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**TEACHERS' MOTIVATION AND JOB SATISFACTION IN
SECONDARY SCHOOLS OF ASSOSA ZONE, BENISHANGUL
GUMUZ REGIONAL STATE**

BY:

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COLLEGE OF EDUCATION AND BHAVORAL STUDIES

**DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

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Letter of Approvals

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Table of contents

Contents	page
Table of contents	i
List of Tables	iv
List of Figures	v
Abbreviations/Acronyms	vi
Acknowledgments.....	vii
Abstract.....	viii
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the study.....	1
1.2. Statement of the problem.....	5
1.3. Objectives of the study	7
1.3.1. General objective	7
1.3.2. Specific objectives	7
1.4. Significance of the Study.....	8
1.5. Delimitation of the study	8
1.6. Limitations of the Study	9
1.7. Definitions of key terms	9
1.8. Organization of the Study.....	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	12
Introduction.....	12
2.1. The concept of motivation.....	12
2.2. Characteristics of motivation	13
2.3. Importance of motivation	14
2.4. Types of motivation	16
2.5. Theories of motivation.....	18
2.5.1. Content (Need) theory of motivation.....	18

2.5.1.1.Maslow’s hierarchy of need theory	19
2.5.1.2.Alderfer’s ERG theory.....	20
2.5.1.3.McClelland’s acquired needs theory	21
2.5.1.4.Herzberg Two-Factor theory.....	22
2.5.2. Process theories of motivation.....	29
2.5.2.1.Expectancy theory of motivation.....	29
2.5.2.2.Equity theory of motivation	31
2.5.2.3.Goal setting theory of motivation.....	32
2.6. Theory of motivation and its educational implications.....	34
2.7. Teachers’ motivation and job satisfaction	35
2.8. Factors associated with teacher job dissatisfaction	36
2.9. Motivational challenges.....	39
2.10. Teachers’ motivation strategies and its challenges.....	40
2.11. Ethiopian teachers’ motivation and job satisfaction.....	42
2.12. Local Researches Done On Teachers Motivation and Job Satisfaction	43
2.13. Summary of the literature review	45
CHAPTER THREE: RESEARCH METHODOLOGY	47
Introduction.....	47
3.1. Research design	47
3.2. Research method	47
3.3. Sources of data.....	48
3.4. Population	48
3.5. Sample size and sampling technique.....	48
3.6. Instruments for data collection	51
3.6.1. Questionnaire	51
3.6.2. Interview	52
3.6.3. Observation.....	52
3.7. Procedures of data collection	52
3.8. Method of data analysis and interpretation	53

3.9. Validity and Reliability Checks	54
3.10. Ethical consideration.....	54
CHAPTER FOUR: PRESTATION, ANALYSIS AND INTERPRETATION OF THE DATA.	56
4.1. Characteristics of Respondents	56
4.2. Practices on teachers motivation and job satisfaction	58
4.2.1. Teachers autonomy and responsibility	59
4.2.2. The school rule, regulation and the principal leadership style.....	60
4.2.3. School environment and working conditions	61
4.2.4. The Teachers' Satisfaction.....	63
4.2.5. The principal' s technical supports, recognition and reward	64
4.2.5.1.The principal, s technical supports	64
4.2.5.2 Recognition and rewards	65
4.2.6. The teachers' work relationship in the school.....	66
4.2.7. Teachers professional growth and development	67
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	68
Introduction.....	68
5.1. Summary of the findings	68
5.2. Conclusion	71
5.3. Recommendations	72
References.....	74
Appendix A.....	80
Appendix B	84
Appendix C	85

List of Tables

Table 1: Percent of secondary school teachers' who leave their profession in Assosa Zone Education Office.....	6
Table 2: Relationship among Maslow, Alderfer and Herzberg theories of motivation.....	26
Table 3: The summary of the population, study subjects and sampling technique	51
Table 4: The reliability and validity check of Cronbach's alpha.....	54
Table: 5: Background Information of the Respondants.....	57
Table 6: Teachers autonomy and ways of giving responsibility in the school	59
Table 7: School rules, regulations and leadership style	60
Table 8: School environment and working conditions	62
Table 9: Teachers' satisfaction with leadership style of school principal	63
Table 10: The technical support of school principal.....	64
Table 11. The recognition and rewarding of Teachers	65
Table 12: Teachers Work Relationship in the School	66
Table-13: Teachers' professional growth and development.....	67

List of Figures

Fig.1Maslow’s hierarchy of need	19
Fig 2: Herzberg's Two Factor Theory.....	23
Fig. 3: Basic Models of Expectancy Theory of Motivation.....	30

Abbreviations/Acronyms

BGRS- Benishangul-Gumuz Regional State

CfBT- Confederation for British Teachers

DfID- Department for International Development

HRM- Human Resource Management

LIDS-Low Income Developing Countries

MEC- Ministry of Education and Culture

MDG- Millennium Development Goal

MoE- Ministry of Education

SPSS- Statistical Package for Social Sciences

SS – Secondary School

STURE-Study into Teacher Utilization in the Regions of Ethiopia

UNDP- United Nations Development Program

VSO- Voluntary Service Overseas

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Abstract

Motivation is one of the most important tools of human resource management. Organizations design motivation systems to encourage employees to perform in the most effective way but also to attract potential candidates. The key to create the efficient motivation system is an answer to the question what really motivate employees. The main objective of this study is to assess the teachers work motivation and job satisfaction to identify the variables which are the most predictor of teachers' work motivation and satisfaction in secondary schools of Assosa Zone. To accomplish this purpose, the study employed a descriptive survey research design. The study was carried out in randomly selected nine secondary schools of Assosa Zone. A total of 166 individuals participated in the study. Among them, 149 teachers were included as samples through random sampling technique. Additionally, 9 secondary school principals, 4 cluster supervisors and 4 Woreda education office coordinators were included through available sampling technique. Questionnaire and interview were the main instruments of data collection. The analysis of the quantitative data was carried out by using mean and standard deviations. The findings revealed that the school practices on the independent variables that influence teachers' work motivation and job satisfaction are insufficient as most of the practices on independent variables scored below two, when it serves as the average of the likert scales. As a result teachers are not encouraged to disseminate their knowledge to students through effective teaching-learning method, to achieve schools objective as well as to stay in the profession. Due to this teachers are not successful to improve the students' academic achievement as well as school goals. In general, the findings revealed that, secondary schools in Assosa Zone had not worked effectively on improving the motivation level of teachers and their job satisfaction which forced teachers to leave the profession. Based on the findings, it is recommended that secondary schools, Woreda and Zone education offices need to give necessary rewards, recognition, empower teachers' professional development, strength staff relationship and furnishing the working conditions with refreshment facilities.

CHAPTER ONE: INTRODUCTION

This chapter starts by presenting a background discussion of the selected topics, statement of the Problem, objective of the study, significance of the study, delimitation of the study, definition of operational terms and organizations of the study.

1.1. Background of the study

Organizations have different types of resources. These may include physical, financial, material, information, time and human resources. The human resources are the key drivers of the prosperity and success of any institution. Because, the humans are the one that can accelerate the development of organizations or demolish the progress of the organizations. The effectiveness of an institution to maintain a quality team of employee links to its ability to manage the staff as well as recognize the contribution of each individual.

Motivating employees has become one of the most significant and most demanding activities for the human resource management in any organization. Motivation is a central and vital component and a key contributor to job satisfaction of an employees. But the main challenges for the organizations are to create and promote the best human resource management practices and to enhance the employee's performance by implementing different strategies.

According to Frey and Osterloh (as cited in Castren and Muhammed, 2008), many managers nowadays do not have adequate awareness on the effect of motivation on their business. Therefore, the managers need to understand the importance of the factors that determine positive motivation in the work place in order to correlate the economic performance of the organization with the capacity and opportunities of the employees.

Authors have proposed two general categories of motivation theories to explain the psychological processes underlining employee motivation: content theories and process theories (Kreitner & Kinicki, 2010). Content theories of motivation focus on identifying internal factors such as instincts, needs, satisfaction and characteristics that energize employee motivation, which encompass Maslow's hierarchy of need theory, Alderfer's ERG theory, McClelland's acquired needs theory, and Herzberg's two-factor theory; whereas process theories of

motivation focus on explaining the process by which internal factors and cognitions influence employee motivation, under which Vroom expectancy theory, equity theory, and goal setting theory are included. But, the focus of this research on the content theory of motivation. Because the researcher wants to study the motivating factors and the hygiene factors which are more explained by the content theory of motivation, and under this theory Herzberg's two factors theory deeply explains these two factors and it's applicability in educational institution. Also Herzberg two factors theory is heavily based on need fulfillment because of their interest in how best to satisfy workers, (Ololube; 2005). Due to these reasons the theories are more preferable.

Therefore, one of content theory, Herzberg's two-factor theory take attention on two factors; intrinsic factors (motivators) and other factors he refers to as dissatisfies (hygiene factors).

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. Whereas, extrinsic motivation being arose from environmental or external forces, and its presence satisfies the works while its absence causes dissatisfaction.

Hence, teacher motivation is a key guarantee to education, as it influences quality assurance in the education system. The role of teacher motivation in delivering good quality education has received increasing recognition over recent years. As Zbar, Marshall and Power (2007) describe "motivation sits right at the heart of good performance management and getting the best out of each and every teachers in the school."

According to Peretomode (1991) motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate which is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task (Obi, 1991). In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task, which will enhance quality assurance, quality education and quality instructional delivery in the educational system. This will also enhance the achievement of educational objective (Obi, 1997).

Peretomode (1991) stated that teachers' motivations are related to a purposive and goal directed behavior, performance and attitudes toward work. It includes considering such factors as the physiological, psychological and environmental differences of individual employees. It also leads to job satisfaction which is defined as the feelings (either good or bad) one has about his/her work environment (Peretomode, 1991). Therefore, educational leaders and administrators or managers have to pay special attention to the phenomena of motivation and job satisfaction. Regarding, this the research conducted in Ethiopia by Voluntary Service Overseas(2008) on 'How much is a good teacher worth' indicates that:

“Many teachers spoke positively about their profession and actively engaged with the wider issues surrounding the quality of educational provision in Ethiopia. The issues raised by the teachers were numerous, but the most significant and most often-mentioned causes of de-motivation and low morale were inadequate salaries, low respect and low status for teachers and poor management and leadership. “where teachers are highly motivated; they may have good performance and this improve the quality of instruction in the actual classroom delivered to students.” (VSO, 2008)

These issues have a significant impact on classroom performance, that is, teachers' ability to deliver good quality education, as well as on levels of teacher retention. In light of this, VSO (2008) concludes that, Ethiopia's educational context sees teachers now placed under ever increasing pressure to deliver on the government's ambitious educational goals and if they are going to achieve them, they need to feel motivated. In a climate of increasing inflation in the economy and increasing enrolment in education, teachers need to see that their work is valued. There should be no need for teachers' to leave the profession because they cannot support their families or progress further in their careers.

In addition, improvement of conditions of service for teachers is a promising way of increasing teacher motivation and morale, making the profession more attractive, enhancing retention of teachers', and improving the quality of teaching and learning. Although improving conditions of service always has budget implications, changes in this area may be less costly and more effective than an overall increase in teachers' salaries (Mulkeen, Chapman, DeJaeghere & Leu, 2007).

The Benishangul-Gumuz Regional State (BGRS) is one of the nine regional states of Ethiopia. The region is located in Western part of the country bordered by Amhara Regional State in the North, Oromia Regional State in the East and Gambella Regional State in the South and North

Sudan in the West. The total size of the region is estimated to be 50,380 square kilometers. Administratively, it comprises three zones (Metekeli, Assosa and Kamashi), 20 woredas and one special woreda and 474 kebeles.

When the Benishangul Gumuz Regional State (BGRS) was established as per the proclamation number 7/1992 of the Transitional Government of Ethiopia, the education system of the region was in a poor situation. Schools had been built in the settlement areas around Assosa, Banbasi, Wombera and Pawe Woreda. Since its establishment in 1985 E.C, the region has dedicated its most effort to raise the coverage and fulfill facilities in the education sector, both in terms of enrollment, physical project and academic personnel. As a result numerous numbers of teachers' were assigned by the regional education bureau to improve the poor educational service. Even if more changes were observed, the effectiveness of the region in enabling students to join higher education is still very low.

To reduce the poor achievements of students in secondary school, the regional education office first tried to motivate teachers' to do their best. Towards this, the region employed teachers by using different incentive mechanism for secondary school teachers; such as improving salary by one career structure from other regions and delivering monthly additional incentives based on the standards of the woreda. But these incentive systems are not enough to improve teachers' retention rate as well as to increase students' performance. But most of the teachers need to move to another profession even if this option were available to them and also migrate to nearby regions.

For the past 10 years, the researcher had served in Assosa zone as a teacher and school principal. In his experience the researcher observed the poor initiations of teachers to stay in their profession and their poor participation in different activities of the school. Thus, as a school manager the researcher needs to assess the factors that have made the teacher passive in their work as well as their strong need to leave the profession based on school principal practices on teachers' motivation and the level of satisfaction in Assosa zone secondary schools.

1.2. Statement of the problem

Motivating workers to implement prominent performance work systems is one of the basic aims of management principles that a successful business can have (Fuhrmann, 2006). Likewise, educational sectors also implement effective teacher management strategies to achieve quality education. Thus, when teachers are effectively qualified and motivated, quality education is achieved. The motivation level of teachers' has a significant factor in influencing the delivery of quality education. Moreover, it determines the school environment, the quantity and quality of knowledge children receive, the level of skills to enhance the development of young minds, and the sense of security children feel (Voluntary Service Overseas, 2007).

Thus, the education leaders should identify the type of motivators' and dissatisfying factors of teachers' under their organization. Because understanding of these factors are important to create an environment that allows and encourages an employee to do his or her best and it is a win-win for the employee and the organization (Robbins and Coulter, 2009).

Therefore, it is widely asserted that low teacher motivation is reflected in weakening standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance (Bennell, 2004). To minimize these country degrading factors, different countries educational reform focuses on improving teacher competence, the learning and working environments, and greater decentralization, all of which can improve teacher motivation. Regarding this, Ethiopian new education and training policy (MoE, 1994) promote schools to focus on various activities which are taken to promote incentives to motivate teachers.

However, Ethiopian secondary school teachers' are not so much effective and efficient in achieving the expected quality education as planned due to different factors including poor motivation as we observe.

In relation to this, Hardre and Reeve (as cited in Hardre and Sullivan, 2009) state that academic motivation is a critical need to address in high school education, because motivational features are malleable and can significantly influence the management, learning achievement and the future aspirations and intension of students. Hence, the educational system of Ethiopia undergoes different modification in various times. These strategies provide strong feedback to improve the teaching learning process as well as teachers' motivation and commitment.

Decentralization is one of the Ethiopian Government’s key policies for long term success in education, with powers delegated from the Federal Ministry of Education (MoE) down to regional, zonal, woreda and school/community levels. By using this power, Benishangul Gumuz Regional State (BGRS) education bureau proposed and implemented various mechanisms to accelerate quality education. One of the strategies utilized to motivate secondary school teachers’ as well as to reduce their turnover was making salary difference from other regional state teachers. But this monetary or salary improvement alone did not reduce, as expected, the teachers turnover and asking transfer to nearby regions and searching alternatives to leave the teaching profession. The number of teachers who left the teaching profession and joined other sectors in 2006, 2007 and 2008 was as follows.

Table 1- Percent of secondary school teachers’ who left their profession in Assosa Zone Education Office

Year	Total number of teachers’	Number of teachers’ who joined other sector	% of teachers’ who joined other sectors
2006	206	23	11.2
2007	215	31	14.2
2008	235	100	42.5

Source: Compiled from Assosa Zone Education office reports

From the above data, we understand that the numbers of teachers’ who left their profession were high and increased by 3%. Even some teachers entered into other sectors by reducing their monthly salary. From the total teachers’ who left their profession in the year 2007, 31(14.2%) were transferred by reducing their monthly salary. From the total teachers who left their profession in 2008,100(42.5%) were transferred by reducing their monthly salary. This indicates the presence of factors that forced teachers’ to leave their profession.

