and if teachers get the opportunity, they will undoubtedly leave teaching and go to other jobs to get better payment.

Chapter 5: Summary, Conclusions and Recommendations

This Chapter deals with summary of the findings, conclusions and Recommendations

5.1. Summary of the findings

In this study attempts have been made to study factors affecting teachers' motivation in Horo Guduru Wellega Abe Dengoroo secondary schools.

The study focused on answering the following basic questions.

1. What are some of the decisive factors affecting teachers' motivation at secondary schools?
2. How these factors are affecting teachers' motivation at secondary schools?
3. Which factors have more influence on teachers' motivations at secondary schools?

For the purpose of accomplishing this research and achieving research objectives, the researcher employed survey study with descriptive research design. This is because it allows the researcher to describe in detail factors affecting teachers' motivation in the study area. To this end, both secondary and primary sources, related literature and both open and closed ended questionnaire and interview were used to address the research questions.

This was by distributing questionnaires to a sample of 99 teachers and interviewed with 3 principles and a supervisor. Out of these, 88 (89%) of teachers and all interviewed groups were participated. In surveying the problem under study, the following findings were obtained

1. As it was shown in the analysis that about 89% of teachers and all principals were male. That is, the proportions of female teachers engaged in instructional activities were very low. Another characteristic of respondents were about their age & work experience. About 85% respondent teachers and 100% principal & a supervision were more than 31 age. Only 15% respondent teachers were between 19-30 ages. About 66% teachers, 67% principals and supervisors were enough experienced in the field. Regarding status 84% of the teachers were 1st and 2nd

degree holders. Except one principal, all interviewed persons were 2nd degree holders

2. Regarding Motivation level, majority of /81%/ teachers were unmotivated in the study area. Small amount /19%/ of the teachers some what motivated. In contrast to the above, none of the school teachers were motivated.
3. Majority of the respondents agreed on sources of dissatisfaction of teachers in study area were poor working condition, Absence of recognition for which teachers do well and poor remuneration and lack of incentives. In addition to this principals and supervisors visit teachers focus on mostly in inspection is exposed as a sources of dissatisfaction.
4. The great majority of teachers and administrators believe that in the opinion of the society, teaching is rated with low status. They believe that this is because of low salary paid for teachers and the deteriorating living condition of them also rated.
5. Regarding teachers participation in school administrative activities, the majority of the teachers responded that the administrators did not include teachers in the decision making process and also the study indicated that most administrators hardly establish relationship with staff members to solve instructional problems and their personal problems.
6. The selection of the best teachers of the year is not supported by the majority of teachers. This is because the teaching personnel did not believe that the selection is democratic and there is no regular award for the best teacher of the year.
7. According to the analyzed data, most teachers and principals indicated that the regional Education Bureau gives little attention in improving the education system through teachers. Its effort to improve teachers' education and to upgrade their qualification is low.
8. The attitude of teachers' towards their profession is not different from attitudes of the society. Because 50% of the respondent teachers claimed that they want to leave the profession. Only 35% of the respondents responded that they want to stay in the profession if the salary is improved corresponding to their qualification and experience.

9. All of principals and supervisor and great majority of teachers answered that salary plays an important role in motivating teachers to work hard. But it is stressed that the majority of teachers' salary is low compared to other employees in other organizations with similar qualification and experience. Moreover, teachers give low credit to their regular work.

5.2. Conclusions

The following conclusions are drawn on the basis of basic questions of the study and in light of the summary of the findings.

1. Teachers are highly unmotivated. Social, economical and psychological factors contribute the problem. Among these; poor working condition, lack of recognition, low level of teachers' autonomy in the school environment, lack of fairness and justice in teachers' evaluation, low salary and lack of incentives and negative societal attitude towards teachers and teaching were among common factors.
2. The salary of teachers is poor and lower in relation to other professional of the same qualification and experience at other organization. This did not motivate teachers to perform well and create dissatisfaction in their job. The majority of teachers were not satisfied by the salary they earn, this is due to the reason that their salaries were not adequate and sufficient, therefore society consider teaching as a lower profession.
3. Teachers did not participate in planning and decision making process and teachers' contribution in such activities is not recognized. This lack of recognition affects teachers' satisfaction.
4. Teachers' evaluation did not help teachers to improve their performance effectively and efficiently. The reason for this may be that the administrators did not aim at the improvement of teachers' performance and may be rarely attached to advancement, promotion and opportunity for further education.
5. The ministry of education to upgrade teachers' education through regular and in-service education embraces only very few teachers and this did not give sense for the majority of the teachers as well as for the quality of education at a whole.
6. Schools did not have favorable working conditions. These working conditions are accompanied by insufficient materials and lack of recreational facilities as well as the class size was as a factor and these were increase tensions and work load of teachers.
7. Cooperativeness of administrators and a supervisor in solving teachers' personal problem is low in schools. This is because of the reason that administrators

concerned only to the problems that are related to school, and for that reason their supervision was mostly focused on inspection.

