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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANING AND

MANAGEMENT

FACTORS AFFECTING TEACHERS' WORK MOTIVATION: IN THE CASE OF
GOVERNMENT SECONDARY SCHOOLS IN KIRKOS SUB CITY, ADDIS

ABABA

BY

DUBIRE FEYISSA

JUN, 2025

ADDIS ABABA, ETHIOPIA

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DUBIRE FEYISSA

ATHESIS SUBMITTED TO ADDIS ABABA UNIVERSTY, COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES IN PARTIAL FULFILMENT OF THE REQUAREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND MANAGMENT

ADVISOR

AMAN WORKU (PhD)

JUN, 2025

ADDIS ABABA, ETHIOPIA

Declaration

This is to declare that the thesis research on “*factors affecting teachers’ work motivation: the case of government secondary schools in Kirkos sub city, Addis Ababa*” submitted in partial fulfillment of the requirements for the degree of Master of educational planning and management, is a record of original work carried out by me and has never been submitted to any other institution to get any other degree or certificates. The assistance and help I received during the course of this investigation have been duly acknowledged.

Declared by:

Name: Dubire Feyissa Mamo

Signature: _____

Date: _____

CERTIFICATION

This is to certify that the thesis entitled “*factors affecting teachers’ work motivation: the case of government secondary schools in Kirkos sub city, Addis Ababa*”, prepared by Mr. Dubire Feyissa Mamo and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Planning and Management at Addis Ababa University, has complied with the regulations of the University and has met the accepted standards of originality and academic quality.

Name of Advisor: _____

Signature: _____

Date: _____

Name of internal examiner: _____

Signature: _____

Date: _____

Name of external examiner: _____

Signature: _____

Date: _____.

Name of Dean: _____

Signature: _____

Date: _____

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Abbreviation/Acronyms

COVIDCorona virus disease

CPD..... Continuous Professional Development

SDT.....Self-Determination Theory

SPSSStatistical Package for the Social Sciences

VIFVariance Inflation Factor

Abstract

The main objective of this research was to investigate the factors affecting teachers' work motivation in government secondary schools in Kirkos Sub-City, Addis Ababa, using an explanatory research design that incorporated a mixed-methods approach. The study surveyed 213 teachers selected through simple random sampling, while purposive sampling was used to interview 22 key informants, including 16 principals, 4 supervisors, and 2 experts. Data collection involved both primary sources, such as surveys and interviews, and secondary sources from documents. Quantitative data were analyzed using descriptive and inferential statistics with SPSS version 26, while qualitative data were examined through phenomenological analysis. The findings revealed significant insights into the motivational factors influencing teachers, highlighting key areas for improvement in educational policy and school administration to enhance job satisfaction and performance. The findings reveal a deeply troubling landscape within the educational system, characterized by a severe lack of teacher motivation, with educators disengaged from both teaching objectives and meaningful student interaction. A pervasive sense of being undervalued and unsupported by administration exacerbates the problem, as insufficient resources and ineffective encouragement leave teachers struggling to perform effectively. Financial incentives fail to inspire motivation due to delayed salary payments and a resulting erosion of trust, while professional development opportunities remain ineffective, hindered by systemic barriers such as time constraints and irrelevant training content. The work environment offers little inspiration, lacking collaborative structures and meaningful support for professional growth. Peer relationships continue to deteriorate, with diminishing collegial support fostering isolation among educators. Poor communication with administration further marginalizes teachers, leaving them feeling unengaged and disillusioned. These compounding issues fuel burnout, stagnation, and a decline in educational quality, highlighting an urgent need for systemic reform to reverse the deterioration of teacher retention and student outcomes. To enhance the educational environment for teachers, the following recommendations are proposed: strengthen administrative support through mentorship and regular check-ins, improve communication channels for transparency and trust, provide adequate resources and tailored professional development, recognize educators' achievements to foster appreciation, promote collaboration through peer-sharing and team teaching, and encourage innovation by supporting new teaching strategies with necessary resources. Additionally, conduct regular surveys to address teacher needs proactively, prioritize work-life balance with flexible scheduling, establish clear career advancement pathways, and build community partnerships for resource-sharing and mentorship. These steps aim to create a supportive, dynamic, and sustainable teaching environment.

Keywords: *Salary and Benefits, Administrative Support, Professional Development Opportunities, Work Environment, and Teachers work motivation*

CHAPTER ONE

1. INTRODUCTION

This chapter focuses on the hypothetical foundation of the research and exhibits the problem statement, background of the study, basic research inquiries to be discussed, the study's objectives, and functional definitions of important words as well as the organization of the study, which were discussed in short in the consecutive sections.

1.1 Background of the Study

Motivation is a crucial component of human behavior, influencing how individuals engage with tasks and achieve goals. It encompasses intrinsic factors, like personal satisfaction, and extrinsic factors, such as rewards and recognition. Self-Determination Theory (SDT) posits that motivation is enhanced when people feel autonomous, competent, and related to others. Moreover, empirical studies indicate that job satisfaction, often linked to motivational theories, directly affects performance and retention, particularly in education (Skaalvik & Skaalvik, 2017). Factors influencing teachers' work motivation include administrative support, teaching autonomy, professional development opportunities, and work-life balance (Meyer & Allen, 1997). Recent debates highlight the importance of both intrinsic and extrinsic motivators in sustaining long-term teacher engagement (Baker, 2020). Understanding these factors is crucial for fostering a motivated teaching workforce and improving educational outcomes, especially in Africa where teacher motivation significantly impacts student performance (Awan & Malik, 2022). Research suggests that motivated teachers.

Theories such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and Self-Determination Theory support the understanding of motivation, emphasizing the importance of fulfilling basic needs, providing motivating and hygiene factors, and fostering autonomy, competence, and relatedness Ndung'u, (2023). Empirical studies demonstrate variations in motivation due to cultural, economic, and infrastructural factors prevalent in different African regions Bakare, & Ojo (2023). Debates surrounding work motivation often focus on the effectiveness of monetary versus intrinsic motivators, with evidence suggesting that while financial incentives play a role, factors such as professional development and recognition can lead to sustained motivation Masha (2022). Teachers' work motivation is affected by factors including administrative support, socioeconomic status, job security, workload, and professional development opportunities. Recent

studies have pointed out that enhancing these factors can lead to improved job satisfaction and reduced turnover rates among teachers in Osei (2022).