According to Menberu m. (2011) a study conducted on secondary schools of Assosa zone on practice and challenges of teacher’s professional development shows that 15% of Assosa zone teachers were not satisfied in their profession and they need to change their profession to other sectors. According to Benishangul Gumuz Regional State study on the factors affecting the quality of education in Assosa zone (2013) the main factors affecting quality education are low

teachers motivation, school principals and supervisor's low practices developing strategies to motivate teachers in their working staff.

In addition to the above factors, the study indicated that there has been deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance are observed in the zone. So, it is such a situation that prompted the researcher to conduct a study on assessing the mechanisms of motivation and level of job satisfaction of secondary school teachers of Assosa Zone. In light of this, in this research, an attempt is made to answer the following basic questions;

- To what extent secondary school teachers' are motivated in their work activities practiced in the school?
- To what extent secondary school teachers of Assosa zone are satisfied in the job environment?
- To what extent secondary school leaders or principals have worked to improve motivator factors as well as to reduce dissatisfying factors in their school?
- How do teachers motivation and job satisfaction related to Assosa Zone Education Office?

1.3. Objectives of the study

1.3.1. General objective

The general objective of this research is to assess the current teachers' work motivation and job satisfaction in order to identify the motivating and hygiene factors present in secondary schools of Assosa zone.

1.3.2. Specific objectives

The research addresses the following specific objectives.

- To identify factors that make secondary school teachers more effective and motivated in their works.
- To identify the hygiene factors that dissatisfy secondary school teachers' towards their work

- To examine the serious dissatisfying or hygiene factors that reduces the teachers' effective involvement in their work environment.
- To investigate the technique that the school leaders used to motivate teachers
- To identify the relationship between teachers motivation and job satisfaction in Assosa Zone secondary schools.

1.4. Significance of the Study

This study would be helpful to identify the factors affecting teachers' motivation and job satisfaction of secondary school teachers' in the study area. Specifically the result of this research has the following importance for the school principals, teachers, supervisors, students and others. First, it may help the school principals to be aware of the factors against the motivation and job satisfaction of secondary school teachers. Second, it may help the school leaders to revisit their motivating strategies to make the teachers more effective and to understand their level of satisfaction. Thirdly, it may give the clear picture of school principals' way of motivating teachers and the levels of teachers' satisfactions problems for woreda and Zone education office. Lastly it may serve as the reference for further similar studies in the demarked research area.

1.5. Delimitation of the study

This research was delimited in both content wise, geographically and time. Regarding to content, although there are many Human Resource Management(HRM) functions, this research is delimited to only assessing the practices of teachers' motivation and job satisfaction in Assosa Zone secondary school teachers' by using content theory of motivation, especially Herzberg Two Factor Theory of motivation. The aim of focusing on this theory is due to its applicability in educational institutions, by supporting this, the research findings of Carisha (2010), concludes Herzberg's Two-Factor Theory is regarded as a very useful framework to apply in any organizations today. Although, motivators need not necessarily motivate employees all the time, and hygiene factors need not cause dissatisfaction all the time. Some of these factors may interchange their roles and act as an initiative to attain job satisfaction and also the theory brings about discipline in the organization and a better understanding of the employees.

Geographically the scope of this study is delimited to four woredas namely, Assosa, Bambasi, Homosha & Menge from the seven woredas and the nine secondary schools of Assosa zone in Benishangul Gumuz Regional State. The schools are Menge S.S, Undulu S.S, Selga number2 S.S, Ura S.S, Bambasi S.S, Tsore S.S, Ewuket Fana S.S, Hoha number2 S.S and Homosha S.S are taken as the study area from the 20 secondary schools found in Assosa Zone. The study will be conducted by focusing on the documents and practices implemented in 2008E.C of the tanked secondary school.

1.6. Limitations of the Study

- This study aimed to assess teachers motivation and job satisfaction in secondary school teachers of Assosa Zone at a particular point of time. But, it is unknown that whether they are satisfied with their job currently unless systematic longitudinal study conducted.
- The study was geographically restricted to specific areas of Asossa zone secondary schools. Due to this reason, it cannot generalize the results of the study to other Zones and Regions which are not included in the present study. This happened due to shortage of time and resources that are necessary to conduct the study.

Since the data gathering technique was self-administered questionnaire, the accuracy of the data was limited to the subjective perception and attitude of respondents. That means unless they were committed to reflect the reality, it is difficult to get true information. Due to this reason, the researchers obliged to make artificial decision.

1.7. Definitions of key terms

This section will provide the working definitions of the key concepts. Such concepts include: motivation, extrinsic motivation, intrinsic motivation, job satisfaction, job dissatisfaction and secondary school.

Motivation: According to UNDP (2006) motivation refers to "... the initiation, direction, intensity and persistence of behavior." Furthermore, Cole (2004) describe motivation as "those processes, both instinctive and rational, by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger human behavior." Therefore, in this study,

motivation refers to the willingness or the desire of the teacher to achieve the goals of the school or the teachers' initiation and willingness to achieve the goal of quality education in their school.

Extrinsic Motivation: According to Sansone & Harackiewicz (2000), extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. Thus, the researcher in this study use extrinsic motivation of teachers to indicate the effects of externally administered rewards or Herzberg hygiene factors in preventing dissatisfaction. Herzberg hygiene factors include variables like salary, school policy, technical supervision, interpersonal relationship with supervisor, peers or teachers, interpersonal school leaders, job security, personal life, working conditions and status.

Intrinsic motivation: Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and well being (Ryan & Deci, cited in Sansone & Harackiewicz, 2000).

Job satisfaction: According to Robbins and Coulter (2009) the concept job satisfaction refers to “the employee’s general feelings or attitudes about her or his job.” A person with a high level of job satisfaction has a positive attitude toward his or her job.

Job dissatisfaction: refers to “a feeling that you are not pleased and satisfied...” (Oxford Advanced Learner’s Dictionary, 7th edition, 2005). On the basis of the above definitions, in this study, the researcher uses the concept of teacher job dissatisfaction to simply refer to the degree to which teachers’ dislike their works.

Secondary school: The term secondary schools in the Ethiopia context will have four years duration, consisting of two years of general secondary school which will enable students to identify their interest for further education, for specific training and for the world of work. General secondary school will be completed at the first cycle (grade 10). The second cycle of secondary education and training will enable students to choose subjects or areas of training which will prepare them adequately for higher education and for the world of work, which will be completed at grade 12 (MoE, 1994). On the basis of the above conceptual framework the researcher uses the phrase secondary school to simply refer to first cycle secondary schools (from grade 9-10).

1.8. Organization of the Study

This research had five chapters. The first chapter deals with introduction part that consists of background, statement of the problem, objectives, significance, delimitation, organization of the study and limitation of the study including operational definitions. The second chapter was encompass a review of literature on the concepts of motivation and some of the content theories of motivation which includes Maslow's hierarchy of need theory, Herzberg's Two Factor Theory, Mc Gregory's of theory and McClelland's Need Achievement Theory. In addition, job satisfaction and motivational factors mainly working conditions, interpersonal relationships, organizational practice factors, job characteristics and personal factors and their relationship with job satisfaction were reviewed. The third chapter dealt about the research design, population, and sample, sampling techniques, data gathering instruments and procedures as well as method of data analysis. Results and discussion of the major findings were presented in the fourth chapter. The fifth chapter presented the summary, conclusion and recommendations as part of the study. Finally, the reference, appendices and other information were attached at the end.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Introduction

This chapter presents a theoretical knowledge of the phenomenon of work motivation and job satisfaction. The chapter is organized in to different sections. Each section has strong power to conduct the study effectively and to release necessary information as well as to develop smart data collection instruments. In addition, the literature helps the researcher to assess and see different research findings on the issue which was conducted.

2.1. The concept of motivation

Motivation is considered as “energizer of behavior” from a psychological perspective as cited by Gizem Oskuzogulu Guven (Reber&Reber 2001). Motivation is concerned with why people choose a particular action in performance to others, and why they continue with chosen action, often over a long period and in the face of difficulties and problems. Based on this concept different scholars define motivation in different ways.

Kondalkar (2009) defines motivation as “... the inner burning passion caused by need, wants and desire which propels an individual to exert his physical and mental energy to achieve desired objectives.”

Another scholar Ivancevich (2009) defines motivation as; “... the set of attitude and values that predisposes a person to act in a specific goal directed manner?” The author also describes motivation as “... an invisible inner state that energizes human goal-directed behavior, which can be divided into two components; (1) the direction of behavior (working to reach a goal) and (2) the strength of the behavior (how hard or strongly the individual will work).”

In the same way, Schermerhorn, Hunt, Osborn and Uhl-Bien (2011) defines motivation as “...the individual forces that account for the direction, level, and persistence of a person’s effort expended at work.” This writer used the word direction, level and persistence when defining motivation; direction refers to an individual’s choice when presented with a number of possible

alternatives, level refers to the amount of effort a person's puts forth, and persistence refers to the length of time a person sticks with a given action.

According to Cole (2000) motivation is a term used to describe those process, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behavior.

In general, motivation is the great force that makes individual more effective to achieve organizational goals. Therefore, teachers' motivation is also important to achieve quality education. Regarding to teachers, Ofojebe and Ezugoh (2010) asserts that teachers' motivation is a key to guarantee quality education. Without efficient and effective teachers in the education industry, quality learning outcomes cannot be achieved. That is why teachers need to be motivated properly in order to enhance quality in the educational system.

2.2. Characteristics of motivation

Cole (2004) states that understanding human motivation is a complex matter. Sometimes a person's motives may be clear to him, but quite puzzling to others. In other situations both the individual and those affected by his behavior understand what is driving him. In some situations, especially where stress is involved, the individual concerned may be totally unaware of his motives, whereas others may see them quite clearly. It is important for those in managerial and supervisory positions to be aware of these issues, and to take account of their own prejudices in this area of their work. This is because our efforts to understand others are colored by our attitudes towards them and the assumptions we make about their behavior. If we assume that a particular group of workers is hardworking and reliable, we tend to treat them with respect and trust; however, we see them as lazy and unreliable, we are likely to treat them as requiring close control and supervision.

Therefore, as Bennell and Akyeampong (2007) describe measuring the determinants and consequences of motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. Hence, understanding the characteristics of motivation has critical importance

for effectiveness of the organization. Accordingly Kondalkar (2009) asserts the following unique characteristics of motivation.

- (a) Motivation is a psychological concept: motivation should come from inside each individual as a desiring factor that are fundamental needs and satisfaction including self esteem, recognition from others.
- (b) Motivation is an unending process: Since wants are innumerable and cannot be satisfied, the other need emerges and does individual propel to work and thus the continuous chain is created.
- (c) Motivation is caused due to anticipated perceived value from an action: Perceived value is the probability or the expectancy. Therefore. Motivation is the result of value or valance and expectancy.
- (d) Frustration of basic needs makes a man sick: if anybody fails in trying to meet a need which the feel is essential for him, she/he becomes to some extent mentally ill and such frustrated man cannot be motivated any further until his essential need is satisfied.
- (e) Goals are motivators: goals and motives are inseparable workers' work to achieve the goal as soon as the goal is achieved workers would be no longer interested in work. There for it is very essential for the management to know his/ her goal to push workers to work.
- (f) Individual is motivated by positive motivation: It refers to both monetary and non-monetary incentives offered by the organization to achieve efficiency. Monetary incentive like increase in pay, allowances, and payment of bonus or payment for additional or overtime work. Incentives can be also non-monetary like issuing of certificates for excellence, awards, recognition, status, job enrichment, competitions, and the like. Monetary rewards prevent individuals from getting dissatisfaction or they do not motivate so to say. However non-monetary awards motivates individual as it is related to the inner/psychological aspects.

2.3. Importance of motivation

Most motivation theorists assume that motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized. As scholars define work motivation refers to the psychological processes that influence individual behavior with

respect to the attainment of workplace goals and tasks (Bennell & Akyeampong, 2007). Therefore, employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Shadare et al, cited in Manzoor, 2012). A motivated employee is responsive for the definite goals and objectives he/she must achieve, hence he/she directs its efforts in that direction. Because the individual's basic human needs, his ability and willingness to perform and his past experience, education, and perceptions of the position he holds affect his performance in the entire system (Robinson, 2004).

Motivation formulates an organization more successful, because provoked employees are constantly looking for improved practices to do a work. So it is essential for organizations to persuade motivation of their employees. Getting employees to do their best work even in strenuous circumstances is one of the employees most stable and greasy challenges and this can be made possible through motivating them (Manzoor, 2012). For this reason, motivation is very important for an organization and the individuals because of the following benefits it provides;

- (a) High level of performance: It is the duty of every manager to ensure that the employees have a high degree of motivation. Because highly motivated workers would be regular for work, and have a sense of belonging for the organization. Quality of product will be improved, wastage will be minimized and there will be increase in productivity, and performance level will be high.
- (b) Low employee turnover and absenteeism: Employee turnover and absenteeism is caused due to low level of motivation practice on the part of managers. When dissatisfaction is increased employees do not enjoy the work assigned to them. Therefore, there is a tendency of absenteeism. The workers hunt for an alternative job and leave the organization whenever they get an opportunity. High level of absenteeism causes low level of production, wastages, poor quality and disruption in production schedules. Motivation is, therefore, a very important management tool to achieve organizational excellence.
- (c) Acceptance of organizational change: Management must continuously scan the external and the internal environment. There has been a great impact of social change and technology evolution on the motivation level of employees. Social change increases aspirations of workers and put an additional demand on the organization, which must be

considered positively so that conducive working environment is created. Management must ensure that the changes are introduced in the organization and its benefits explained to the employees so that there is no resistance to change and organizational growth is achieved. Re-engineering, empowerment, job enrichment, job rotation, introduction of new technology and processes will go a long way to boost employee morale and achieve high degree of motivation.

- (d) Organizational image: Employees are the mirrors of any organization. Managers must lay down high performance standards coupled with high monetary and non-monetary rewards. Training & development programs should be regularly organized and employee skill improved. It will also reduce employee turnover and better employee will look forward to join the organization. High organizational image will contribute towards brand image of the product and services the organization is marketing.
- (e) Puts human resources into action: It is through motivation that the human resources can be utilized by making full use of it. This can be done by building willingness in employees to work. This will help the enterprise in securing best possible utilization of the human resources.

2.4. Types of motivation

Study into Teacher Utilization in the Region of Ethiopia (STURE) point the existences of three broad types of motivation that are characterized by different levels of self-determination. From high to low self determination, these are intrinsic motivation, extrinsic motivation, and a motivation. Intrinsic motivation is related to psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. Thus psychological rewards are those that can usually be determined by the actions and behavior of individual managers. It is also refers to motivation that is animated by personal enjoyment, interests or pleasure and is usually contrasted with extrinsic motivation, which is manipulated by reinforcement contingencies (Guay et al; 2010). Generally intrinsic motivation involves performing activity because the activity itself is interesting. This comprises the prototype of autonomy because the person is willing to do the activity volitionally, out of interest.

However extrinsic motivation is related to tangible rewards such as fringe benefits and salary, security, contract of service, promotion, the work environment and conditions of work. Extrinsic motivation is deals with behaviors' that are motivated by factors external to individual (Robinson, 2004). In order to understand the motivational processes, it is necessary to distinguish motivation in two types namely: the intrinsic and the extrinsic (Robinson, 2004). Each of them will be described clearly here under.

Extrinsic motivation refers to reward that are obtained not from the activity, but as a consequence of the activity (Morris & Maisto, 2007). Extrinsic motivation arises from the use of external rewards or bribes such as praise, free time, money or points toward an activity (Morris & Maisto, 2002).It applies where the incentives are all external, in that they are separated from the individual and the task. On the other hand, intrinsic motivation according to Morris &Maisto(2002) arises from internal factors, i.e., it is as a result of rewards provided activity itself. According to Krause et al, (2003), intrinsic motivation arises from internal factors such as a Childs natural feeling of curiosity, exigent, confidence and satisfaction when performing a task.