5.3. Recommendations

Based on the summary and conclusion part of the study, the researcher attempts to provide the following recommendation.

1. As indicated in the conclusion part of this study; economic, social and psychological problems were the most variables increasing the risk of motivation of school teachers. This is because of the increasing reduction of the society attitude towards teachers and teaching as a whole in one side. And the ever growing economic problems on teachers leaving resulted by difference between their salary and the rising living costs. So the government expected to improve the salary of teachers and teachers paid corresponding to their qualification, experience and according to they deserve. And also the government in corporation with the wider society can provide teachers with sufficient teaching material, teaching facilities and incentive packages could be available in order to change teachers' psychological and economical standard of living.
2. The school administrators had better to involve teachers in planning and decision making activities. This is because it facilitates implementation and on the other hand accepting the constructive idea of teachers helps them to develop sense of importance as a contributor.
3. The aim of teachers' evaluation can focus on improving teaching and learning processes as well as teachers' advancement, promotion and the like. And school principals are expected to discuss on result of evaluation with teachers immediately in order to prevent further weakness and encourage the strong points. Again it ought to be followed by reward. Moreover this helps teachers to develop trust in the evaluation system.
4. Teachers in order to improve the quality of education and their livelihoods, they have to be upgraded educationally. Therefore, the Ministry of Education in corporation with other concerned bodies expected to broad its efforts and enable the majority of the teaching forces improves their education through regular, in-service, extension, etc programs to motivate them and work hard.

5. Selection of best teachers of the year motivates teachers to work hard. But, most school administrators do not select the best teachers of the year. Hence, in order to promote greater achievement, the school administrators recognize teachers who make better contribution to the school.

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Appendix -1

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

Questionnaires for secondary school teachers

Dear teacher!

This questionnaire is prepared for MA thesis purpose. It is aimed at collecting information from you, about factors affecting motivation of secondary school teachers in Horo Guduru Wollega, focusing Abe Dongoro woreda . The findings of this research study will largely depend on your honest and genuine response. Thus, you are kindly requested to give genuine response.

Remark

- No need to write your name
- If the questions are alternative write this sign in the box ☐ ✓

1. School name _____
2. Gender

☐ Male

☐ Female

3. Age

☐ 19-24 year

☐ 25-30 year

☐ 31-36 year

☐ 37-42 year

☐ Above 42 year

4. Status

- ☐ 12+1
- ☐ 12+2
- ☐ 1st Degree
- ☐ MA(MSC)

5. Work experience

- ☐ 1 year and below
- ☐ 2-5 years
- ☐ 6-9 years
- ☐ 10-13 years
- ☐ 14-17 years
- ☐ Above 17 years

6. Marital status

- ☐ Married
- ☐ Unmarried

7. How would you characterize the average motivation of your school teachers?

- ☐ Highly unmotivated
- ☐ Somewhat un motivated
- ☐ Some what motivated
- ☐ Highly motivated

8. In your view what type of hard ship is the most challenging for teachers? (select one)

- ☐ Remote deployment
- ☐ Low salary
- ☐ Poorly performing students
- ☐ Unsupportive community

9. In your view, which of the following source of intrinsic or internal factors affects motivation for teachers?
   A. Poor student achievement
   B. Absence of recognition
   C. Absence of Professional growth
   D. Prospect of career advancement
10. In your view, which factors do you think highly contributing towards low teachers' motivation?
   A. Teachers work load conditions and challenges
   B. poor remuneration and incentives
   C. poor management
   D. lack of supplies and/or poor
11. In your view, society's attitude towards teaching professions is;
   - ☐ High
   - ☐ Average
   - ☐ Low
12. For the above question, if your response is low, what is reason for the low status of teaching profession?
   - ☐ The effect of teaching is not seen immediately
   - ☐ Low salary
   - ☐ Character of some teachers generalized for all
   - ☐ The deteriorating living condition of teachers
13. How administrators' relationships with staff members interact to solve instructional and personal problems of teachers?
   - ☐ High
   - ☐ Average
   - ☐ Low
14. Do the administrators allow teachers to participate in educational decision making?
   - ☐ Yes
   - ☐ No

If no, why?