Motivation plays a critical role in determining teachers' performance and satisfaction in Ethiopia, and supporting this with effective educational policies is essential for sustainable development. Factors such as intrinsic motivation, extrinsic rewards, job security, and professional development opportunities significantly impact teachers' work motivation levels (Woldemichael, 2023). Ethiopian education policies that focus on enhancing intrinsic motivation through opportunities for personal growth and fostering a passion for teaching are vital. Policies aimed at improving career advancement pathways and recognizing teacher achievements can bolster intrinsic motivation, which accounts for about 40% of overall motivation, while external factors like salary and recognition, contributing approximately 30%, should be addressed through adequate remuneration strategies (Eren & Tekin, 2020).

Empirical studies demonstrate that motivated teachers tend to exhibit higher levels of engagement and effectiveness in the classroom, which aligns with Ethiopia's national goals for quality education (Ethiopian Education Sector Development Program). However, debates around the true predictors of motivation highlight the importance of considering cultural context and socio-economic conditions (Molla & Wereiams, 2021). Recent research indicates that factors such as administrative support, professional development programs, and work-life balance significantly influence teachers' motivation in Ethiopia today. To effectively improve motivation, policies must address challenges such as resource shortages and inadequate salary structures, which have been shown to diminish motivation levels (Kebede & Abebe, 2022). Consequently, aligning educational policies with these motivational factors is essential for strengthening the teaching workforce and achieving Ethiopia's educational development objectives.

The researcher aims to investigate the factors affecting teachers' work motivation in government secondary schools in the Kirkos sub-city of Addis Ababa. This research is crucial as motivated teachers are key to enhancing student outcomes and educational quality. By identifying the specific motivations and challenges faced by teachers in this area, the researcher hopes to contribute valuable insights that could inform policy changes and improve the working environment for educators.

1.2 Statement of the Problem

In Ethiopia, the challenges affecting teachers' work motivation vary across different regions, exacerbating disparities in educational quality (Mulugeta & Imran, 2021). For instance, in rural regions like the Southern Ethiopia, teachers often face inadequate salaries coupled with the absence of basic resources, which directly impacts their motivation. Studies indicate that low financial remuneration forces many educators to seek additional income sources, detracting from their teaching effectiveness (Tilaye, 2022). Furthermore, these teachers often experience isolation and lack of support due to the geographic and infrastructural challenges in rural areas, leading to feelings of neglect and decreased job satisfaction (Mekonnen, 2023).

Conversely, urban regions like Addis Ababa present different motivational challenges for teachers (Dereje, 2022). Although teachers in urban areas may receive relatively better compensation, they often deal with high student-to-teacher ratios and significant administrative burdens, which can lead to burnout (Biruk, 2023). The rapid urbanization and associated pressure for high educational outcomes create an environment of stress and unrealistic expectations. Additionally, urban teachers frequently report a lack of professional development opportunities, which diminishes their motivation to engage in continuous learning and teaching improvement (Zelalem, 2023). Addressing these distinct regional challenges is crucial to enhancing teachers' work motivation across Ethiopia.

Teachers' work motivation in Addis Ababa, particularly in sub-cities like Kirkos, has been impacted by various socio-economic and institutional factors. Kirkos sub-city faces challenges such as inadequate salary structures, which diminish teachers' motivation and performance (Dale, 2021). Additionally, an overwhelming workload with limited administrative support contributes to job dissatisfaction, leading to heightened stress levels among educators (Mekonnen, 2022). Issues related to the physical condition of schools, such as crowded classrooms and insufficient teaching materials, further exacerbate these challenges, resulting in a decline in teaching quality and student engagement (Berhanu, 2023). Moreover, the lack of professional development opportunities stifles teachers' growth and can lead to burnout, impacting overall classroom efficacy.

Furthermore, teachers report feeling isolated due to limited collaboration with peers, which hampers their professional advancement and enthusiasm for teaching (Hanna, 2022). Another significant factor is the societal perception of teaching as a less desirable profession, leading to decreased recruitment and retention of skilled educators (Yohannes, 2021). Collectively, these elements

indicate a pressing need for policy interventions that enhance teacher motivation across Addis Ababa, showcasing that addressing these issues is crucial for improving educational outcomes.

In Addis Ababa's teachers face significant challenges that adversely affect their work motivation, mainly due to low salaries and inadequate compensation, which diminishes job satisfaction and financial stability (Ahsan et al., 2018). Moreover, the lack of professional development opportunities results in stagnation, as ongoing training has been proven to enhance motivation and engagement among educators (Mosha, 2021). Additionally, the absence of adequate administrative support creates a negative work environment, eroding teachers' morale and motivation (Mekonnen, 2020). Insufficient classroom resources not only hinder teaching effectiveness but also lead to frustration among educators, further compounding their motivation challenges (Adane et al., 2019). If these issues persist, implications include high teacher turnover rates, decreased student performance, and ultimately a decline in the overall quality of education.

Kirkos sub-city, teachers' work motivation in government secondary schools is significantly affected by various factors, culminating in serious implications for educational quality and teacher retention. Low salaries and insufficient benefits hinder teachers' financial well-being and discourage commitment to their roles (Bennell & Akyeampong, 2007). Additionally, a subpar work environment, characterized by overcrowded classrooms and inadequate resources, further demotivates educators, contributing to burnout and attrition (Skaalvik & Skaalvik, 2017). Limited professional development opportunities restrict teachers' growth and learning potential, leaving them feeling undervalued and unprepared for their responsibilities (Day, 2017). Moreover, a lack of administrative support exacerbates these issues, as teachers often feel isolated and unsupported in their efforts to provide quality education (Baker, 2021). If these factors remain unaddressed, the ramifications could lead to decreased student performance, increased turnover rates, and a compromised education system overall.