Extrinsic motivation is related to 'tangible' rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible rewards are often determined at the organizational level and may be largely outside the control of individual managers. Extrinsic motivation is deals with behaviors' that are motivated by factors external to the individual (Robinson, 2004). In other way extrinsic motivations are positively valued work outcomes that are given to an individual or group by some other person or source in the work setting. They might include things like sincere praise for a job well done or symbolic tokens of accomplishment such as 'employee-of-the-month' awards (Schermerhorn, et al. 2011).

Accordingly Staw (as cited in Robinson, 2004) examined the evidence of intrinsic and extrinsic motivation and concluded that the administration of both intrinsic and extrinsic rewards can have important effects on a person's task attitudes and behavior. The joint effect of intrinsic and extrinsic rewards may be quite complex, but the interaction of intrinsic and extrinsic factors may under some conditions be positive and under other conditions negative. In practice, however, extrinsic rewards are relied upon heavily to induce desired behavior and most users of rewards will positively affect an individual's interest in a task. Besides, teachers are primarily motivated

by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Thus, administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education, and systematic, supportive evaluation

2.5. Theories of motivation

There are many theories that attempt to explain the nature of motivation. These theories may all be at least partially true and help to explain the behavior of certain people at certain times. The theories of motivation can be divided into two broad categories; content theory and process theory of motivation. Theories of both types contribute to our understanding of motivation to work, but none offers a complete explanation. Efer (2005) asserts “in studying a variety of theories, our goal is to gather useful insights that can be integrated into motivational approaches that are appropriate for different situations.” Even if, the general concept of motivation has been established in developed countries and most research on teacher motivation has also been carried out there, this part begins with the major motivation theories and the overall framework of this study is assessed and presented as follow.

2.5.1. Content (Need) theory of motivation

Content related theories of work motivation explain work related actions as either determined by certain characteristics of employees, the task, the job-context, or the interaction of those factors. It focuses on individual needs; that is, physiological or psychological deficiencies that we feel a compulsion to reduce or eliminate. Furthermore, the theory tries to explain work behaviors based on pathways to need satisfactions and the influence of blocked needs (Schermerhorn, et al., 2011). Content theory of motivation suggests that managers should be able to understand individual needs and create work environment that respond positively to them. Some of the known content theories of motivation are Maslow’s hierarchy of need theory, Alderfer’s ERG theory, McClelland’s acquired needs theory, and Herzberg’s two-factor theory. Robbins and Coulter (2009) describes “although more valid explanations of motivation have been developed, these early theories are important because they represent the foundation from which contemporary motivation theories were developed and many practicing manager still use them.”

2.5.1.1. Maslow's hierarchy of need theory

Abraham Maslow's (1943, 1970) need based theory is the most widely recognized theory of motivation and perhaps the most referenced of the need theory. Maslow's in this theory explains that a person has five fundamental needs. Physiological, security, social, self-esteem and self-actualization needs Oru (2005), explains that physiological needs include pay, food, shelter and clothing, good and comforting working conditions. Security needs includes pay, food for safety, fair treatment, and protection against threats to job security. Social needs include the need for being loved, accepted and be part of a group. Esteem needs are the need for recognition, respect, achievement, autonomy and in dependence. Finally, self-actualization needs are need for a achievement, realization of one's full potential, attainment of self fulfillment and development.

The hierarchy of needs is based on the assumption that individuals are motivated to satisfy a number of needs and that money can directly or indirectly satisfy only some of the lower needs (Rue & Boyars, 2009). Thus, Maslow goes on to explain his theory by looking at the nature of human needs as the starting point. He said that human needs were in hierarchical form, which looks like a pyramid with five layers or hierarchy as follows:



Fig.1 Maslow's hierarchy of need

Source: Rue, L. W. and Byars, L. L. (2009) Management Skills and Application (13th ed.).

Maslow went further and explained that people would seek to satisfy the physiological (basic) needs first. That there is an automatic mechanism which exists so that once the physiological needs are satisfied, the safety and security needs automatically presents themselves to be satisfied and once the safety and security needs are satisfied, then the next layer of needs (love and affiliation) present themselves to be satisfied and so it goes up to self actualizations needs (Robinson, 2004). Once a need has been satisfied, it is no longer a motivator, which means that there is a constant desire to satisfy the next layer of needs. Maslow believed that by helping staff to satisfy their needs, they would be motivated on the job. If this is so, then managers should endeavor to know and understand their staff quite well to successfully apply the provisions of this theory.

2.5.1.2. Alderfer's ERG theory

Clayton Alderfer was a psychologist whose motivational theory was derived from that of Abraham Maslow's hierarchy of needs theory (Efer, 2005). Alderfer believed that Maslow's five hierarchies (layers) of needs could be condensed into three layers called Existence, Relatedness and Growth needs (ERG). He explains this need as follow.

- a) Existence needs are concerned with sustaining human existence and survival and cover Maslow's physiological and safety needs plus fringe benefits like money.
- b) Relatedness needs are concerned with relationships to the social environment and which covers Maslow's love or belonging, affiliation and meaningful interpersonal relationships of a safety or esteem nature.
- c) Growth needs are concerned with the development and creativity of personal potentials and as the name suggests it includes Maslow's self actualization needs and the remnant of the Ego and self esteem needs.

Like Maslow, Alderfer suggests that individuals' progress through the hierarchy from existence needs to relatedness needs to growth needs as the lower-level needs become satisfied. However, Alderfer suggests these needs are more a continuum than hierarchical levels. More than one need may be activated at the same time. Individuals may also progress down the hierarchy. There is a frustration–regression process. For example, if an individual is continually frustrated in

attempting to satisfy growth needs, relatedness needs may reassume most importance. The lower-level needs become the main focus of the individual's efforts.

2.5.1.3. McClelland's acquired needs theory

While recognizing that people have many different needs, the work of David McClelland identified three needs: achievement, power, and affiliation (Schermerhorn et al., 2011). The use of the term need in this approach is different from the hierarchy of needs approach in that, under this approach, the three needs are assumed to be learned, whereas the need hierarchy assumes that needs are inherent (Rue & Byars, 2009). The three needs of McClelland are discussed below.

Need for achievement - is the desire to do something better or more efficiently, to solve problems, or to master complex tasks than it has been done before (Rue & Boyars, 2009). McClelland's suggests that nAch is not hereditary but results from environmental influences, and he has investigated the possibility of training of people to develop a greater motivation to achieve (Robinson, 2004). According to Eferé (2005) the people with high achievement motive have the following characteristics;

- They are innovative.
- They prefer moderate task difficulty.
- They prefer personal responsibility for performance of their work
- They prefer unambiguous feedback on their performance.
- To them, money is not normally a motivator as it serves only as an evidence of their performance.

Someone with a high need for achievement will prefer individual responsibilities, challenging goals and performance feedback.

- Need for power - is the desire to control others, to influence their behavior, or to be responsible for others. Someone with a high need for power seeks influence over others and likes attention and recognition. McClelland has also suggested that the effective manager should possess a high need for power. However, the effective manager also scores high on inhibition. Power is directed more towards the organization and concern for group goals, and is exercised on behalf of other people. This is 'socialized' power. It

is distinguished from ‘personalized’ power, which is characterized by satisfaction from exercising dominance over other people, and personal aggrandizement (Robinson, 2004).

- Need for affiliation - is the desire to establish and maintain friendly and warm relations with others. Someone with a high need affiliation is drawn to interpersonal relationships and opportunities for communication.

This approach assumes that most people have developed a degree of each of these needs, but the level of intensity varies among people. For example, an individual may be high in the need for achievement, moderate in the need for power and low in the need for affiliation. This individual’s motivation to work will vary greatly from that of another person who has a high need for power and low needs for achievement and affiliation. Thus, under this approach to motivation, when a need’s strength has been developed, it motivates behaviors or attracts employees to situations where such behaviors can be acted out (Rue & Boyars, 2009). Therefore, because each need can be linked with a set of work preference, McClelland encouraged managers to learn how to identify the presence of Need for achievement , Need for affiliation , and Need for power in them and in others (Efer, 2005).

2.5.1.4. Herzberg Two-Factor theory

Herzberg (1966) and his colleagues were interested in how the features of a job and job-related activities influence work motivation. Based on a new methodological procedure, Herzberg and his colleagues identified two groups of situational factors that might either influence work motivation or prevent dissatisfaction. Similar as with Maslow’s model, the basic idea is that high salary and safe and health working conditions are not sufficient to initiate high and sustainable work motivation. Instead, employees also need a meaningful and interesting task, responsibility, and recognition by other.

In the Pittsburgh-study, Herzberg, Mausner and Snyderman (1959) asked employees to sample positive and negative work experiences and include the factors responsible for these events. Interestingly, there seemed to emerge two independent groups of situational factors that either caused positive or negative events. Herzberg and his colleagues considered these factors as work-related and intrinsic, and termed them “motivators” (or content factors).

In the 1950's psychologist Frederick Herzberg proposed a theory of motivation that focuses on the job and on the environment where work is done. Herzberg, however, has concentrated on studying how Maslow's needs operate at work, in the employment situation (Robinson, 2004). To Herzberg, there are two groups of needs. One set of the needs causes' dissatisfaction; these related to the job environment or the context in which the job was performed and thus extrinsic to the job itself. Herzberg labeled these as the Hygiene or Maintenance factors. Rue and Boyars (2009) describes "maintenance factors are preventive in nature", this means, they do not produce motivation but can prevent dissatisfaction from occurring. Thus, proper attention to maintenance factors is a necessary but not sufficient condition for motivation. The presence of the second set of needs leads to feelings of satisfaction. This relates to the job itself, and Herzberg named this as Motivator or Growth factors. The next figure indicates the clear distinction that occurs between hygiene and motivator factors of Herzberg.



Fig 2: Herzberg's Two Factor Theory

Source: Retrieved from

http://www.examstutor.com/business/resources/studyroom/people_and_organisations/motivation_theory/4-herzbergstwofactortheory.php

The key distinction between the motivators and the hygiene factors is that motivators can bring about positive satisfaction, the hygiene factors can only serve to prevent dissatisfaction. A

hygiene factor does not positively promote good health, but only acts to prevent ill health (Cole, 2004).

As Cole (2004) describes hygiene factors are more related to the context or environment of work than to its content. When in line with employee requirements, such factors could smooth the path of working life, but in a taken-for-granted way. When these factors were out of line with employees expectations, they could be a source of difficulty and complaint, and definitely provide grounds for dissatisfaction at work. Hygiene factor includes;

Organizational policy & administration- is the feelings about the adequacy or inadequacy of organization's management. This includes the presence of good/poor communications, have/lack of delegated authority, policies, procedures, and rule and regulations.

Supervision (Technical support) - is the competency or technical ability of the principal and supervisor. This includes the principal's willingness to teach or delegate authority, fairness, and jobknowledge.

Interpersonal relations - is the relationships between the worker and his or her principals, subordinates, and peers. This includes both job related interactions and social interactions within the work environment.

Status- is the signs, symbols, or all that goes with holding a position within the organization.

Working conditions- are factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place.

Job security- is the employee's job tenure and/or the company's stability or instability, objective signs of the presence or absence of job security, and guarantees of or threats to continued employment.

Effects on personal life- is the features of the work that have influence on employee life, such as work time, travel requirements, place of work and entertainment requirements.

On the other hand the motivator factors are intrinsic in nature and have a positive effect on job satisfaction and often results in increase output (Kondalkar, 2009). They enhance morale, satisfaction, efficiency and productivity. If these factors are present they motivate but if absent does not leads to dissatisfaction. Motivator factors tend the employees to enjoy working for an organization that allows them to use their personalities and abilities to create a fun work environment. Many organizations are beginning to employ methods to give employees more responsibility and control and to involve them more in their work, which serves to motivate them to higher levels of productivity and quality. Motivator factor includes;

Growth- This includes actual learning of new skills, with greater possibility of advancement

Work itself- The nature of the tasks to be carried out on the job. The actual content of the job and its positive or negative effect upon the employee whether the job is characterized as interesting or boring, varied or routine, creative or stultifying, excessively easy or excessively difficult, challenging or non-demanding.

Responsibility- This includes both the responsibility and authority in relation to the job. Responsibility refers to the employee's control over his or her own job or being given the responsibility for the work of others. Gaps between responsibility and authority are considered under the company policies and administration factor.

Achievement- This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts

Advancement- The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under responsibility.

Recognition- is the notice in the form of commendation from other individual (a supervisor or manager, a client, a peer, a professional colleague), personal acknowledgement by management, reward that is directly related to the work performance (Ayalew Shibeshi, 1991). This is the recognition by others for a job well done or personal accomplishment.

Cole (2004) describes “Herzberg’s motivation-hygiene theory was generally well received by practicing managers and consultants for its relatively simple and vivid distinction between factors inducing positive satisfaction and those causing dissatisfaction.” In addition, to improve job satisfaction, Herzberg suggests the technique of job enrichment as a way of building satisfiers into job content. “If you want people to do a good job, give them a good job to do” (Schermerhorn et al., 2011). Accordingly, Herzberg argues that both factors are equally important, but that good hygiene will only lead to average performance and preventing dissatisfaction, but not, by itself, creating a positive attitude or motivation to work.

Herzberg's motivational factors and Maslow's esteem and self-actualization needs are similar. Workers' low-level needs (physiological and security) have largely been satisfied by minimum-wage laws and occupational-safety standards set by various government agencies and are therefore not motivators. Consequently, to improve productivity, management should focus on satisfying workers' high-level needs or motivational factors by providing opportunities for achievement, involvement, and advancement and by recognizing good performance.

The relationship among each content theory of motivation (Maslow need hierarchy, Alderfer ERG theory and Herzberg two-factor theory presents as follow(Robinson, 2004)

Table 2: Relationship among Maslow, Alderfer and Herzberg theory of motivation

Maslow need hierarchy	Alderfer ERG theory	Herzberg two-factor theory
Physiological	Existence	Hygiene Factors
Safety	Relatedness	
Love	Growth	Motivator Factors
Esteem		
Self Actualization		

Source: Robinson, E. I. (2004). The implication of adequate motivation on workers’ productivity in an organization. ST. Clements University: Doctorial dissertation paper.

Maslow’s analysis was concerned with the motivation of man from birth, at work and at leisure, in the family, and in his many social groups. Herzberg, however, has concentrated on studying how Maslow’s needs operate at work, in the employment situation (Robinson, 2004).

Herzberg's two factor theory and its implications for management

If the motivation-hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself in order for employees to be satisfied with their jobs (Robinson, 2004). Herzberg argued that job enrichment is required for intrinsic motivation, and that it is a continuous management process. Designing jobs that provide for meaningful work, achievement, recognition, responsibility, advancement and growth is the key to job enrichment (Rue & Boyars, 2009). According to Herzberg when enrich the job:

- The job should have sufficient challenge to utilize the full ability of the employee.
- Employees who demonstrate increasing levels of ability should be given increasing levels of responsibility.
- If a job cannot be designed to use an employee's full abilities, then the firm should consider automating the task or replacing the employee with one who has a lower level of skill. Because, if a person cannot be fully utilized, then there will be a motivation problem.

Job enrichment model for teacher

One of the important methods for increasing teachers' interest and dedication within the province of principals and supervisors is the structure of the teachers' job. Jobs can be altered in a fashion which increases opportunities for teachers' and others to experience intrinsic satisfaction. That is, principals and supervisors can deliberately plan to build into the teacher's job increased opportunities for experiencing achievement, recognition, advancement, growth opportunity and increased competence. Changing the job of teaching to improve opportunities for experiencing intrinsic satisfaction is called job enrichment (Sergiovanni & Carver, as cited in Ayalew Shibeshi, 1991).