_____

_____

_____

_____

15. Does the school administration award (material, certification) the best teachers?

- ☐ Yes
- ☐ No

16. Does the selection of the best teachers of the year motivate teachers?

- ☐ Yes
- ☐ No
- ☐ Doubtful

If no and doubtful, why?

_____

_____

_____

17. The efforts made by the regional education Bureau to upgrade the qualification of teachers through further education.

- ☐ High
- ☐ Average
- ☐ Low

18. For the above question, if your response is low, what is the reason for low opportunity of further education?

- ☐ The regional education bureau gives little attention in improving the education system through teachers.
- ☐ Teachers leave the education system after they get the opportunity
- ☐ Shortage of teachers
- ☐ No available time
- ☐ No response

19. What is your willingness to stay in the profession? I will leave the profession for another job: -

- ☐ with better salary
- ☐ with same salary
- ☐ Even with low salary
- ☐ If the salary is improved I will never leave the profession
- ☐ At all I will never leave the profession

20. What sorts of unprofessional behavior are the most common among your school teachers

- ☐ Absenteeism
- ☐ Lack of preparation
- ☐ Unsupportive attitude toward students
- ☐ Little time on task

21. To what extent do your school principals and supervision visits teachers focus on?

- ☐ Mostly inspection
- ☐ Mix of inspection and support
- ☐ Mostly support

22. How much teachers are sure in evaluation criteria of their performance as well as with the result

- ☐ High
- ☐ Average
- ☐ Low

23. Teachers' performance evaluation is usually going on. How much is its impact on teachers work?

- ☐ High
- ☐ Average
- ☐ Low

24. The impact of current salary increment and other fringe benefits on the performance of work

- ☐ High
- ☐ Low
- ☐ Average

25. The salary you have got , in relation to employees in other organization with similar qualification experience

- ☐ High
- ☐ Low
- ☐ Average

Thank you!

Appendix- 2

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

Interview Guide Questions which will be responded by school principals and supervisor

Dear interviewee!

This questionnaire is prepared for MA thesis purpose. It is aimed at collecting information from you, about factors affecting motivation of secondary school teachers in Horo Guduru Wollega, focusing Abe Dongoro woreda . The findings of this research study will largely depend on your honest and genuine response. Thus, you are kindly requested to give genuine response.

Basic personal data

1. School name _____
2. Gender
   - ☐ Male
   - ☐ Female
3. Age
   - ☐ 19-24 year
   - ☐ 25-30 year
   - ☐ 31-36 year
   - ☐ 37-42 year
   - ☐ Above 42 year

4. Status

   - ☐ 12+1
   - ☐ 12+2
   - ☐ 1st Degree
   - ☐ MA(MSC)

5. Work experience

   - ☐ 1 year and below
   - ☐ 2-5 years
   - ☐ 6-9 years
   - ☐ 10-13 years
   - ☐ 14-17 years
   - ☐ Above 17 years

6. Marital status

   - ☐ Married
   - ☐ Unmarried

Interview questions

1. Is there teacher related problems which de-motivate teachers?

   - ☐ Yes
   - ☐ No
   - ☐ No ideas to say

3. If your response for the above question is yes, could you mention the major problems please?

   _____

   _____

4. If you have noticed low level of motivation among teachers, has this had a significantly negative impact on their performance?

   - ☐ Yes
   - ☐ No

5. If your response for the above question is yes, in what ways?

_____

_____

6. How staff relation seems in your school and do you think it affect motivation of teachers if 'Yes' how? If 'No' why?
7. Are many of your school teachers voluntary to work where they are assigned?

   ☐ Yes

   ☐ No

   ☐ I have no opinion

   If no , why?

   _____

Thank you!

Declaration

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

Name: Regassa Gedessa

Signature: _____

Date of Submission: 28/08/2015

This thesis has been submitted for examination with my approval as a university advisor.

Name: _____

Signature: _____

Date of Submission: _____