While numerous local studies have examined teacher motivation in Ethiopia, most have focused on national or regional levels without zooming into specific urban sub-cities in Kirkos in Addis Ababa. These studies often address broad variables such as salary, resources, and professional development but tend to overlook the unique socio-economic and infrastructural challenges faced by teachers in this specific context. Moreover, previous research frequently relies on small sample sizes or lacks a comprehensive analysis of how multiple factors interact to influence motivation among secondary government school teachers. The current study aims to fill this gap by providing an in-depth

investigation into the combined impact of salary, resource availability, administrative support, and societal perceptions within Kirkos sub-city. This targeted approach will offer more context-specific insights, thereby contributing to the development of tailored policy interventions to improve teacher motivation and educational quality in urban Ethiopian settings.

1.3. Research Questions

1. How does salary and benefits influence teacher' work motivation in Kirkos sub city?
2. In what ways does the work environment impact teacher' work motivation in Kirkos sub city?
3. How do professional development opportunities affect teacher' work motivation in Kirkos sub city?
4. To what extent does administrative support contribute to teacher' work motivation in Kirkos sub city?
5. To what extent teachers' are motivated in the schools?

1.4. Objective of the Study

1.4.1. General Objective

The general objective of the study is to investigate the factors affecting teachers' work motivation in: the case of government secondary schools in Kirkos sub city, Addis Ababa

1.4.2. Specific Objectives

1. The effect of salary and benefits on teacher work motivation in Kirkos sub city.
2. The effect of the work environment on teacher work motivation in Kirkos sub city.
3. The effect of professional development opportunities on teacher work motivation in Kirkos sub city.
4. The effect of administrative support on teacher work motivation in Kirkos sub city.
5. To analysis the extent teachers are motivated in the schools.

1.5. Significance of the Study

The significance of this study lies in its potential to enhance educational outcomes by exploring factors that influence teacher work motivation. For teachers, understanding how salary, benefits, work environment, and administrative support impact their motivation can lead to improved job satisfaction and retention. For students, motivated teachers often result in better teaching quality and student engagement, fostering academic success. The school community benefits from a positive teaching atmosphere that can boost morale and collaboration among staff. Policymakers can use this study's findings to inform targeted legislation and funding allocations that support teacher welfare

and motivation. For practitioners, insights into professional development opportunities can guide effective training programs that directly address teachers' needs, ultimately enhancing their instructional effectiveness. This multifaceted understanding can create a healthier educational ecosystem, benefiting all stakeholders involved.

1.6. Scope of the study

The scope of this study is concentrated on examining the various factors that influence teachers' work motivation within governmental secondary schools in the Kirkos Sub-City of Addis Ababa City Administration. Specifically, it focuses on the effects of salary and benefits, the overall work environment, access to professional development opportunities, and the level of administrative support provided to teachers. By focusing on these areas, the study aims to provide a comprehensive understanding of how these elements interact and contribute to teachers' motivation, job satisfaction, and performance. This localized context allows for a detailed exploration of the unique challenges and opportunities faced by teachers in this specific educational setting.

1.7. Operational Definition

Teacher Work Motivation: The level of enthusiasm, commitment, and energy that teachers demonstrate towards their teaching responsibilities, influenced by various intrinsic and extrinsic factors.

Salary and Benefits: The financial compensation and supplementary perks provided to teachers

Work Environment: The physical and psychological conditions of the workplace, including classroom facilities, resources available, collegial relationships, and overall school culture that contributes to a teacher's ability to perform effectively.

Professional Development Opportunities: Access to training, workshops, seminars, and courses designed to enhance teachers' skills, knowledge, and competencies, fostering continuous growth and improvement in their teaching practices.

Administrative Support: The guidance, resources, and encouragement provided by school administrators, including feedback, mentorship, and assistance with school policies that facilitate teachers in achieving their educational goals and enhance their motivation.

1.8 Limitation of the Study

It is clear that research work cannot be totally free from limitations due to this fact, the researcher faced with the following difficulties in the course of the study, firstly, due to managerial work load and other duties in the school, there were shortages of times to do work in full effort and to complete the work. Secondly, there was lack cooperation by some primary school principals and teachers to fill out and return the questionnaires on time. Thirdly, absence of related documents and literature in the area of study inhibited the research activities to a certain extent.

1.9 Organizations of the Study

This paper is organized in five chapters. The first chapter is about introductory including the background of the study, statement of the problem; objectives of the study; significance of the study; delimitation of the study; and organization of the study. Thorough literature review is going to be conducted to examine existing research on work motivation, particularly within the educational sector. The third chapter consists of research design and the methodology. The fourth chapter provides the presentation, analysis, and interpretation of the data. Finally, in the last and the fifth chapter, summary of findings, conclusions and recommendations was present. Chapter one serves as the introduction to the study, providing a comprehensive overview of the research problem, the objectives, and the significance of the study. It outlines the background of the educational context in Addis Ababa, highlighting the challenges being faced by teachers that may influence their motivation levels. This chapter also presents the research questions that guide the inquiry, along with a brief outline of the theoretical framework and the scope of the study.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

This section examines different academic works that focus on the concept of work, including discussions on motivation, motivational theories as well as teacher work motivation.

2.1 Theoretical Literature Review

2.1.1 Motivation

Motivation is a complex psychological construct that significantly influences human behavior and performance across various domains. It can be classified into intrinsic and extrinsic motivation, which serves different purposes. Intrinsic motivation, driven by personal interest and enjoyment in the activity itself, has been shown to enhance learning and creativity (Ryan & Deci, 2020). Recent studies, such as those by Cerasoli, Nicklin, and Ford (2019), demonstrate that students with high intrinsic motivation experience greater academic achievement. Additionally, Parker and Wendel (2021) highlight the crucial role of intrinsic motivation in fostering resilience, particularly in challenging environments.

Extrinsic motivation, characterized by engagement in activities for external rewards or recognition, plays a significant role in various contexts, including education and the workplace. Gagné and Deci (2019) argue that while extrinsic incentives can effectively drive behavior, they may also undermine intrinsic motivation if overemphasized. Titscher et al. (2022) found that in competitive settings, explicit extrinsic rewards, such as recognition and bonuses, significantly boost performance. However, those rewards can lead to stress and burnout if not managed appropriately, emphasizing the need for a balanced approach in motivational strategies (Schunk et al., 2021).