Staw (as cited in Ayalew Shibeshi, 1991) identifies a number of ways in which the work of teachers' can be enriched. These include;

- **Task variety:** implies building into the teaching job a greater assortment of tasks. It is assumed that varied work increases interest. Task variety emphasizes breaking down teaching episodes into small parts and assigning them to ‘specialists’.
- **Task uncertainty:** refers to tasks which involve information processing and cognitive stimulation. Teaching tasks are viewed as problems to be solved rather than details to be conveyed to students. Tasks arranged in a mechanical way may not be very satisfying to many teachers. Detailed curricular formats which, by following directions, can be implemented as well by the substitute teacher, do not comprise very meaty or challenging work for most teachers.
- **Social interaction:** recognizes that individuals at work generally derive satisfaction from interacting with others and for many, this source of satisfaction can be an inducement for working (Hackman & Oldham, cited in Ayalew Shibeshi, 1991) or at least a stimulus to building commitment and loyalty to the work group and school. Despite the wide acceptance of importance of social interaction among workers, and recognizing that significant gains are being made in schools in using teaching teams, teaching is still a relatively private activity.
- **Task significance:** refer to the perceived importance by teachers of the work to be done. Task significance requires an understanding and appreciation of what the educational program as a whole tries to accomplish and how one’s individual efforts fit into the largest view.
- **Responsibility for results:** requires that teachers be given a great deal of discretion over task activities but held more accountable for obtaining results. A caveat is in order here. To many, results only imply learning objectives achieved. But in education process and product, means and ends, are indistinguishable that both should be included in results. Therefore, characteristics such as class room learning climate and general ambience, energy level of teachers and students, and pattern of verbal interaction should be considered, along with reading achievement, as results.
- **Knowledge of results:** refers to feedback as to the quality of one’s performance. Clearly, without feedback, it is difficult to derive satisfaction from accomplishment.

2.5.2. Process theories of motivation

Process or cognitive theories of motivation focus on conscious human decision processes as an explanation of motivation. The process theories are concerned with determining how individual behavior is energized, directed, and maintained in the specifically willed and self-directed human cognitive processes. Process theories of motivation are based on early cognitive theories, which posit that behavior is the result of conscious decision-making processes (Cole, 2004).

Process theories of motivation attempt to identify the relationships among the dynamic variables, which make up motivation (Robinson, 2004). They provide a further contribution to our understanding of the complex nature of work motivation. Many of the process theories cannot be linked to a single writer, but major approaches and leading writers under this heading include: Expectancy-based model – Vroom, Equity theory – Adams, and Goal theory – Locke. Different types of process theory of motivation clearly described with their distinct features and implication for workers job satisfaction as follow.

2.5.2.1. Expectancy theory of motivation

Victor Vroom expectancy approach to motivation is based on the idea that employee beliefs about the relationship among effort, performance and outcomes as a result of performance and the value employees place on the outcomes determine their level of motivation (Rue & Boyars, 2009). According to the theory, an employee will work smarter and/or harder if he believes his additional efforts will lead to valued rewards. The expectancy approach postulates that an employees' level of motivation depends on three basic beliefs: expectancy, instrumentality and valence.

Expectancy: refers to the employee's belief that his or her effort will lead to the desired level of performance.

Instrumentality: refers to the employee's belief that attaining the desired level of performance will lead to certain rewards.

Valence: refers to the employee's belief about the value of the rewards.

All three of these factors are expected to influence motivation in a multiplicative fashion, so that for an individual to be highly motivated, all three of the components of the expectancy model must be high. And, if even one of these is zero (e.g., instrumentality and valence are high, but expectancy is completely absent) the person will have not motivation for the task (Kondalkar, 2007). Thus, managers should attempt to ensure that their employees believe that increased effort will improve performance and that performance will lead to valued rewards. The next diagram shows the relationship that exists between the three factors

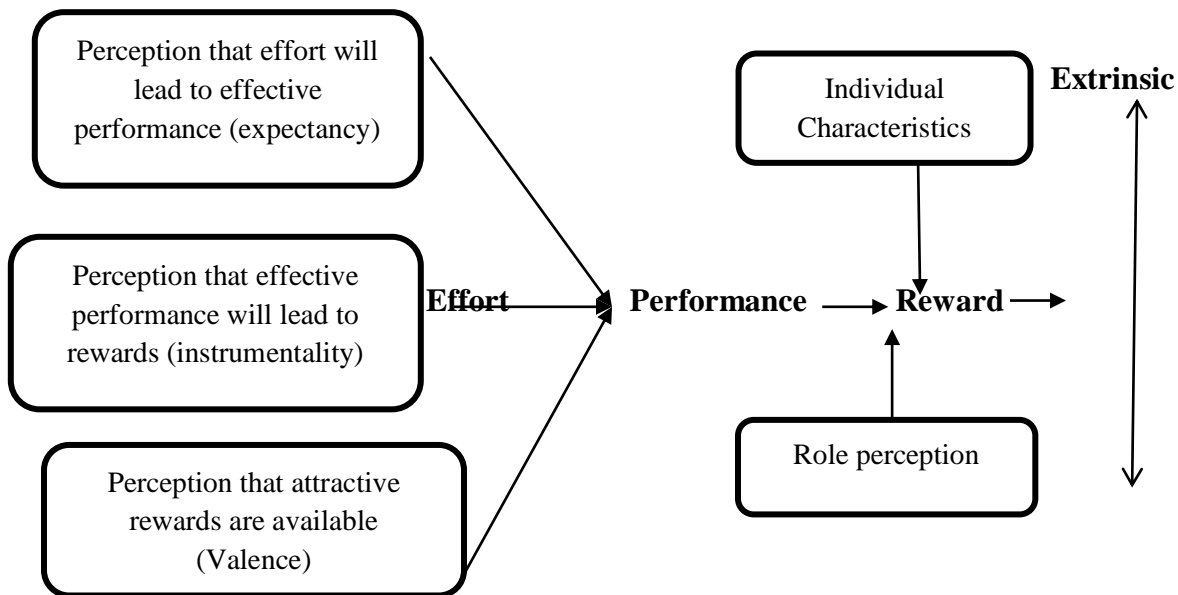


Fig. 3: Basic Models of Expectancy Theory of Motivation

Source: Cole, G. A. (2004). Management Theory and Practice (6thed.). London: TJI International Ltd.

Each of the separate components of the expectancy approach can be affected by the organizations practice and management. The expectancy that increased effort will lead to increased performance can be positively influenced by providing proper selection, training and clear direction to the workforce. The expectancy that increased performance will lead to desired rewards is almost totally under the control of the organization. The final component, the preference for the rewards being offered, is usually taken for granted by the organizations (Rue & Boyars, 2009).

As Rue & Boyars (2009) asserts the external factors are beyond the employee's control and often negatively influence expectancies and instrumentalities because they introduce uncertainty into the relationship. Organizational policies and efficiency of the equipment being used are examples of external factors.

Expectancy theory has been shown to have useful applications in designing a reward system. If policies are consistently clearly and fairly implemented then the instrumentality would be high. If the rewards are substantial enough to be meaningful to an employee, then the valence would be also considered high. A precursor to motivation is that the employee finds the reward(s) attractive. In some instances, the reward or outcome might inadvertently be unattractive, such as increased workload or demanding travel that may come with a promotion. In such an instance, the valence might be lower for individuals who feel work-life balance is important, for example.

2.5.2.2. Equity theory of motivation

Ejiogu (as cited in Ofojebe and Ezugoh, 2010) identified the equity theory as an important motivational theory which focused on fairness and justice. Equity theory asserts that the main way in which a person evaluates his job is by comparing his own work experiences with those of other people. Such affects his feelings and performance in the job. Therefore, according to the equity theorists, a person's feeling to job satisfaction or dissatisfaction is a product of his computation of the ratio of the person's job inputs (such as educational qualifications, experiences, skills, age and effort) to the outcome he/she gets from the job example, his salary, status and fringe benefits including the person's comparison whether just or unjust with others.

The presence of inequity in a person creates tension in that person that is proportional to the magnitude of the inequity (Robinson, 2004). Furthermore, the tension will motivate someone to achieve equity or to reduce inequity. The strength of the motivation varies directly with the amount of inequity. As Rue & Boyars (2009) and Robinson (2004) indicate a person might take several actions to reduce inequity, like:

- 1) Increase inputs on the job if his or her inputs are low relative to the other. For example, a person might work harder to increase his or her inputs on the job.

- 2) Reduce inputs if they are high relative to the other person's inputs and to his or her own outcomes.
- 3) Quit the job
- 4) Request a pay increase

If the employee is able to achieve a ratio of inputs to outputs that he perceives to be equitable, then the employee will be satisfied. The employee's evaluation of input-to-output ratios and subsequent striving to achieve equilibrium is an ongoing process.

As Ofojebe and Ezugoh (2010) describe the equity theory is normally associated with pay satisfaction as the case may be. In the school system, it is usually associated with teachers' salary, remuneration, working conditions and other benefits. Generally, equity theory draws attention to one role of social comparisons in influencing satisfaction.

The implication of this model in management is that the manager must always ensure not only that he is fair or equities. This calls for a more dynamic approach to problem of employee motivation in an organization. The notice of equity is the major force.

2.5.2.3. Goal setting theory of motivation

The goal-setting theory posits that goals are the most important factors affecting the motivation and behavior of employees. This motivation theory was developed primarily by Edwin Locke and Gary Latham. Goal-setting theory emphasizes the importance of specific and challenging goals in achieving motivated behavior. Specific goals often involve quantitative targets for improvement in a behavior of interest. Research indicates that specific performance goals are much more effective than those in which a person is told to "do your best." Challenging goals are difficult but not impossible to attain (Lunenburg, 2011). Empirical research supports the proposition that goals that are both specific and challenging are more motivational than vague goals or goals that are relatively easy to achieve.

Goal setting theory involves the conscious process of establishing levels of performance in order to obtain desired outcomes. If individuals or teams find that their current performance is not achieving desired goals, they are motivated to increase effort or change their strategy (Locke & Latham, 2006, cited in Cramer, 2012).

The decision to set a goal results from dissatisfaction with current performance levels. Setting a goal provides structure to direct actions and behaviors to improve the unsatisfactory performance. Locke and Latham (2002) found a direct linear relationship between goal difficulty, level of performance, and effort involved. The direct linear relationship will stay positive, as long as the person is committed to the goal, has the requisite ability to attain it, and does not have conflicting goals (Locke & Latham, 2006). Locke and Latham's goal setting theory states that several conditions are particularly important in successful goal achievement. These include goal acceptance and commitment, goal specificity, goal difficulty, and feedback.

However, because of the tunnel vision focus created by goal-setting theory, several studies have shown this motivational theory may not be applicable in all situations. In fact, in tasks that require creative on-the-spot improvising, goal-setting can even be counterproductive (Lunenburg, 2011). In addition, because clear goal specificity is essential to a properly designed goal-setting task, multiple goals can create confusion for the employee and the end result is a muted overall drive.

Locke suggested several reasons why goals are motivating: they direct attention, lead to task persistence and the development of task strategies for accomplishing the goal. In order for a goal to be motivating, the employee or work group must first accept the goal. While difficult goals can be more motivating, a goal still needs to appear achievable, which in turn will lead to greater goal acceptance. Specific goals that set a performance expectation are more motivating than those that are vague. Similarly, more proximal goals have greater motivation impact than those that are very long range or distal goals.

Under the right conditions, goal setting can be a powerful technique for motivating organization members. Towards this, Lunenburg (2011) provides the following practical suggestions for managers to consider when attempting using goal-setting to enhance motivation and performance goals need to be specific, goals must be difficult but attainable, goals must be accepted and feedback must be provided on goal attainment.

2.6. Theory of motivation and its educational implications

James (as cited in Rue and Boyars, 2009) asserts that “highly motivated employees will work at approximately 80 to 90 percent of their ability.” Thus, highly motivated employees can bring about substantial increase in performance and substantial decrease in problems such as absenteeism, turnover, tardiness, strikes and grievances. As a result, the motivational theories and strategies have great implications in the educational system, which includes the following:

- Satisfaction of the motivational factors leads to quality performance and high productivity which enhances the achievement of quality educational system.
- The motivational theories are essential for schools’ administration when it comes to coordinating and controlling activities within the school environment. With this notion, Ejiogu (as cited in Ofojebe and Ezugoh, 2010)) opinion that teachers’ motivation provides the essential means for control and coordination of activities within a given school system. For instance, staff training and development is one of the most important elements in efficient administration which is assumed to make workers realize better what they have to do to acquire skills required for proficient performance in order to enhance quality education.
- When the motivational factors applied negatively in the school system causes no satisfaction on teachers’ which result into withdrawal, neglect of duty and negative outcomes but when applied positively causes satisfaction resulting to increase in commitment, productivity and quality performance.
- There is also a close relationship between stability in the teaching profession and their efficiency of the educational system. In general, to increased efficiency in the classroom, teachers’ experience play great roles. On the other hand, large teachers’ turnover is serious implications in education to produce quality education. Teachers’ motivation count when it comes to their stability and turnover in the teaching profession.
- Another important thing is that motivational factors involving the motivators and hygiene factors as well influence teachers’ job retention, their level of participation in decision making and quality contributions in the school and commitment to duty. When they feel

dissatisfied with their job rewards, they will become frustrated, regularly absent from duty and may eventually quit.

2.7. Teachers' motivation and job satisfaction

Motivation and satisfaction are complex and pragmatic concepts, and are often applied interchangeably. Evans (as cited in Tanaka, 2010) defines satisfaction as “a state of mind determined encompassing all those feelings by the extent to which the individual perceives her/his job related needs to be being met.” Furthermore, in her quantitative analysis of the five francophone countries, Michaelowa (as cited in Tanaka, 2010) defines job satisfaction as “an indication of teachers well-being induced by the job” and motivation as “their willingness, drives or desire to engage in good teaching, to examine whether job satisfaction does or does not translate into motivation.” Similar to job satisfaction, the concept of teacher motivation is not uniform. Hoy and Miskel (as cited in Bennell and Akeampong, 2007) define motivation as “... a combination of factors that start and maintain work-related behaviors' toward the achievement of personal goals.” Alternatively, Bennell and Akeampong (2007) emphasize motivation as a teacher's state rather than the set of factors themselves that influence such a state.

Therefore, it is certainly true that nearly all national education strategies and reforms now focus on improving teacher competence and the working environment and the promotion of greater school autonomy, all of which can improve teacher motivation (Bennell & Akyeampong, 2007). Teachers are powerful tools for improving quality of education through effective classroom practices (Rashid & Dhindsa, 2010). According to Bess (cited in Rashid & Dhindsa, 2010) the primary factor that contributes to effective classroom practices of teachers' is strong motivation. Therefore to bring about a change to an educational system, improvements in teacher motivation are essential. A planning for such improvements would require the planner to know the existing state of teacher motivation and factors affecting teacher motivation. When studying the existing state of teacher motivation, it is essential to examine both the intrinsic and extrinsic factors affecting them.

Accordingly, Tufail et al., (2012) a teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher

may perform the activity/duty in order to obtain some external rewards. Extrinsic motivation plays an important part in people's life. It is very important, too strong, in influencing, a person's behavior. Therefore, the aim of the school should be to 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 to achieve quality education (Tufail et al., 2012). By supporting this, Rue & Boyars (2009) asserts satisfied employees are preferred simply because they make the work situation a more pleasant environment.

According to Zhou study (cited in Sargent and Hanuman, 2005) a successful principal believes in teachers and works hard to foster teacher motivation and autonomy, harnessing the collective force of all of the teachers to carry out the work of the school. Such principals love, protect, support, understand, trust, and care for teachers. They give reasonable work assignments, encourage teachers to participate in management, listen to suggestions, and ensure that teachers can spend most of their time and energy on instruction and research. Furthermore, a successful principal provides a well-maintained, pleasant working environment, establishes a happy atmosphere, gives teachers' opportunities for professional advancement, places great importance on making ample teaching resources available, and gives teachers encouragement and feedback using both emotional and material rewards.

Towards this, the new education and training policy of Ethiopia (MoE, 1994) announced that educational management will be democratic, professional, coordinated, efficient and effective and will encourage the participation of stakeholders. This article provides teachers' with accountability and responsibility to achieve millennium development goals by coordinating among all educational stakeholders without any inhibiting barriers. The effective implementation of the article promotes the motivation of teachers, this also improve quality education. Therefore, the purpose of this research is to investigate the actual practice of the school principal to motivate teachers and the level of teachers' motivation in secondary schools of Assosa zone.

2.8. Factors associated with teacher job dissatisfaction

To date, only a handful of studies have been undertaken that comprehensively analyze in a robust manner the key determinants of teacher motivation in the developing country context. In

developing countries, teachers' tend to value factors that are more extrinsic, such as salary, benefits, working conditions and professional status, many of which are inadequate in these countries (Tanaka, 2010); while they also tend to be strong in the conviction that they can make a significant contribution to society. A survey in Mozambique suggests that the most common factor that can improve teachers' performance and happiness is salary, followed by material working conditions, training and administrative procedure (VSO, in Tanaka, 2010).

Another survey from five Francophone countries (Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar and Senegal), Michaelowa (as cited in Bennell & Akyeampong, 2007) finds that large class size, double-shifting, rural location, high educational attainment and active parental involvement are all negatively correlated with teacher job satisfaction in these countries. Even more surprisingly, a lower salary is not always associated with lower satisfaction. By means of a quantitative analysis of teacher satisfaction in five Francophone countries, Michaelowa finds that in countries where teachers' are relatively well paid, such as Côte d'Ivoire and Senegal, they seem to be less satisfied with the situation. Conversely, taking the case of Madagascar, she argues that a very low salary might paradoxically be compatible with relatively high job satisfaction.

Therefore, there is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many low income developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions (Bennell & Akyeampong, 2007).

According to Shann (2001) "teachers were uniformly dissatisfied with their level of participation in decision making." This implies that denial of opportunities for teachers to participate in decision-making may make them dissatisfied with their job. A study by Moses (as cited in Berhan Ayenew, & Getache philopis, 2013) tended to support the view that levels of dissatisfaction relate to extrinsic factors. She concluded that tenured and well-paid employment provides satisfaction of the lower-order needs, whereas prestigious and autonomous work

enables academic staff to satisfy to a greater degree higher-order needs than is possible for the general population (e.g., esteem need and the need for self actualization).

Moreover, teachers are subject to environments that are shaped by the community, local authorities and the central government. There is a tendency to blame teachers, they are not capable, effective, regular, punctual and so on, for the unimpressive performance of pupils.

There has also been little research into the ways in which these environments affect teachers. An observation made by VSO in the report ‘what makes teachers tick?’ is pertinent and convincing: Despite the pivotal nature of teachers’ contribution to education, there is a tendency on the part of national and international policy-makers to bypass teachers in decision-making, and to neglect their needs when considering new policy directions. Teachers are rarely regarded as partners within education planning and reform, and are frequently treated as passive implementers of decisions, or even as technical inputs. Academic and policy debates focus on teachers’ deficiencies, and seldom take into account the difficulties under which they live and work (VSO, 2002).

Therefore, various factors that dissatisfy teachers’ in developing countries, as researched by different scholars, were numerous and majority of them are specific in some situations and others are common in all areas. Some of these factors are described clearly as follow.

The low and declining status of teachers in many Low Income Developing Countries clearly impacts on overall levels of teacher motivation. Teaching is a challenging occupation, which means that teachers have to strive hard in order to meet learning goals (Bennell, 2004). Occupational status depends on the ‘public valuing’ of the competence, role and overall contribution of a particular occupation to individual and societal welfare (Bennell & Akyeampong, 2007). Occupations that have attained ‘professional status’ share a common set of characteristics including a high level of education and training, a strong ideal of public service with an enforced professional code of conduct, and high levels of respect from the public at large.

Policy implementation, such as reform and incentive provision and teacher management may influence all teachers’ equally, but teachers’ are different not only in terms of their qualifications

but also with regard to their identities and personalities, which are shaped by values and beliefs, and even the places in which they live and work (Tanaka, 2010). Thus, teacher management at all levels (school, woreda, region and Ministry of education) is critically important in ensuring that teachers are adequately motivated (Bennell & Mukyanuzi, 2005). They also emphasized that management effectiveness is the combined outcome of management systems and the commitment and competence of individual managers. In most of Africa, for almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort (Bennell & Akyeampong, 2007).

Therefore, the quality of leadership and supervision affects a range of factors in the school environment, including the overall organizational climate of the school (Sargent and Hanuman, 2005). Teacher management tends to be authoritarian, based on rigid hierarchical structures, which results in limited participation, delegation and communication by teachers with respect to major school management functions. Teachers subjected to these types of management regimes have little sense of self-determination, which seriously undermines job satisfaction and motivation.

Living and working conditions are more likely to be extrinsic and the individual may not be able to control them. Moreover, such preconditions could be the same for all teachers but the degree of comfort and/or difficulty may vary, as urban– rural disparities exist. The living conditions for most teachers are unsatisfactory and, for many, they are ‘intolerable’ (Bennell & Mukyanuzi, 2005). The work and living environment for many teachers’ is poor and lack basic amenities such as pipe-borne water and electricity, staff rooms, and toilets, which tends to lower self-esteem and is generally dissatisfying (Bennell, 2004).

2.9. Motivational challenges

Motivation seems to be a simple function of management in books, but in practice it is more challenging. The reasons for motivation being challenging job as retrieved are as follows:

- One of the main reasons of motivation being a challenging job is due to the changing workforce. The employees become a part of their organization with various needs and

expectations. Different employees have different beliefs, attitudes, values, backgrounds and thinking. But all the organization leaders are not aware of the diversity in their workforce and thus are not aware and clear about different ways of motivating their diverse workforce.

- Employees motives cannot be seen, they can only be presumed. Suppose, there are two employees in a team showing varying performance despite being of the same age group having the same educational qualifications and the same work experience. The reason being what motivates one employee may not seem motivating to the other.
- Motivation of employees becomes challenging especially when the organizations have considerably changed the job role of the employees, or have lessened the hierarchy levels of hierarchy, or have chucked out a significant number of employees in the name of down-sizing or right-sizing. Certain firms have chosen to hire and fire and paying for performance strategies nearly giving up motivational efforts. These strategies are unsuccessful in making an individual overreach himself.
- The vigorous nature of needs also pose challenge to a manager in motivating his subordinates. This is because an employee at a certain point of time has diverse needs and expectations. Also, these needs and expectations keep on changing and might also clash with each other. For instance-the employees who spend extra time at work for meeting their needs for accomplishment might discover that the extra time spent by them clash with their social needs and with the need for affiliation.

2.10. Teachers' motivation strategies and its challenges

To some extent, a high level of employee motivation is derived from effective management practices. To develop motivated employees, a manager must treat people as individuals, empower workers, provide an effective reward system, redesign jobs, and create a flexible workplace. Moreover, one of the policy changes implemented in many developing countries to motivate teachers' is decentralization. The rationale for such a policy is to become more responsive to local needs; to utilize limited resources efficiently; and to deliver services effectively (Prinsen and Titeca, 2008 and Crawford, 2008, cited in Tanaka, 2010).

In decentralized education management, school level administrative systems have been adopted to enhance school autonomy, devolving decision making to teachers in collaboration with parents, community members and others (Behrman et al. 2002, in Tanaka, 2010). There are three areas of school level management control: budgeting, personnel and staffing, and curriculum/program – although normally, school committees can only control the use of funds allocated by the central government. Interestingly, decentralization, including training at school level, is perceived by some sub-Saharan Anglophone educators to motivate teachers, as their level of participation tends to be increased and empowerment takes place (Commonwealth Secretariat, 1995 cited in Tanaka, 2010).

As Manzoor (2012) emphasized empowerment and recognition have positive effect on employee motivation. More the empowerment and recognition of employees in an organization is increased, more will their motivation to work enhance. Empowerment provides benefits to organizations and makes sense of belonging and pride in the workforce. In fact, it builds a Win - Win connection among organizations and employees; which is considered an ideal environment in numerous organizations and their employees (Manzoor, 2012).

In addition, employee recognition and employee motivation towards organizational tasks have positive relationship between them as exhibited by the empirical studies conducted by Kalimullah (2010), Rizwan (2010), Reena (2009) and Salman (2010) (as cited in Manzoor, 2012). Thus, it is concluded that appreciation and recognition of employees and employees' tasks fulfillment stimulates them towards working with more energy and dedication to the organization.

Furthermore, various strategies that will enhance teachers' motivation in the educational system as identified by Ojedele and Fadipe (1999); Akale (2002) and Fredriksson (2004) (as cited in Ofejebe & Ezugoh, 2010) include the following:

- Staff development and training
- Participatory decision making
- Good working conditions; remunerations and salaries
- Job security

- Recognition of teachers' profession (Teachers Professionalism)
- Conducive working environment
- Provision of adequate instructional materials/teaching aids
- Financial rewards, awards, teacher's scholarship
- Sponsorship of both local and international seminars, conferences and workshop participations as it is done in other fields.

The proper availability of such motivational strategies in the school compound promote teachers' work motivation and job satisfaction which lead to improve the students' academic achievement, while it's inadequacy or poor handling influence teachers' motivation, quality education and job satisfaction negatively.

In general, as Ofejebe & Ezugoh (2010) describes once teachers' lack majority of these motivational needs, it will result in dissatisfaction which negatively influence quality education in the educational system.

2.11. Ethiopian teachers' motivation and job satisfaction

Motivating teachers' towards their profession is one of the reform ideas inherent in the Ethiopian education and training policy. Teachers' are the center to achieve quality education. Therefore, giving higher attention for their motivation and development is the core task to achieve effective nation and national wide development. Due to this, various researches were done by ministry of education and other concerned bodies to identify and improve the teachers' motivation level.

Although motivation as a construct is largely subjective and difficult to fully measure, the research conducted by MoE (2008) assumed various possible factors that could harm secondary school teachers. The factors that were analyzed as a dissatisfying variable includes lack of incentive, low regard for teachers', poor conditions of service, large class size, lack of career promotion, inadequacy of teaching facility/material, irregular payment of teachers' salaries, lack of accommodation, lack of in-service training, poor supervision and professional support, lack of pupil interest in education, negative attitudes of parents, lack of transfer, too demanding nature of teaching, poor attendance in classroom, transportation problems, and school locations. From these factors the higher dissatisfying variables of secondary school teachers were lack of

incentives, low regard for teachers, and poor conditions of service respectively while the least dissatisfying factor was school location.

Similarly, the factors that hinder teachers motivation in the Ethiopia educational system as VSO (2007) identifies were inadequate salaries, low respect for and low status of teachers, poor accommodation, poor management and leadership and school environment. As VSO describes these issues have a significant impact on classroom performance, that is, teachers' ability to deliver good quality education as well as on levels of teacher motivation.

Moreover, MoE (2006) grouped Ethiopian teachers' dissatisfying factors into two classes; incomes and living conditions on the one hand and issues related to good governance on the other. Income issues include low salaries, lack of incentives, and lack of teacher residences around schools. Issues of good governance include irregular payments of salaries, poor supervision and professional support, low regard and social status for the profession, lack of transference from place to place. Both problems need to be gradually rectified with governance issues given the priority. This is because it is relatively simple for the government to rectify issues related to good governance. However, salary improvements might not be easy as salaries very much drain the education budget more than other expenditures. At the same time, it is impossible to disregard the improvement of incomes under the existing conditions of rising costs of living. Therefore, a gradual adjustment which corresponds with other sectors of government is essential.

Even if the researcher could not get similar works in the study area, the secondary school teachers' in Assosa Zone shows some unique behaviors which inhibit them from achieving their responsibility effectively. Furthermore, most teachers' need to transfer other sectors or to nearby regions. All these indicate the presence of some dissatisfying variables in the study area.

2.12. Local Researches Done On Teachers Motivation and Job Satisfaction

Motivation has been one of the most frequently-researched subjects in the fields of psychology and education. Therefore, it is only natural to define motivation as a force, one that makes us constantly move, act or do things. "Motivation is defined as some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001).

organization, motivation can be defined as a glue that holds things together. In addition, Robbins (1989, p.168) defined motivation as “the willingness to exert high levels of effort toward organizational goals, conditioned by the effort’s ability to satisfy some individual need”.

Job satisfaction

Job satisfaction which is closely linked with motivation is defined by Schaffer (1953) as being one of individuals’ needs fulfillments: “Overall job satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied”. However, others have also put forward views on job satisfaction such as Lawler (1973) who focuses on expectations rather than needs.

Ryan and Deli (2000) define the extrinsic motivation is concerned with the performance of an activity to succeed in getting separable outcomes, which contrasts sharply with intrinsic motivation. According to Hawley (1985), in order to increase teacher competence career ladder plans should be done. There are some principles to be designed for career ladder plans.

These are:

- For high performance, economic rewards are important.
- In order to keep higher levels of pay and status, teachers carry on showing high performance.
- There should not be any competitive rewards, which can discourage peer interaction and social approval important to effective teaching.
- Fair and predictable assessment measures should be used.

Akehurst, Comanche, & Galindo,(2009) found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. Employees’ satisfaction is generally regarded as an important ingredient for organizational success. According to several authorities the proper approach to work motivation on lies in a careful distinction between extrinsic and intrinsic rewards. Herzberg (1964) distinguishes between extrinsic rewards surrounding a job (such as salaries, fringe benefits and job security) and intrinsic rewards of job itself (such as self respect, sense of accomplishment and personal growth). Intrinsic rewards, according to Herzberg is more satisfying and motivating. Recent studies have shown fairly conclusively that teachers

are motivated by extrinsic rewards. Through this research paper, the finding shows that teachers are motivated by many factors such as Salary, Skill development, working environment etc. Teachers are primarily motivated by Intrinsic & Extrinsic rewards Maslow (1964). Distinguishes between extrinsic rewards surrounding a job (such as salaries, firing benefits, & job security) and intrinsic rewards of job itself (such as self –respect, sense of accomplishment, & personal growth).

2.13. Summary of the literature review

The school managers should give attention to the human resources who pay to give competitive edge to the organization (Khan et al., 2011). Job attachment, dedication and willingness are the key factors that provide satisfaction (Sargent & Hunnum, 2005). Teachers may be considered as dissatisfied with their jobs they remain absent and friction to the job of teaching (Haiyan, 1995; Weiqi, 1998; Sargent & Hannum, 2005). The work itself or the quality of supervision may also contribute towards the job satisfaction and motivation. The working condition at school contributes to the motivation of teachers. They can be happy with the good pay, big schools where they have the chance of professional growth, where there no much work load and where they get the administration support (Sargent & Hannum, 2005). No work is good or bad; it is the way the employee perceives it (Tead, 1920).

In educational institutions balance is determined between the performance of the teachers and their commitment to the work. Reward and recognitions are the two along with many other factors which can have all effect on the job satisfaction and motivation of teachers.

Some of the studies reviewed in the literature highlights the huge impact that working and living conditions have on teachers moral and motivation and these their class performance. The factors are “work load (number of pupils and working hours), general class room conditions, collegial and management support, location, living arrangements and distance to work”.

Teachers’ motivation depends critically on effective management, particularly at the school level. Teacher’s management is most crucial at the school level, where the importance of teachers’ work and their competence in performing it are crucially influenced by the quality of both internal and external supervision.

The relationship between school leadership and teachers motivation is related in research literature to the attempt to better understand principals' impact on school performance (Hallinger and Heck, 1998; Leithwood and Janti, 2005; Leithwood and Mascall, 2008; Robinson et al., 2008; Supollitz et al., 2010; Witziers et al., 2003). Studies have shown that school leadership influences students outcomes (i.e. students rates of attendance, achievement and enrollment) indirectly by creating the conditions that support teachers' ability to teach and students learning (Hallinger and Heck, 1996; Leithwood et al., 2007; Porter et al., 2010) rather than directly (Robinson et al., 2008; Witziers et al., 2003). According to Porter et al., (2010), these conditions include high standard for students learning, rigorous curricula, quality instruction, a culture of learning and professional behavior, connection to external communities, and performance accountability.