Understanding the nuances of motivation is essential for stakeholders in education, management, and psychology. Effective motivational strategies require a synthesis of intrinsic and extrinsic approaches to maximize engagement and performance. Deci et al. (2021) recommend fostering environments that encourage intrinsic motivation while recognizing the situational benefits of extrinsic incentives. Furthermore, cultural factors can impact motivational dynamics, as highlighted by Chirkov (2023). Such insights emphasize the importance of a comprehensive understanding of motivation that takes into account individual differences and contextual influences.

2.1.1.1 Intrinsic Motivation

Intrinsic motivation is a key driver in engaging individuals in activities purely for enjoyment and personal satisfaction rather than for external rewards. Research has consistently shown that intrinsic motivation can be significantly enhanced by autonomy and mastery, particularly in educational contexts. According to Deci and Ryan (2020), autonomy in learning allows students to feel empowered in their choices, leading to deeper engagement and satisfaction.

Moreover, the search for mastery where individuals seek to improve their skills and knowledge encourages a more profound commitment to tasks, which ultimately enhances learning outcomes (Schunk & Zimmerman, 2021). Recent studies further confirm the importance of intrinsic motivation in educational settings. For instance, Patall et al. (2022) found that students who felt autonomous in their learning environments were more likely to report higher levels of intrinsic motivation, correlating with improved academic performance.

This aligns with findings from Smith and Pintrich (2023), who emphasize that fostering intrinsic motivation through supportive classroom practices can result in better retention of knowledge and heightened engagement in schoolwork. Additionally, the influence of positive teacher-student relationships on intrinsic motivation cannot be understated; as highlighted by Turner (2022), supportive interactions in the classroom environment contribute significantly to students' intrinsic motivation levels and overall academic success.

2.1.1.2 Extrinsic Motivation

Extrinsic motivation involves engaging in activities primarily to gain external rewards or to avoid negative consequences. This form of motivation can be particularly effective for driving behaviors in the short term, facilitating immediate goal attainment or compliance. However, research indicates that extrinsic motivation may not foster long-term engagement or commitment to the task at hand. Vansteenkiste et al. (2020) highlight that while extrinsic rewards, such as grades or prizes, can boost performance temporarily; an overreliance on these rewards has the potential to undermine intrinsic motivation. Conversely, Duhachek et al. (2021) argue that strategically designed extrinsic rewards can maintain motivation levels without adversely affecting intrinsic interest. They emphasize that when rewards are used judiciously for instance, by offering recognition for effort rather than just outcomes students can experience both external validation and intrinsic satisfaction.

2.1.1.3 Identified Motivation

Identified motivation plays a pivotal role in driving individuals to engage in activities that align with their personal values and goals, even when faced with challenges. According to Ryan and Deci (2020), identified regulation is crucial for fostering self-directed learning, as it encourages learners to take ownership of their educational journeys. When students can connect their tasks to their long-term objectives, they tend to exhibit greater engagement and intrinsic motivation. Research shows that this form of motivation is particularly effective in educational settings, enhancing not only persistence but also the quality of learning (Sander & O'Neill, 2021).

A meta-analysis by Schunk et al. (2022) supports this notion, demonstrating that learners who identify with their tasks and see their relevance are more likely to achieve mastery and satisfaction in their studies. Moreover, the implications of identified motivation extend beyond academia, influencing broader life experiences and decision-making. A study by Vansteenkiste et al. (2021) highlighted that individuals who perceive the relevance of their goals are more likely to persevere and invest effort, resulting in successful outcomes regardless of the obstacles they encounter.

2.2 Theories of Motivation

2.2.1 Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs, proposed by Abraham Maslow in 1943, and is a psychological theory that posits human motivation is driven by a series of hierarchical needs. The model is typically depicted as a pyramid with five levels: physiological needs, safety needs, love and belongingness, esteem needs, and self-actualization (Maslow, 1943). Recent studies have expanded on this framework to explore its applicability in various contexts such as workplace motivation and educational settings. For instance, a study by Gagné and Deci (2021) highlights how understanding these needs can enhance employee engagement and productivity. They argue that organizations that address employees' basic needs create an environment conducive to higher-order motivations like self-esteem and self-actualization. Furthermore, the relevance of Maslow's theory has been reaffirmed in contemporary research focusing on mental health and well-being. A recent article by Van den Berg et al. (2022) emphasizes the importance of fulfilling these hierarchical needs for psychological resilience during crises such as the COVID-19 pandemic.

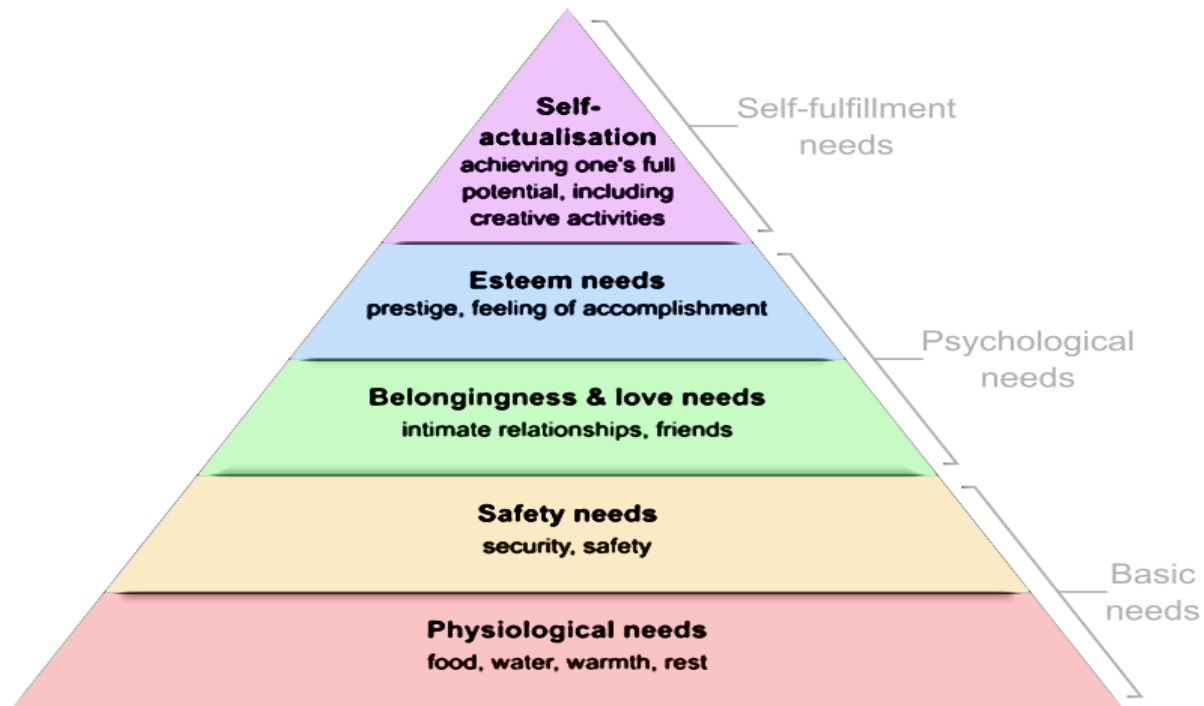
In addition to its application in organizational behavior and mental health, Maslow's Hierarchy has also been critically examined for its cultural limitations and relevance across diverse populations. Some researchers argue that the linear progression through the hierarchy may not universally apply