Also scholars argue that vision building potentially offers the greatest capacity to influence teachers' motivation because vision provides personal goals for the teacher, as well as desire to see a change in the future. Accordingly, vision must be clear and concrete and includes short and long term objectives (Geisel et al., 2003), so that they will motivate and inspire followers to sacrifice their own interests for the sake of the organization (Barnett and McCormick, 2003). Barnett and McCormick argued, however, that beyond defining attainable goals, the vision must also reflect the needs, the interests of the school community and be connected reality. Individualization consideration which includes the leader's support of subordinates' professional and personal development was found to promote teachers sense of competence, self efficacy, and also their motivation (Geisel et al., 2003).

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This part of the research presented the methodological aspects of the research, which includes research design, research method, study population, sample size and sampling techniques, data collecting instrument and data analysis and interpretations.

3.1. Research design

The design employed in this research is descriptive survey. A survey, according to Kothari (as cited in Sirma and Poipoi, 2010), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe. Therefore, this method will be selected with the assumption that it is helpful to obtain precise information concerning the current work motivation of teachers and to gain detailed data from large number of respondents. In addition, it presents the findings in the form of vivid picture in the mind of the reader by making it contextual and understandable. Further more, descriptive survey method is the most popular and widely used research method in education (MoE, 1999).

3.2. Research method

The method which is appropriate to assess the current practice of work motivation and job satisfaction of secondary school teachers' employed in this research is both quantitative and qualitative methods or approaches. Using multiple approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach (Creed, Freeman, Robinson, & Woodley, 2004). It is also "practical" in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006). Furthermore, concurrent analysis strategy was employed to confirm, cross-validate, or corroborate findings within a study. Therefore, this approach is more convenient to get in-depth data on teachers' motivation and job satisfaction in secondary schools of Assosa Zone.

3.3. Sources of data

The sources of necessary information to conduct the study were both primary and secondary data sources. The primary data will be collected from woreda education office teachers, principals and supervisors development coordinators, secondary school cluster supervisors, school principals and teachers by distributing both opened and closed ended questionnaires. The decision to use these subjects as sources of primary data is based on the expectation that they have a better experience and information about teachers' motivation and job satisfaction of secondary school teachers'. As to complement and supplement results from the primary data sources, secondary data sources were examined. The secondary data source incorporates documents like, journals, published books, education abstract and the likes that focus on research works and motivation theories, to compile review of related literature.

3.4. Population

The population of the study included in this r all concerned academic staffs in 9 secondary schools of Assosa zone; specifically, secondary school teachers (149), principals (9), secondary school cluster supervisors (4) and woreda education office teachers, principals and supervisors development coordinator (4), a total of 166 population in the study.

3.5. Sample size and sampling technique

The ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. Thus, to determine the sample size of this study, two different sampling techniques were employed; simple random sampling and purposive sampling technique. Sample teachers' for the questionnaire was selected through simple random sampling technique by using the formula of Paller-Calmorin and Calmorin (as cited in Workineh Bayissa and Shimels Zewdie, 2010). This formula was used because it is one of the best formulas in determining the sample size in probability sampling. Then the sample size was computed as:

$$n = \frac{NZ + (Se)^2 X (1 - p)}{NSe + Z^2 X P(1 - P)}$$

Where; n = sample size

N = total number of population (166)

Z = the standard value (2.58) of 1% level of probability with 0.99 reliability

Se = Sampling error or degree of accuracy (0.01)

p = the population proportion (it is assumed to be 0.5 since this would provide the maximum sample size)

Therefore,

$$n = \frac{166(2.58) + (0.01)^2 X (1 - 0.5)}{166(0.01) + (2.58)^2 X 0.5(1 - 0.5)}$$

$$n = \underline{107}$$

Thus the total number of the teachers' who included in the study was 166. To select these teachers', first from the total of 20 secondary schools 9(45%) is taken as a sample by using simple random sampling technique (lottery method). The total numbers of teachers' in the nine selected secondary schools were 166. Hence, to select 107 (64%) teachers' through simple random sampling technique, proportional allocation to size was done to each school according to the total number of teachers'. Distributing proportional allocation to size makes the school to have equal opportunity for the teachers' sample size. This was done by dividing the targeted sample teachers' (107) with the total number of teacher in the sample nine secondary schools (166) and multiplied with total number of teachers' in each school. Mathematically;

$$Ps = \frac{n}{N} X N_{\underline{0}} \text{ of teacher in each school}$$

Where, Ps = Proportional allocation to size

n = Total teachers' sample size (107)

N = Total number of teacher in the nine selected sample school (166)

After determining proportional allocation to size of sample teachers' from each school, the researcher was employed lottery method to identify representative teachers' for the research. The procedure employed to select samples by lottery method; 1st the names of all teachers in each school were writing in alphabetical order, 2nd the teacher names written in ticket and rolled,

3rd the rolled ticket was put in a dish and 4th the ticket was picked up until the necessary samples were obtained.

The nine selected secondary schools are found in four woredas (Assosa, Bambasi, Mengie and Homosha) of Assosa Zone. Thus, secondary school cluster supervisors 4(100%), school principals 9 (100%) and woreda education office teachers', principals and supervisors development coordinator 4 (100%), a total of 17 respondents, are selected through available sampling technique. Secondary school cluster supervisors and woreda education office teachers', principals and supervisors development coordinator were taken from the woreda in which the sample secondary schools are found. Including these groups in the study has great benefit for the research findings as they are the core to motivate teachers, to follow the teachers' current behavior and their work effectiveness and also have deep information regarding to some factors that hinder the teachers work motivation.

In general 124 individuals were included in the samples for the effectiveness of the research on teachers' motivation and job satisfaction of secondary school teachers' in Assosa Zone. The next table indicates the total study population in the study area.

Table 3- The summary of the population, study subjects and sampling technique

No	Participants	Secondary Schools	Total No	Sample Size	% of Sample	Sampling Technique
			20	9	45%	Simple Random Sampling by lottery method
1	Teachers	Menge SS	23	16	70%	Simple Random Sampling by lottery method
		Homosha SS	14	10	71%	
		Undulu SS	11	8	73%	
		Tsore SS	11	8	73%	
		Bambasi SS	36	26	72%	
		Selga No ₂ SS	12	9	75%	
		Ura SS	14	10	71%	
		Ewuket fanaSS	14	10	71%	
		Hoha No ₂ SS	14	10	71%	
		Total	149	107	64%	
2	School Principal		9	9	100%	-
3	Secondary School Cluster Supervisor		4	4	100%	-
4	Woreda education office teachers', principals and supervisors development coordinator		4	4	100%	-

3.6. Instruments for data collection

In order to acquire the necessary information from participants, three types of data collecting instruments will be used. These are;

3.6.1. Questionnaire

Both closed and open ended questionnaire were employed to collect quantitative and qualitative data from sample secondary school teachers'. Because the questionnaire was convenient to conduct survey to acquire necessary information from large number of Samples in with short period of time. Furthermore it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003).

The questionnaire has two parts. The first part of the questionnaire describes the respondents' background information, categories include: gender, age, marital status, area of specialization, education level, and length of service. The second and the largest part contained the whole possible motivation practice and motivation variables of both closed and open-ended question items.

3.6.2. Interview

Semi-structured interview was used to gather in-depth qualitative data from woreda education office teachers, principals and supervisors' development coordinators (4), secondary school cluster supervisors (4) and school principals (9) on the current practices of work motivation of secondary school teachers'. Employing semi-structured interview for the whole 16 academic staff has an immense importance. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (MoE, 1999). The data through interview was collected through the principal investigator.

3.6.3. Observation

Observation in the natural settings has been found to be a useful way of looking at many research questions, because it can give direct access to social interactions (Muijs, 2004). Therefore, the technique helps the researcher to see the behavior and work attitude of teachers' in their school context and also to enrich the data gathered by the other instruments (questionnaire and semi-structured interview).

3.7. Procedures of data collection

To answer the research questions raised, the researcher goes through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the sample units. The researcher directly went to Assosa Zone secondary school to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher contacted woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher introduced his objectives and

purposes. The questionnaires were prepared in English language, because all of the sample teachers' can have the necessary skills to read and understand the concepts incorporated. Two data collectors were selected and given orientation for one day about the data collection procedures through the questionnaire from secondary school teachers. Then, the questionnaire was dispatched and collected through the assigned data collectors. But nearby follow up was kept by the principal investigator. Then, the final questionnaires were administered to sample teachers in the selected school. The participants were allowed to give their own answers to each item independently and the data collectors were closely assisting and supervising them to solve any confusion regarding the instrument. Finally, the questionnaires were collected and made ready for data organization.

The interview was conducted after the participants' individual consents was obtained. During the process of interview, the researcher attempt to select free and calm environment to reduce communication barriers that disturb the interviewing process. The interview responses were noted down.

3.8. Method of data analysis and interpretation

The data collected from teachers' through closed ended questionnaire (the quantitative one) was processed and analyzed using several sets of statistical tools. Descriptive statistics, like percentage to show easy presentation of frequency distribution and comparison of the degrees of participants, mean to show the arithmetic average of the scores of respondents and standard deviation to show the variation of respondents' answer were used for the purpose of understanding the main characteristics of the research problems. These statistical tools were used as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al. 2008). The data was analyzed by using Statistical Package for Social Sciences (SPSS) version 16.0 for easy interpretation.

The qualitative data was organized according to contents identified from research questions. The concepts were presented in narratives using well-said verbatim of the study participants as illustration. The results were presented by using narration.

3.9. Validity and Reliability Checks

Checking the validity and reliability of data gathering instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew Endawoke, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisor and a pilot study was carried out on 17 teachers of Nebar kumushga and Assosa secondary schools. After the dispatched questionnaire were returned, necessary modification on 12 items and complete removal of 5 questions and replaced by 4 questions is done. In addition to the reliability of the instrument was measured by using Cronbach alpha coefficient. A reliability test is conducted to check the consistency and accuracy of the questionnaire items. As the test result indicates the Cronbach's alpha was 0.83 that indicates the constructed questions are measuring a similar concept.

Table 4: The reliability and validity check of Cronbach's alpha

No	Variables	Numbers of items	Cronbach's alpha
1	Teachers responsibility and autonomy	7	0.87
2	School rule and regulation	9	0.799
3	School environment and working condition	8	0.85
4	Teachers satisfaction with school principal leadership	12	0.89
5	Principal's technical supports, recognition and reward	10	0.75
6	Teachers relationship	5	0.81
7	Teachers professional development	5	0.74
Average reliability			0.82

3.10. Ethical consideration

Research ethics is the type of agreement that the researcher enters into his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, there are a number of ethical considerations made during the study. Voluntary participation of respondents was encouraged. Responding to interviews and filling of questioners required significant time and energy and its participation could disrupt the respondents' regular activity. For this reason, the researcher explained the objectives and significance of the study to the respondents and allowed them to exercise their voluntary participation. To avoid any psychological harm,

questions were formed in a manner that is not offensive and disturb their personality. They are assumed that the information they provide would be kept confidential. To ensure this, the researchers removed information that required identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents' cooperation to provide the required information for the study.

CHAPTER FOUR: PRESTATION, ANALYSIS AND INTERPRETATION OF THE DATA

As mentioned in the first chapter the main purpose of this study is to examine motivation and job satisfaction of secondary school teachers in Assosa zone. This chapter presents characteristics of respondents, analysis and interpretation of the data based on the information obtained through the questionnaires and interviews.

The questionnaire was distributed and collected from a total of 107 teachers respondents. Besides eight principals, three cluster supervisors and four woreda education office; teachers', principals' & supervisors' development coordinators a total of 15(88.2%) interviews were interviewed. The 2(11.8%) were not interviewed as they were not available during the data collection time at the site. Finally, the data analysis were done based on the information obtained from the remaining 122(98.3%) of the questionnaire.

The teachers responded to both open and closed ended questionnaire items. The closed ended items across sub-categories were computed and analyzed using frequency, percentage, mean scores and standard deviation. The percentage was utilized for easy presentation of frequency distribution. In addition, items across each category were arranged under the rating scale with five points. These five points of scale range from strongly agree=5, agree=4, undecided=3, disagree=2, strongly disagree=1. Besides, data from interviews were triangulated to validate the finding.

4.1. Characteristics of Respondents

Respondents were asked to indicate their background information. The details of the characteristics of the respondents were given in table 5 bellow.

Table 5: Biographic data of the respondents

Items	Category	Teachers		Principals		Cluster supervisors		Woreda education office teachers', principals' and supervisor development coordinator	
		No	%	No	%	No	%	No	%
Location of school	Urban	45	42.1	3	37.5	2	66.7	4	100
	Rural	62	57.9	5	62.5	1	33.3	-	-
Gender	Male	81	75.7	8	100	3	100	3	75
	Female	26	24.3	-	-	-	-	1	25
Age	20-25years	19	17.8	2	25	-	-	-	-
	26-30years	34	31.8	4	50	2	66.7	-	-
	31-35years	3	2.8	-	-	-	-	1	25
	36-40 years	21	19.6	1	12.5	1	33.3	1	25
	41-45 years	21	19.6	-	-	-	-	2	50
	46-50 years	6	5.6	1	12.5	-	-	-	-
	51&above	3	2.8	-	-	-	-	-	-
Marital status	Single	31	29.0	1	12.5	-	-	-	-
	Married	67	62.6	7	87.5	3	100	4	100
	Divorced	6	5.6	-	-	-	-	-	-
	Separated	3	2.8	-	-	-	-	-	-
Service Years	Lessthan5years	24	22.4	1	12.5	-	-	-	-
	5-8years	31	29.0	3	37.5	2	66.7	-	-
	9-12years	24	22.4	1	12.5	-	-	1	33.3
	13-16years	16	15.0	3	37.5	1	33.3	2	66.7
	Above16yea	12	11.2	-	-	-	-	-	-
Field of specialization	Natural science	42	39.3	4	50	2	66.7	-	-
	Social science	40	37.4	2	25	-	-	1	-
	Language	25	23.4	1	12.5	1	33.3	-	33.3
	Others	-	-	1	12.5	-	-	2	66.7

The above table shows the respondents characteristics in terms of location, gender, age, marital status, service year and field of specialization. In terms of location;45(42.1%) teachers,3(37.5%)principals,2(66.7%)cluster supervisor, 4(100%)woreda teachers principals and supervisors coordinators were constituted urban while, 62(57.9%)teachers,5(62.5%)principals and1(33.3%)cluster supervisors were from rural. This indicates that majority of the respondents were from rural. In terms of gender;81(75.7%)teachers,8(100%)principals,3(100%)cluster

supervisors and 3(66.7%) worked in education office, teachers, principals and supervisors development coordinators were male while; 26(24.3%) teachers and 1(33.3%) worked in education office, principals & supervisors development coordinators were female respondents. This shows that the essential data were mainly obtained from male respondents. This implies that the number of females in the teaching profession is much lower than males compared in secondary schools of Assosa Zone.

The data shows 19(17.8%), 34(31.8%), 3(2.8%), 21(19.6%), 21(19.6%), 6(5.6%) and 3(2.8%) teachers were under the age of 20-25, 26-30, 31-35, 36-40, 41-45, 46-50 and 51 years & above respectively. This confirms that majority of teachers in Assosa Zone secondary schools are 20 up to 30 years old. Concerning principals; 2(25%), 4(50%), 1(12.5%) & 1(12.5%) were under the age of 20-25, 26-30, 36-40 and 46-50 years respectively and supervisors 2(66.7%) & 1(33.3%) were under 26-30 & 36-40 age groups. As the data indicates 31(29.0%), 67(62.6%), 6(5.6%) and 3(2.8%) are single, married, divorced and separated respectively. This indicates that most Assosa zone secondary school teachers are married. As the data indicates, 24(22.4%), 31(29%), 24(22.4%), 16(15%), and 12(11.2%) have the service year less than 5, 5-8, 9-12, 13-16 and above 17 respectively. Most of Assosa zone teachers' service year are under 5 up to 8 years. In terms of specialization; 42(39.3%), 40(37.4%) and 25(23.4%) teachers are natural science, social science and language studies respectively.

4.2. Practices on teachers motivation and job satisfaction

Motivating teachers towards their profession is one of the reform ideas inherent in the current Ethiopian Education and Training policy. Although motivation as a construct is largely subjective and difficult to fully measure, this research assumes about eight possible factors that could harm teachers' motivation if not properly attended to school. So, the secondary school teachers are asked to rate the extents of their school principals undergo on those motivational and satisfaction variables that answers the basic research questions.

The teachers were asked to answer both open-ended and closed-ended questions and the responses of the teachers were analyzed by using mean score. Mean scores were calculated from the responses. For the purpose of easy analysis and interpretations, the mean values of each item and dimension were interpreted as follows. Teachers motivation and job satisfaction practice

with a mean value of 0-1.49 strongly disagree, 1.50-2.49 disagree, 2.50- 3.49 undecided, 3.50-4.49 agree and 4.50-5.00 strongly agree.

4.2.1. Teachers autonomy and responsibility

To measure teacher’s autonomy and responsibility in their work, the following questionnaires were distributed to teachers.

Table 6: Teachers Autonomy and Ways of Giving Responsibility in the School

No	Items	N	Mean	SD
1	The school principal gives a freedom to their own judgment for effective work	107	2.21	1.95
2	The school principal gives a chance for us to make decision on our work	107	2.02	0.12
3	The school principal develops well organized staff in our school	107	1.99	0.16
4	The school develops an experience sharing program in the school	107	2.39	0.59
5	Our principal gives us responsibility that are related to our job	107	2.31	0.53
6	The school principal makes us to be responsible for the work of students	107	2.21	0.58
7	The school principals allows teachers to plan and execute their major activities	107	2.19	0.89
The overall mean score			2.12	0.69

Teachers, as professionals need to have responsibility to their own works to be effective and good performers. As Table 6 reveals, majority of the respondents had negative feeling on the schools practice in giving responsibility for the teachers work. The overall mean score 2.12 with a standard deviation of 0.69 indicates the teachers disagreement on the issue raised. Therefore, teachers are poorly responsible for their work with small variation among their response from the average mean. The interview result also indicates that, ‘‘majority of teachers expect command from the school principal, department heads or other concerned staff members to do their work.’’ It indicates the low initiation of teachers in performing their task without external pressure. Therefore, it is safe to conclude that although teachers indicate their agreement regarding to their responsibility, they did not implement it effectively due to expecting injections from others. This confirms the presence of low work motivation among secondary school teachers of the study

area; which reduces their involvement in various school issues as well as their efforts in improving the students' academic achievement.

4.2.2. The school rule, regulation and the principal leadership style

The school rule and regulation and procedures are important, because they let the teachers to know all about the schools. Good rule and regulation is a tool which makes a school leaders easier and allows people to get the organization's core strategy more effectively and efficiently. Therefore, to assess the rule and regulation and the leadership style of the school in the study area the following questioners were raised to teachers to note.

Table 7: School Rule, Regulation and its Leadership Style

No	Items	N	Mean	SD
1	The school principal puts the school policy in to practice	107	1.79	0.58
2	The school principal made the school to have its own rule and regulation	107	1.82	0.56
3	The school principal effectively communicates the school rules and regulations for teachers	107	1.85	0.43
4	The school principal practice to lead teachers and works without any bias	107	1.83	0.54
5	There are clear procedures by which the school principal leads the school workers	107	1.91	0.53
6	There are clear ways by which the school principal handles complaints from teachers	107	1.82	0.55
7	The way of handling the misbehavior of students and teachers	107	1.83	0.50
8	The way of community participation was included in the school in the rule and regulation development	107	1.77	0.53
9	The way of participating teachers on making school rule and regulation	107	1.77	0.53
The overall mean score			1.82	0.52

Scale; ≤ 1.49 =stronglydisagree, $1.5-2.49$ =disagree, $2.5-3.49$ =undecided, $3.5-4.49$ = agree, ≥ 4.5 =strongly agree

Ineffective school rule and regulation and its leadership style are influential on the motivation level of teachers (Ahuja & Shukla, 2007). As table 7 above indicates, the teachers response to the school rule and regulation and the leadership style of the school is overall mean score of

1.82 with Standard deviation 0.52. This shows that the respondents disagree on the ideas raised on the rule and regulation of the school and its leadership style. Regarding to this, the school used only the guiding rules and regulation comes from the ministry of education for secondary school, rather than making it situational to the school condition and an implementation of the rule and regulation of the school also an expected work of the school principals'. Concerning this idea, the cluster supervisor and the woreda education office teachers, principals and supervisors coordinators development during interview informed that, 'majority of secondary schools have no modified rule and regulation to lead the school activities effectively.' In addition, most secondary school teachers of the study area are beginners in their career structure, they did not properly inform about the school governing. This creates a gap in the participation of teachers in various activities of the school.

Therefore, the school rule and regulation and the applicability of leadership style in the school has a series weakness to participate teachers in various activities and the attractiveness of rule and regulation on its practice that has an impact on the motivation of teachers. But the current education and training policy of Ethiopia (MOE, 1994) explicated that educational leaders will be democratic, professional, coordinators and will encourage all the of stakeholders.

4.2.3. School environment and working conditions

School environment and working condition in the school includes leadership, decision making, school climate, communication, resources and local reputation of school have potential either to enhance or diminish teachers work motivation and job satisfaction depending on their nature (Leithwood, 2006). Thus, to present the teacher motivation on their school environment and working conditions, the following questions were administered to them. The following table 8 presents the teachers response on the issue.

Table 8: The School Environment and Working Conditions

No	Items	N	mean	SD
1	The origination system of the school creates a good opportunity for teachers to work together	107	1.87	0.52
2	The way the school principal creates good leadership in the school is interesting me	107	1.76	0.58
3	The school surroundings where I work is attractive	107	1.64	0.56
4	The teaching equipment and facilities in the school is adequately provided.	107	1.73	0.52
5	The teachers work load is fairly distributed	107	1.81	0.56
6	The school have a refreshment areas for teachers (tea room, DSTV)	107	1.58	0.65
7	There is a collaboration work spirit at the school	107	1.68	0.5
8	The inter-relationships and social-interactions among teachers created a good working condition	107	1.72	0.51
The overall mean score			1.72	0.56

Scale; ≤ 1.49 = strongly disagree, 1.5- 2.49= disagree, 2.5-3.49 = undecided, 3.5-4.49 = agree, ≥ 4.5 = strongly agree

Can be observed from table 8 above school environment and the working conditions of teachers' in their respective schools had the overall mean score of 1.72 with Standard deviation 0.56. This response of teachers represents that are disagree on the idea that raised regarding school environment and the work conditions. Thus, it has a negative impact on reducing teachers work motivation and level of satisfaction in their professional duties. From the data gathered by the interview, the majority of the interviewees said that, "the school environment is poor to motivate teachers. Most of secondary schools of the study area lack of facilities and they are not well equipped." Thus, it blocked teachers to do various works that support the teaching learning process in the school. According to Zhou (sited in Sargent and Hannum, 2005) a successful school provides a well maintained and pleasant working environment, establishes a happy atmosphere and places great importance on furnishing ample teaching resources to improve the teachers effort as well as work motivation. But the limitation on these aspects makes the teachers

de motivated. Therefore, it has an effect on lowering the teachers' level of motivation and satisfaction.

4.2.4. The Teachers' Satisfaction

This section includes the analysis of data obtained from teachers' questionnaire and the principal, supervisors and woreda education office interview on the teachers' satisfaction with leadership style of the school principals. Table 9 below presents the mean score and standard deviation of the teachers' respondents.

Table 9: Teachers' Satisfaction With Leadership Style of School Principal

No	Items	N	mean	SD
1	The implementation of school based rule and regulation with in school is satisfying me	107	1.79	0.79
2	I am satisfied with the way the school principal's lead the school	107	1.68	0.5
3	I am satisfied by the way the school principal deals with complaints	107	1.62	0.52
4	I am satisfied with the fairness of the principal while evaluating one's work	107	1.50	0.50
5	I am satisfied by the school rules and regulations	107	1.75	0.55
6	I am satisfied with the way the school principal acknowledges one's work	107	1.80	0.52
7	I am satisfied by the management system of the school	107	1.76	0.5
8	I am satisfied by the way of school principal handles teachers	107	1.69	0.5
9	I am satisfied by the way principal leads the team at the school	107	1.77	0.4
10	I am satisfied by the way the school principals listens to my suggestions	107	1.80	0.48
11	I am satisfied with the type of work I execute as teacher	107		0.4
12	I am satisfied with the students' motivation to learn	107	1.84	0.6
The overall mean score			1.73	0.54

Scale; ≤ 1.49 = strongly disagree, 1.5- 2.49= disagree, 2.5-3.49 = undecided, 3.5-4.49 = agree, ≥ 4.5 = strongly agree

As the data on table 9 tells teachers responses of the overall mean score 1.73 with standard deviation of 0.54 indicates teachers' disagreement on the leadership style of the principals in the

schools. This shows that teachers were not satisfied with the implementation of school based rule and regulation, the fairness of the principals evaluating ones' work and the students motivation to learn. The interviewees responses from school principals, cluster supervisors and woreda education office teachers, principals and supervisors coordinators development indicates on the idea of teachers satisfaction with the school principals leadership style was ‘not as expected satisfy as a professional leaders. ’’so this effect hinders teachers motivation to perform their best professional contribution and reduce their level of job satisfaction. Regarding to this the national professional standards for principals (MOE, 2013) the principal is the leading professional in the school and its major role is providing professional leadership and management in the school.

4.2.5. The principal’ s technical supports, recognition and reward

The technical support, recognition and reward good performance have a strong effect on the future productivity and effectiveness of organization. Table 10 bellow presents the mean score and standard deviation of the teachers’ respondents.

4.2.5.1. The principal, s technical supports

Table 10: The Technical Support of School Principal

No	Items	N	mean	SD
1	The school principal give instructional support	107	1.96	0.58
2	The school principal use his best effort to help teachers	107	1.82	0.55
3	The school principal observes class room instruction regularly	107	1.79	0.47
4	Our school principal advises us to discuss on our various academic issues	107	1.57	0.55
5	The school principal give feedback on our work	107	1.68	0.47
6	Our school principal gives direction on our group work	107	1.98	0.69
The overall mean score			1.80	0.55

Scale; ≤ 1.49 = strongly disagree, 1.5- 2.49= disagree, 2.5-3.49 = undecided, 3.5-4.49 = agree, ≥ 4.5 = strongly agree

As observed from the table 10 above teachers’ responses regarding principal’ s technical support for teachers reveals that the overall mean score of 1.80 with Standard deviation 0.55. This

indicates that teachers are not satisfied with the principals support teachers on instruction. The interviewees result from cluster supervisors and woreda teachers, principals and supervisors development coordinators said that, “the school principal’ s was low in technically supporting teachers. Another supervisor also said that, “most of our school principals were not trained in leadership skills. So, they were unable to technically support teachers.

To generalize, the principals’ technical support on teachers’ work is not satisfy teachers in the study area as the data of the quantitative questions show, even if the interview result is in low level, which may hinder the teachers’ motivation level.

4.2.5.2 Recognition and rewards

Recognizing and rewarding the good work performance of teachers have strong effect on the future productivity and effectiveness of the schools. Therefore, to examine the current work motivation and job satisfaction of teachers in case of principals way of recognizing and rewarding the activities of teachers in secondary schools of the study area, the teachers were asked to rate the degree of their agreement on the principals’ way of recognizing and rewarding the good works done by them analyzed in the table 11 bellow.

Table11. The Recognition and Rewarding

No	Items	N	mean	SD
1	The way the school principal noticed the teachers those did good job	107	2.12	0.64
2	The way school principal tell me when I do my job well	107	1.98	0.55
3	The strategies the school principal use to reward best activity of teachers	107	2.03	0.51
4	The way of selecting the year of the teacher in the school	107	2.07	0.52
The overall mean			2.05	0.56

Scale; ≤ 1.49 = strongly disagree, 1.5- 2.49= disagree, 2.5-3.49 = undecided, 3.5-4.49 = agree, ≥ 4.5 = strongly agree

As presented in the table 11 above, the overall mean score of 2.05 with Standard deviation 0.56 indicates that teachers disagree on the schoolprincipals way of recognizing and rewarding teachers. By supporting this, supervisor and woreda education officers said that; “the secondary

school principals ways recognizing and rewarding teachers were not satisfactory”. Another worda education said that; “the school principal has no skills in recognizing and rewarding the effective work of teachers in the school”. And also two school principal said that; “recognizing and rewarding teachers when they did effective work is not supported by worda education office and there is no enough budget allocation for schools”.

To generalize the principals’ practice on recognizing and rewarding teachers work is at the low level in the study area as both quantitative and qualitative data shows, which may hinder the teachers’ motivation level. Regarding to this Ahuja & Shukla (2007) describes good motivation is dependent on proper promotion of rewards and recognitions among persons for the persons at different time.

4.2.6. The teachers’ work relationship in the school

Through collaborative peer relationship teacher learn from one another, develop new strategies to improve teaching learning, reduce their work load, and develop their mixed ability to support students by not having to reinvent solutions already developed by their colleagues (Leithwood, 2006). Therefore, the following questions were used to assess work relationship of the teachers and their level of satisfaction and the results were presented in the table below.

Table 12: Teachers Work Relationship in the School

No	Items	N	Mean	SD
1	staff members cooperation to work together	107	1.81	0.66
2	The teachers relationship with each others	107	2.15	0.43
3	The teachers relationship with school students	107	1.97	0.44
4	Principals interest to talk with teachers on academic issues	107	2.19	0.68
5	Teachers relationship with school management	107	1.98	0.65
The overall mean score			2.02	0.57

Scale; ≤ 1.49 = strongly disagree, 1.5- 2.49= disagree, 2.5-3.49 = agree somehow, 3.5-4.49 = agree, ≥ 4.5 = strongly agree

As it can be shown in the table 12 above, the teachers response to their work relationship with other teachers, students, school management and leaders is overall mean score of 2.02 with Standard deviation 0.57. This indicates the teachers disagree on the idea raised regarding teachers relationship in the school. In the interview, cluster supervisor and worda education

expert said that the school principals' way of connecting the school community is very low. Because the school community did work with school their relation is very low, even if the community did not participate on school meeting that conducted to communicate on students learning. This shows that the school principals do not create good school community relationship that will negatively affect the motivation and satisfaction of teachers on their work.

4.2.7. Teachers professional growth and development

The focus of training and development is to enable employees to perform their role of effectiveness (Collin, 2001). Researchers believe that the staff development activities help a person to make positive contributions to the organizations. Therefore, the following questions are dispatched to teachers to assess the way of growth and developments of teachers in secondary schools whose result was presented in the table below.

Table 13: Teachers' Professional Growth and Development

No	Items	N	Mean	SD
1	Teachers have the chance to update their profession in the school	107	1.84	0.65
2	The school works to improve the teachers leadership skill	107	1.95	0.59
3	The school gives on job training for teachers on various issues	107	1.91	0.62
4	Teachers have various opportunity to capacitate their profession	107	1.93	0.54
5	The teachers' get career structure on time	107	1.81	0.68
The overall mean score			1.89	0.62

As indicated in table 13 above the respondents overall mean score of 1.89 and the Standard deviation 0.62 shows that teachers disagree on the idea that teachers' professional growth and development opportunities in the school. Training and development in secondary school need focus like participating teachers on the continuous professional development to update the teachers' profession in the school. Since if teachers are not updated their profession in the school, it has an effect on their work motivation. By supporting the above idea the interview conducted to cluster supervisors and woreda education office of teachers, principals and supervisors said that, 'the school way of developing training for teachers to update their profession is very low due to inadequate school budget.'

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter of the study deals with the summary of the major findings, conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance teachers motivation and job satisfaction in secondary school of Assosa zone.