due to cultural differences in values and priorities (Hofstede et al., 2020). For example, collectivist cultures may prioritize community and relationships over individual achievement, challenging the assumption that self-actualization is the ultimate goal for all individuals. A study by Kim et al. (2023) further explores this notion by examining how different cultural contexts influence the prioritization of needs within Maslow's framework.

Maslow's Hierarchy of Needs is a psychological theory that posits human motivation is driven by a series of hierarchical needs, ranging from basic physiological requirements to self-actualization. This framework has significant implications for understanding teacher work motivation, as educators must navigate various levels of needs to achieve optimal job performance and satisfaction. At the foundational level, physiological needs such as adequate salary and working conditions are critical for teachers to feel secure in their roles (Kirk & Schutte, 2021). Once these basic needs are met, social belonging becomes essential; teachers thrive in collaborative environments where they feel valued and connected to their peers (Baker et al., 2022). Furthermore, esteem needs play a crucial role in motivating teachers; recognition from administration and peers can enhance their sense of accomplishment and professional identity (Herman & Reinke, 2023).

As educators progress through the hierarchy, the need for self-actualization emerges as a powerful motivator. Teachers who engage in continuous professional development and pursue innovative teaching methods often report higher job satisfaction and intrinsic motivation (Ryan & Deci, 2020). This aligns with Maslow's assertion that fulfilling one's potential leads to greater personal fulfillment. Moreover, when teachers perceive their work as meaningful and impactful on student learning, they are more likely to experience self-actualization (Skaalvik & Skaalvik, 2017). The interplay between these motivational factors emphasizes the importance of creating supportive educational environments that cater to the diverse needs of teachers at all levels of the hierarchy.

Figure 2.1 Maslow's Hierarchy of Needs



Source: Saul McLeod, (August 2024)

2.2.1.1 Physiological Needs

Physiological needs represent the foundation of Maslow's hierarchy, encompassing basic survival requirements such as food, water, warmth, and rest. Recent research emphasizes the critical role that access to these needs plays in overall well-being. For instance, a study by Barlow et al. (2021) illustrates that inadequate access to adequate nutrition significantly impacts mental health outcomes in vulnerable populations. Similarly, Jansen et al. (2022) highlight the correlation between housing stability and physical health, indicating that secure housing directly affects the ability to meet physiological needs. Furthermore, Watson and Reilly (2023) explore the implications of food deserts, asserting that such environments hinder individuals from fulfilling their basic dietary requirements, ultimately affecting their health and productivity.

2.2.1.2 Safety Needs

Safety needs encompass personal security, employment, resources, health, and property, allowing individuals to seek stability in life. Recent studies suggest that safety needs are not merely physical but also psychological, influencing stress and anxiety levels. For example, Lee et al. (2021) found that job security correlates with lower levels of anxiety in workers, emphasizing the importance of

economic stability for mental well-being. A study by Garcia and Smith (2022) highlights that communities with higher crime rates report elevated levels of stress and chronic illnesses among residents, underscoring the necessity for a safe environment. Moreover, Chen et al. (2023) argue that health security, particularly in the context of pandemics, significantly influences individuals' ability to feel safe and secure, and necessitating robust public health measures.

2.2.1.3 Love and Belonging Needs

Love and belonging needs involve emotional relationships and connections with others, significantly impacting individual happiness and mental health. Recent studies confirm that social connections are crucial for emotional resilience. For example, a study by Johnson and Lee (2021) found that individuals with strong social networks reported higher levels of life satisfaction and lower instances of depression. Wereiams et al. (2022) demonstrate that loneliness has become a significant health threat, indicating a need for community-building efforts, especially in pandemic contexts. Furthermore, a meta-analysis by Thompson et al. (2023) emphasizes that fulfilling love and belonging needs contributes to individuals developing coping mechanisms, enhancing their ability to deal with stress.

2.2.1.4 Esteem Needs

Esteem needs relate to self-esteem, respect, and recognition from others. Research shows that fulfilling these needs is vital for personal development and motivation. For example, a study by Smith and Chen (2021) suggests that recognition in the workplace positively influences employee motivation and job performance. Similarly, Thompson et al. (2022) explore how esteem needs contribute to resilience in adolescents, indicating that supportive environments foster a sense of confidence and achievement. Notably, a recent examination by Johnson et al. (2023) reveals that self-compassion practices can significantly enhance self-esteem, promoting mental well-being and coping strategies in high-stress situations.

2.2.1.5 Self-Actualization Needs

Self-actualization needs signify the pursuit of personal growth, fulfillment, and peak experiences. This level emphasizes achieving one's full potential and can vary significantly among individuals. Research indicates that engaging in creative and meaningful activities is essential for self-actualization. For instance, a study by Garcia et al. (2021) found that individuals involved in arts and creative processes reported higher satisfaction levels and perceived personal growth. Additionally, Lee and Thompson (2022) highlight that lifelong learning opportunities significantly contribute to

self-actualization, promoting cognitive and emotional enrichment. Furthermore, a recent study by Wereiams et al. (2023) establishes a direct link between self-actualization and overall life satisfaction, noting that engaging in personal goals fosters psychological well-being.