5.1. Summary of the findings

The main purpose of this study was to examine teachers motivation and job satisfaction in Assosa zone secondary schools. In order to achieve this purpose, the study attempted to answer the following basic questions:

- To what extent secondary school teachers' are motivated in their work activities practiced in the school?
- To what extent secondary school teachers of Assosa zone are satisfied or dissatisfied in the job environment?
- To what extent secondary school leaders or principals have practiced to improve motivator factors as well as to reduce dissatisfied factors in their school?
- How do teachers motivation and job satisfaction of the teachers are related in Assosa Zone secondary schools?

To answer this questions, mixed method approaches was employed. To this effect the study is conducted in 9 randomly selected secondary schools of Assosa zones. A total of 107 teachers were selected through random sampling technique, especially lottery method was used to select participants in the study. Furthermore, 9 principals, 4 cluster supervisors and 4 Woreda education offices; are selected using availability sampling. Therefore, in this study a total of 124 respondents participated. To gather necessary information on the issue, 107 questionnaires were distributed to teachers. In addition, semi-structured interview was conducted with 9 principals, 3 cluster supervisors and 4 Woreda education officers, but one cluster supervisor and one school principal were not interviewed because they were not available in their office during the interview time.

The data collected by the closed ended questionnaires were analyzed and interpreted using mean and standard deviation. The data gathered through open ended and semi-structured interview were analyzed qualitatively using narrations to support the results obtained from quantitative data. On the bases of the analysis made on the data gathered through the above procedures and the major findings of the study are summarized as follows:

The findings related to the issue of teachers motivation and job satisfaction revealed that:

- In secondary schools of Assosa zone both internal and external factors influences teachers' motivation and satisfaction un conducive school environment, inadequate school facilities and low respect . As a result indicates most of the external factors' over all mean score is below two as likerscale indicates. As the mean and standard deviation of teachers revealed that relatively external factors have more influence than internal factors on teachers' motivation in the study area. As the interview result indicates majority of the school principals have low experience on motivating teachers by developing strategies. Generally the major findings on the variables that influence the teachers' motivation and job satisfaction are summarized below.
- Regarding teachers' autonomy and responsibility in the school, the overall mean score(2.12) indicates in low status.In this regard the way the school principal gives freedom to teachers to judge their own work is low (2.21) and the way principal gives chance for teachers to make decision on their own work is also low (2.02). Therefore, teachers autonomy and responsibility practiced in Assosa zone secondary schools are in low level.
- The teachers' response on the school rule and regulation and the leadership style with overall mean score 1.82 was on low level. Since the school rule and regulation and the leadership style have an influence on teachers' motivation. By supporting this interview result from cluster supervisors and Woreda education office teachers, principals and supervisors development coordinators shows, even if the secondary schools have a guide lines that are given from the MOE. But the way of the school implementing this guide line into school situation is very low and also the way of participating the teachers and others on developing school rule and regulation is very weak.

- The school environment and the working conditions are the ones that empower teachers motivation and job satisfaction which influence the teaching learning process . The teachers' response concerning the issue with overall mean score 1.72 shows that their disagreement is on the conduciveness's of the school environment and working conditions. Thus, the school environment is not attractive for teachers which discourage their motivation and satisfaction level. Hence, the school needs to mobilize the community to fulfill facilities and makes it as attractive working conditions to school communities.
- Concerning teachers satisfaction with leadership styles of the school, teachers response overall mean score (1.73) is not satisfactory. The cluster supervisors and woreda education office; teachers, principals and supervisors development coordinators interview results shows that the school leadership styles are not satisfactory and also the students motivation to learn is very low that makes low student achievement in the national examination due to less teachers motivation and job satisfaction.
- Professional supporting and rewarding of teachers in secondary schools of Assosazone are insignificant as the response of teachers overall mean scores were 1.80 and 2.05 respectively. This implies mentoring system in the school is not practiced. Low initiation of school principals in giving technical support, recognizing and rewarding teachers; affects the motivation and satisfaction levels of teachers.
- To improve the quality of education in the school, the presence of peaceful coexistence and precarious relationship among workers is essential. This is the principals responsibility to develop and improve good relationship between the school and the community which can directly improve students' academic achievement and increase teachers' motivation to work and their level of job satisfaction. But, the data indicates the overall mean score teachers responses of 2.02 concerning teachers relationship in the school is in low condition. This negatively affected teachers motivation to work effectively.
- Teachers' in-services growth and development support is important for the improvement of the teaching process which can also improve students' academic achievement. Regarding to this, the result from teachers response overall mean score 1.89 indicates the low status of empowering teachers professional growth and development.

5.2. Conclusion

Based on the major findings, the following conclusions were drawn.

- The findings revealed that the low initiation of school leaders in giving responsibility to teachers to judge their own work, to discuss on their job and to plan their main works negatively affected the motivation of teachers in their work.
- The mechanism of participating teachers on various aspects that have direct relation with teachers motivations and job satisfaction such as; developing school rule and regulation, creating conducive work environment and working condition, giving recognition and reward for effective work of teachers and the way of developing good relationship of the school and community is low in secondary school of Assosa zone.
- And also the teachers' level of satisfaction on the leadership styles of the school to motivate teachers is at low level. This indicates that the leadership styles of the school applied to motivate teacher in the study area is not enough that is below the average mean. In this case, the school principal efforts to motivate teachers in secondary schools of Assosa zone are not as much expected as professional leaders. As a result teachers are not satisfied in their work and they migrated to others region and also they highly need to change their profession to other sectors.

Generally to conclude that, the overall mean scores of each item such as teachers autonomy (2.12), school rule (1.82), school environment (1.72), teachers' satisfaction with leadership styles (1.73), principal's technical support (1.80), teachers' reward and recognition (2.05), teachers' relationship (2.02) and teachers' professional development (1.89) indicated the teachers motivation and job satisfaction in secondary schools of Assosa Zone was in a low level. Thus, teachers' motivation affected by the overall unsuitable school environment, scarcity of school facilities, traditional practice of principals' leadership style in the school and inadequate incentive mechanism of the region resulted in the decrease of teachers motivation so as to their job satisfaction in the study area. The teachers' motivations in the area are more affected by external motivation as stated above. Lastly the main implication of this study is that the schools principals and teachers, principals and supervisors coordinators need to keep teachers happy, take care of their concerns and needs in order to keep their motivations to work and to have satisfaction in their profession.

5.3. Recommendations

To make the teaching learning process in a better way the real implementation of teachers motivation and their level of job satisfaction should be improved in the schools. Therefore, to sustain the quality of education by ensuring the best use of teachers knowledge and skills in order to improve students' achievement, the following recommendations were forwarded to all concerned academic staffs of school, principals, supervisors, Woreda & Zone education offices and others in secondary schools of Assosa zone.

- To realize teachers' motivation and job satisfaction; it is recommended that Zone education department and woreda education offices should make special attention to motivate teachers on their job by technically supporting teachers, providing in service job training, giving professional support by means of supervision, recognize and reward the best work of teachers, develop experience sharing in the school, supporting in leadership skills of the school principals, create conducive working condition, provide rewards, and make teachers' career structure on time.
- It is recommended that in order to effectively accomplish the goal of the school, the school principals should take care of consideration and practically work on how to motivate their teachers, how to develop strategies to motivate teachers, learn from experience of other model schools and practice to their schools. Further more, the school principals and management teams of the school should raise a positive work computation among teachers based on their performance through fair selection in monthly or semester and reward according to their effective work.
- To increase teachers' motivation in the school it is important that Woreda education office should allocate sufficient budget to supply necessary materials and equipment that are helpful to teaching learning process at school. To make the school environment attractive a great work is expected from school principals by mobilizing the community to fund the school and to participate the community in creating conducive environment for school.
- The school supervisors should offer timely support to teachers in order to insure the work motivation of teachers by conducting classroom supervision, giving constructive feedback, develops team work and increase positive relationship among school

communities. It is also recommend that the supervisors should technically support the school principals by empowering and creating awareness concerning transformational leadership styles.

- The school principals, Woreda education office, supervisor and zone education department should be more focus on external factors of teachers' motivation such as creating conducive working environment, skill development, fair and predictable assessment measures, developing good governance ,improves incomes and living conditions, give respect for the teaching profession, provide adequate instructional facilities, establish effective staff development, enhance participatory decision making and appreciation, empowerment recognition of teachers task.

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Appendix A

ADDIS ABABA UNVISTY

COLLAGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

Questionnaires to be filled by secondary school teacher

Dear respondents:

I am a post graduate (master) student at Addis Ababa University. I am conducting a study on the topic on 'Teachers' motivation and Job satisfaction in secondary schools of Assosa zone.' Thus, the main purpose of this questionnaire is only to collect relevant information to compliment this research work. You are therefore, kindly requested to fill out the questionnaire in order to give necessary information on the issue related to the study. The success of this study directly depends up on your honest and genuine response to each question. Each data you supply will be used only for the purpose of the research and also treated with almost confidentiality

Thank you!

Part I personal information

DIRECTION: give your response for each questions by putting (√) in the box prepared for the closed ended items and clear descriptions for the item which open ended. Your response should be given based on the current context of your school no need of writing your name.

1. Name of the school -----

2. Location of the school Urban Rural

3. Gender: male Female

4. Age

20-25	26-30	31-35	36-40	41-45	46-50	51 and above
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Marital status: single married divorced separated

6. How long have you been worked in this school?

Less than 2 year	2-4 years	5-7 years	8-10 years	Above 10 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Service year

Less than 5 year	5-8 year	9-12 years	13-16 years	Above 17 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Field of specialization: natural science social science language studies
 other(s) _____

Part II. This part of the questioner contains both closed and open ended items that focused on the main issue under investigation. Based on the concept of each item, please try to select the options that directly represent your own position and fill it on the space provided. Similarly write brief answer for the questions which are open ended.

1. Items that related to teachers' autonomy and responsibility are listed below. Please indicate your level of feeling for each item.

Strongly agree = 5 agree = 4 undecided =3 disagree=2 strongly disagree =1

No	Items	1	2	3	4	5
1	The school principal gives a freedom to teachers to their own judgment for effective work					
2	The school principal gives a chance for us to make decision on our work					
3	The school principal develops well organized staff in our school					
4	The school develop an experience sharing each other in the school					
5	Our principal gives us responsibility that are related to our job					
6	The school principal makes us to be responsible for the work of students					
7	The school principals allows teachers to plan and execute the major activities on their job					

2. The items related to school rule & regulations and the principal's leadership style. Therefore rate your positions by selecting answers that fit with your side.

Strongly agree = 5 agree = 4 undecided =3 disagree=2 strongly disagree =1

No	Items	1	2	3	4	5
1	The school principal puts the school policy in to practice					
2	The school principal made the school to have its own rule and regulation					
3	The school principal effectively communicates the school rules and regulations for teachers					
4	The school principal practice to lead teachers and works without any bias					
5	There are clear procedures by which the school principal leads the school workers					
6	There are clear ways by which the school principal handles complaints from teachers					
7	The handling of the misbehavior students and teachers					
8	The way of community participation in the school in the policy development					
9	The way of participating teachers on making school policy					

3. Items that focus to school environment and working conditions are listed below. Please scale your position from the given alternatives.

Strongly agree = 5 agree = 4 undecided =3 disagree=2 strongly disagree =1

No	Items	1	2	3	4	5
1	The origination system of the school creates a good opportunity for teachers to work together					
2	The way the school principal create good leadership in the school is interesting me					
3	The school surroundings where I work is attractive					
4	The teaching equipment and facilities in the school is adequately provided.					
5	The teachers work load is fairly distributed					
6	The school have a refreshment areas for teachers (tea room, DSTV)					
7	There is a collaboration work spirit at the school					
8	The inter-relationships and social-interactions among teachers created a good working condition					

4. The questions focused to teachers' satisfaction with leadership style of the principal are listed below. Specify your scale.

Strongly agree = 5 agree = 4 undecided =3 disagree=2 strongly disagree =1

No	Items	1	2	3	4	5
1	The implementation of school based rule and regulation with in school is satisfied me					
2	I am satisfied by the way the school principal's lead the school					
3	I am satisfied by the way the school principal deals with complaints					
4	I am satisfied by the fairness while the principal evaluates one's work					
5	I am satisfied by the school rules and regulations					
6	I am satisfied by the way the school principal acknowledges one's work					
7	I am satisfied by the management system of the school					
8	I am satisfied by the way of school principal handles the teachers					
9	I am satisfied by the way principal leads the team at the school					
10	I am satisfied by the way the school principals listens to my suggestions to him/her					
11	I am satisfied by the type of work I execute as teacher					
12	I am satisfied by the students' get motivated to learn					

4.1. List some the factors that give you most satisfaction in your school -----

5. Question that focused on principal’s technical supports, recognition and reward to teachers’ are listed below. Please indicate your position by selecting the options that represents your feeling.

Strongly agree = 5 agree = 4 agree somehow =3 disagree=2 strongly disagree =1

No	Items	1	2	3	4	5
1	The school principal’s way of instructional support					
2	The school principal use his best effort to help teachers					
3	The school principal observe class room instruction regularly					
4	Our school principal advise us to discuss on our various academic issues					
5	The school principal give feedback on our work					
6	Our school principal give direction on our group work					
7	The way the school principal noticed the teachers those done well job					
8	The way school principal tell me when I do my job well					
9	The strategies the school principal use to reward best activity of teachers					
10	The way of selecting the year of the teacher in the school					

5.1. Does the recognition given by the principal is a fair assessment of your work as a teacher?
 Yes No

If ‘No’ on what aspect it might focus on-----

6. The items related to teachers’ relationship in the school is listed below. Please select your level of scale.

Strongly agree = 5 agree = 4 undecided =3 disagree=2 strongly disagree =1

No	Items	1	2	3	4	5
1	staff members cooperation to work together					
2	The teachers relationship with each others					
3	The teachers relationship with school students					
4	Principals interest to talk with teachers on academic issues					
5	Teachers relationship with school management					

7. Rate your level of scale for the items related to teachers’ professional growth and development opportunities in the school.

Strongly agree = 5 agree = 4 undecided =3 disagree=2 strongly disagree =1

No	Items	1	2	3	4	5
1	Teachers have the chance to update their profession in the school					
2	The school work to improve the teachers leadership skill in work					
3	The school give on job training for teachers on various issue					
4	Teachers have various opportunity to capacitate their professional					
5	The teachers’ get career structure on time					

THANK YOU!

Appendix B

ADDIS ABABA UNVISTY

COLLAGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

Semi-structured interview guidelines for school principals

The main objective of this interview guideline is to collect extensive information about teachers motivation and job satisfaction in secondary schools of Assosa Zone. Thus your genuine participation to give necessary data has great importance for the effectiveness of this research.

Sex _____ age _____

Current position _____ service year _____

1. What the schools' do to improve the teacher's classroom instruction?
2. What mechanism do you use to motivate your teachers?
3. Are you conducting teachers training need assessment?
4. Do you think that teachers are satisfied on the support the leadership provides?
5. Do you give recognition for teachers when they are effective in their work?
6. What mechanism do you use to handle teachers who show misbehavior at school?
7. Does the school have its own rule and regulations to lead the workers?
8. How do you give responsibility for each teacher?
9. Is the school environment safe and well equipped for teaching learning?
10. What mechanisms do you use to increase teacher professional satisfaction?

THANK YOU!

Appendix C

ADDIS ABABA UNVISTY

COLLAGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

Semi-structured interview guidelines for cluster supervisors and woreda office teachers, principals and supervisors development.

The main objective of this interview guideline is to collect extensive information about teachers' motivation and job satisfaction in secondary schools of Assosa Zone. Thus your genuine participation to give necessary data has great importance for effectiveness of the research.

Sex _____ age _____

Current position _____ service year _____

1. Do you think that the school principal use different strategies to motivate teachers?
2. Are teachers are satisfied on the school principals' support?
3. Do you think that the school rule and regulations are made by participating all school community?
4. Do the school principal conducts on job training need assessment?
5. Does the school principal give on time feedback for teachers?
6. Do you think that the teachers' carrier structures are done on time?
7. What strategies do you use to develop teacher professional interest?
8. Do you follow on time school activity and give feed back?
9. Does the woreda office give recognition for teachers who done effective in their work in the school?

THANK YOU!