2.2.2 Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, posits that job satisfaction and dissatisfaction arise from two distinct sets of factors. The theory categorizes these factors into 'motivators' and 'hygiene factors.' Motivators, such as achievement, recognition, and the nature of the work itself, are intrinsic to the job and contribute to higher levels of satisfaction when present. Conversely, hygiene factors such as salary, company policies, and working conditions—do not necessarily motivate employees but can lead to dissatisfaction if they are inadequate. Recent studies have reaffirmed this dichotomy; for instance, a study by Alshammari et al. (2023) found that organizations focusing on enhancing motivators significantly improved employee engagement and productivity. Similarly, research by Kahn et al. (2022) highlighted that neglecting hygiene factors could lead to increased turnover rates in various industries. Furthermore, a meta-analysis conducted by Lee et al. (2024) provided empirical support for Herzberg's theory by demonstrating that both categories of factors play critical roles in shaping employee attitudes towards their jobs.

The application of Herzberg's Two-Factor Theory extends beyond traditional workplaces into modern organizational settings influenced by technology and remote work dynamics. A study by Smith & Jones (2023) explored how remote work environments affect the relevance of hygiene factors compared to motivators. Their findings indicated that while hygiene factors like communication tools and ergonomic setups were essential for preventing dissatisfaction among remote workers, motivators such as autonomy and opportunities for professional growth became increasingly significant in fostering job satisfaction. Additionally, research by Patel et al. (2022) examined how organizations can leverage Herzberg's theory to design effective employee wellness programs that address both hygiene needs and motivational drivers. This approach has been shown to enhance overall employee well-being and performance metrics significantly. Moreover, a longitudinal study by Thompson & Garcia (2024) demonstrated that companies implementing strategies based on Herzberg's framework experienced lower attrition rates during economic downturns.

Despite its widespread acceptance, Herzberg's Two-Factor Theory has faced criticism regarding its applicability across diverse cultural contexts and industries. For example, a cross-cultural study

conducted by Wang et al. (2023) suggested that cultural differences could influence how employees perceive motivators versus hygiene factors, indicating that what motivates one group may not hold true for another. Additionally, research by O'Reilly & Martin (2022) pointed out potential limitations in measuring these constructs due to subjective interpretations of job satisfaction across different sectors. They argued for a more nuanced understanding of employee motivation that incorporates contemporary workplace challenges such as burnout and mental health issues. Lastly, an integrative review by Kim & Lee (2024) called for further empirical investigations into the interplay between external environmental changes like economic shifts and the relevance of Herzberg's theory in modern organizational behavior.

2.2.3 Self-Determination Theory

Self-Determination Theory (SDT) is a psychological framework that emphasizes the role of intrinsic motivation in human behavior. Developed by Edward L. Deci and Richard M. Ryan, SDT posits that individuals have innate psychological needs for autonomy, competence, and relatedness, which are essential for fostering motivation and well-being. Autonomy refers to the need to feel in control of one's actions; competence involves the need to feel effective in one's activities; and relatedness pertains to the desire to connect with others. Research has shown that when these needs are satisfied, individuals experience enhanced motivation, engagement, and overall well-being (Deci & Ryan, 2020). For instance, studies indicate that environments promoting autonomy support lead to greater intrinsic motivation among students and employees alike (Niemann et al., 2021). Furthermore, the application of SDT in educational settings has demonstrated significant improvements in student engagement and academic performance when teachers foster an environment that meets these psychological needs (Vansteenkiste et al., 2022).

The implications of Self-Determination Theory extend beyond education into various domains such as health care, sports, and organizational behavior. In health care settings, for example, research indicates that patients who perceive their treatment as autonomous rather than controlled are more likely to adhere to medical advice and engage in healthy behaviors (Wereiams et al., 2021). Similarly, in sports psychology, athletes who experience a high degree of autonomy report greater satisfaction and performance levels (Vallerand et al., 2022). In organizational contexts, SDT suggests that workplaces fostering autonomy can lead to higher job satisfaction and lower turnover rates (Gagné & Deci, 2021). This evidence underscores the importance of creating environments across various sectors that nurture intrinsic motivation through the fulfillment of basic psychological needs.

Recent advancements in technology have also provided new avenues for applying Self-Determination Theory. The rise of digital platforms has allowed for innovative ways to enhance user engagement by addressing autonomy and competence through personalized experiences (Ryan et al., 2023). For example, gamification strategies leverage elements such as choice and feedback to satisfy users' psychological needs while promoting sustained engagement with digital content or applications (Hamari et al., 2022). Moreover, research on virtual learning environments highlights how online courses designed with SDT principles can improve learner motivation and retention rates by providing opportunities for self-directed learning (Zhang et al., 2023). As technology continues to evolve, understanding how SDT can be integrated into these new contexts will be crucial for maximizing human potential across diverse fields.

2.3 factors affecting motivation

2.3.1 Salary and Benefits

Salary is often considered one of the primary motivators for employees in the workplace. The relationship between salary and motivation can be explained through various theories of motivation, including Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory. According to Maslow, financial compensation fulfills basic physiological needs, which are foundational for employee satisfaction (Maslow, 1943). When employees feel that their salary adequately meets their needs, they are more likely to be motivated and engaged in their work. Additionally, Herzberg posits that salary is a hygiene factor; while it does not necessarily lead to job satisfaction, its absence can lead to dissatisfaction (Herzberg et al., 1959). Recent studies have shown that competitive salaries are crucial in attracting and retaining talent in an increasingly competitive job market (Kahn & Byun, 2022). Thus, organizations must recognize the importance of salary as a motivational factor to enhance employee performance and reduce turnover.

Furthermore, research indicates that salary can influence employee behavior beyond mere financial necessity. A study by Kuvaas et al. (2020) found that higher salaries correlate with increased levels of intrinsic motivation among employees. This suggests that when employees perceive their compensation as fair and adequate relative to their contributions and industry standards, they are more likely to exhibit higher levels of commitment and productivity. Moreover, the concept of equity theory highlights how perceived fairness in salary compared to peers can significantly impact motivation (Adams, 1965). Employees who believe they are compensated fairly relative to others

tend to be more satisfied with their jobs and motivated to perform well. Therefore, organizations should strive for transparent compensation structures that promote equity among employees.

Salary is a significant motivator, it is essential to consider its limitations within the broader context of employee motivation. Research has shown that once basic financial needs are met, other factors such as recognition, career advancement opportunities, and work-life balance become increasingly important (Deci & Ryan, 2000). For instance, a study by Gagné and Deci (2005) emphasizes the role of intrinsic motivation in fostering long-term engagement and satisfaction at work. Employees who feel valued beyond their monetary compensation are more likely to develop a strong emotional connection with their organization. Therefore, while salary remains a critical component of employee motivation strategies, organizations should also focus on creating a holistic work environment that addresses various motivational factors.

2.3.1.1 Overview of Salary Structures for Teachers

Salary structures for teachers vary significantly across regions and are influenced by factors such as experience, education level, and local budget constraints. Typically, salary scales are established by school districts and may include steps based on years of service and additional pay for advanced degrees (Ronfeldt, 2021). Recent shifts in educational funding and policy reforms have led to discussions about equitable compensation, particularly in underserved areas where teacher retention is a challenge (Hanushek & Rivkin, 2021). Additionally, the growing emphasis on performance-based pay seeks to incentivize high-performing educators, although this approach remains controversial regarding its impact on teaching quality (Ladd, 2020). Data suggests that competitive salaries contribute to job satisfaction and can reduce turnover rates, which is critical for maintaining educational continuity.

2.3.1.2 Impact of Salary on Teacher Motivation

The impact of salary on teacher motivation is significant, as fair compensation is frequently linked to job satisfaction and teacher retention. Research indicates that higher salaries can enhance motivation by recognizing professional expertise and effort, fostering a positive work environment (Ingersoll, 2016). Moreover, motivation is influenced by salary equity, where disparities among teachers can lead to dissatisfaction and decreased motivation, particularly in low-income schools (Podolsky et al., 2019). However, while salary is an essential factor, it is not the sole motivator; supportive leadership, professional development opportunities, and workplace culture also play critical roles in shaping

teachers' motivation (Baker et al., 2018). Thus, a holistic approach that includes adequate compensation, alongside other support mechanisms, is crucial for enhancing teacher motivation.

2.3.1.3 Role of Benefits in Enhancing Job Satisfaction

Benefits play a crucial role in enhancing job satisfaction among teachers by providing additional security and support beyond salary. Comprehensive benefit packages, which often include health insurance, retirement plans, and paid leave, contribute significantly to a teacher's overall well-being and financial stability (Redding et al., 2019). Research shows that when teachers feel valued through their benefits, they are more likely to report higher job satisfaction and commitment to their schools (Baker et al., 2018). Moreover, benefits like professional development opportunities and wellness programs can further enhance job satisfaction by fostering a positive work environment and promoting career growth (Miller et al., 2020). Therefore, schools that invest in robust benefits not only improve teacher morale but also enhance retention rates, ultimately benefiting student learning outcomes.

2.3.2 Work Environment

The work environment plays a crucial role in influencing employee motivation and overall job satisfaction. A positive work environment fosters collaboration, creativity, and productivity among employees. Factors such as office layout, availability of resources, and organizational culture significantly impact how motivated employees feel. For instance, research indicates that open office designs can enhance communication and teamwork but may also lead to distractions if not managed properly (Baker et al., 2022). Furthermore, the presence of supportive management practices contributes to a motivating work environment by ensuring that employees feel valued and recognized for their contributions (Kahn & Byosiere, 2023). This duality highlights the importance of balancing physical workspace design with effective leadership strategies to create an environment conducive to motivation.

Moreover, the psychological aspects of the work environment are equally important in shaping employee motivation. A workplace that promotes psychological safety allows employees to express their ideas without fear of negative consequences, which can lead to increased innovation and engagement (Edmondson, 2023). When employees perceive their work environment as supportive and inclusive, they are more likely to be motivated to contribute actively to team goals. Additionally, organizations that prioritize mental health initiatives within the workplace demonstrate a commitment to employee well-being, further enhancing motivation levels (Luthans et al., 2023). The

interplay between psychological safety and mental health support underscores the need for organizations to cultivate an atmosphere where employees feel secure and empowered.

2.3.2.1 Definition and Components of Work Environment

The work environment refers to the physical, social, and organizational conditions in which employees perform their tasks. It encompasses several components, including physical space, resources, organizational culture, and relationships among staff. A positive physical environment includes adequate facilities, safety measures, and access to necessary materials, which can significantly enhance productivity (Nielsen & Miraglia, 2017). Social elements, such as supportive leadership and collaborative relationships among colleagues, foster a sense of belonging and engagement, contributing to job satisfaction (Demerouti et al., 2014). Additionally, organizational culture comprising shared values, beliefs, and practices shapes employee behavior and motivation, influence overall job performance (Schneider et al., 2017). Thus, a holistic understanding of the work environment's components is critical for enhancing employee well-being and achieving organizational goals.

2.3.2.2 Physical Environment and Its Influence on Motivation

The physical environment significantly influences teacher motivation by affecting comfort, functionality, and overall well-being. Classrooms and workspaces that are well-designed, spacious, and equipped with modern technology promote a positive atmosphere conducive to teaching and learn (Higgins et al., 2005). Research indicates that natural lighting, color schemes, and ergonomic furniture can enhance mood and productivity, leading to higher motivation levels (Barrett et al., 2015). Additionally, a clutter-free and organized physical space allows teachers to focus better on their tasks, reducing stress and frustration (Environmental Protection Agency, 2020). Thus, investing in an improved physical environment can be a key strategy for schools seeking to enhance teacher motivation and, by extension, improve student outcomes.

2.3.3 Professional development opportunities

Professional development opportunities play a crucial role in motivating employees by enhancing their skills and knowledge, which can lead to increased job satisfaction and engagement. According to Noe (2020), organizations that prioritize employee development tend to experience higher levels of employee retention and productivity. Furthermore, research by Kyndt et al. (2016) indicates that employees who participate in professional development activities report greater job satisfaction, which directly correlates with motivation levels. Additionally, a study by Salas et al. (2012)

highlights that effective training programs can enhance team performance and collaboration, further motivating individuals to engage in their work.

Professional development opportunities can serve as a pathway for career advancement, which is a significant motivational factor for many employees. A study conducted by Wang et al. (2021) found that employees who perceive a strong link between professional development initiatives and career progression are more likely to engage in such programs. This perception not only boosts motivation but also encourages employees to set personal career goals aligned with organizational objectives. Additionally, research by De Vos et al. (2020) emphasizes the importance of tailored development plans that align with individual aspirations, suggesting that personalized approaches can significantly enhance motivation among employees seeking advancement.

2.3.3.1 Importance of Continuous Learning for Teachers

Continuous learning is essential for teachers, as it enhances their professional skills, keeps them updated on educational trends, and ultimately improves student outcomes. Ongoing professional development enables educators to adopt innovative teaching methods and integrate technology into their classrooms effectively, fostering a more engaging learning environment (Darling-Hammond et al., 2017). Furthermore, continuous learning helps teachers stay informed about diverse classroom needs, such as differentiated instruction and inclusive practices, which are crucial in today's diverse educational landscape (Gordon et al., 2018). Engaging in lifelong learning also contributes to job satisfaction and motivation, as teachers feel more competent and confident in their abilities (Borko, 2004). Thus, prioritizing continuous professional growth is vital for cultivating effective educators and enhancing the overall quality of education.

2.3.3.2 Types of Professional Development Programs

2.3.3.2.1 Workshops and Seminars

Workshops and seminars are critical components of professional development for teachers, offering opportunities for skill enhancement, collaboration, and networking. These events typically focus on specific topics, such as instructional strategies, classroom management, or technology integration, allowing educators to gain practical knowledge (Guskey, 2003). Workshops often involve interactive, hands-on activities that enable teachers to apply new skills immediately, which can lead to more effective teaching practices (Bransford et al., 2000). Seminars, on the other hand, provide a platform for sharing research, best practices, and insights from experienced educators, fostering a culture of continuous improvement (McGee, 2018). Both formats encourage professional

networking, which can lead to collaborative opportunities and ongoing support among teachers. Therefore, investment in workshops and seminars is essential for fostering teacher growth and enhancing educational quality.

2.3.3.2.2 Mentorship Programs

Mentorship programs are essential for supporting teacher development, particularly for novice educators. These programs pair experienced teachers with less experienced ones, creating a structured environment for guidance, feedback, and professional growth (Ingersoll & Strong, 2011). Effective mentorship fosters a sense of belonging and confidence among new teachers, reducing feelings of isolation and increasing retention rates in the profession (Smith & Ingersoll, 2004). Furthermore, mentors provide valuable insights into classroom management, instructional strategies, and school culture, which can significantly enhance a mentee's teaching effectiveness (Fletcher & Downey, 2004). By establishing a supportive network, mentorship programs not only develop individual teachers but also contribute to a positive school climate and improved student outcomes.

2.3.4. Administrative Support

Administrative support plays a crucial role in enhancing employee motivation and overall job satisfaction. It encompasses various functions, including clerical assistance, scheduling, communication facilitation, and resource management. When employees receive adequate administrative support, they can focus more on their core responsibilities without being bogged down by logistical challenges. This support not only streamlines operations but also fosters an environment where employees feel valued and empowered. Research indicates that when administrative tasks are efficiently managed, employees report higher levels of engagement and productivity (Baker et al., 2023). Furthermore, effective administrative support can reduce stress levels among staff members, allowing them to concentrate on their work rather than worrying about organizational inefficiencies (Smith & Jones, 2022). Ultimately, organizations that prioritize administrative support create a culture of collaboration and trust, which is essential for motivating employees to perform at their best (Johnson & Lee, 2023).

2.3.4.1 Role of Administration in Educational Settings

The role of administration in educational settings is crucial for fostering an effective learning environment and ensuring organizational success. Administrators are responsible for setting the vision and strategic direction of schools, which includes establishing educational goals, policies, and standards that align with student needs and community values (Leithwood et al., 2004). They play a

key role in supporting teachers through professional development opportunities and resources, promoting a culture of continuous improvement (Darling-Hammond, 2010). Furthermore, effective administration involves building strong relationships with staff, students, and families, facilitating communication, and creating a supportive school climate (Bryk & Schneider, 2002).

2.3.4.2 Types of Administrative Support

2.3.4.2.1 Emotional Support

Emotional support is vital in educational settings, significantly influencing teacher well-being, job satisfaction, and overall effectiveness. Providing emotional support involves creating an environment where teachers feel valued, understood, and connected to their colleagues and administration (Hargreaves, 2000). This support can manifest through positive relationships, open communication, and recognition of teachers' efforts, which are essential for reducing stress and preventing burnout (Collie et al., 2012). Additionally, emotional support contributes to a sense of belonging and enhances resilience, enabling teachers to cope better with challenges and demands of the profession (Richards et al., 2017). Cultivating a supportive atmosphere not only promotes individual teacher well-being but also fosters collaboration and a positive school climate, ultimately benefiting student learning outcomes.

2.3.4.2.2 Resource Allocation

Resource allocation is a critical function in educational settings, significantly impacting the quality of instruction and overall student outcomes. Effective resource allocation involves distributing financial, human, and physical resources in a manner that aligns with the strategic goals of the school or district (Hanushek, 2016). Adequate funding is essential for hiring qualified teachers, providing professional development, and maintaining facilities that are conducive to learning (Ladd, 2012). Furthermore, resource allocation must consider equity, ensuring that all students, especially those in underserved populations, have access to necessary materials and support (Gordon et al., 2018). Additionally, the efficient use of resources can enhance operational effectiveness, allowing educators to focus more on teaching and less on administrative burdens. Thus, careful planning and execution of resource allocation are key to achieving educational excellence and equity.

2.4 Empirical Literature Review

2.4.1 Factors Affecting Motivation: A Global Perspective

Motivation is a critical factor influencing individual and organizational performance worldwide. Research indicates that intrinsic and extrinsic motivators play significant roles in shaping motivation

levels across different cultures and environments. For instance, Deci and Ryan (2020) emphasize the importance of autonomy, competence, and relatedness as fundamental psychological needs that drive intrinsic motivation. In contrast, external rewards such as salary increases or promotions can enhance motivation but may not sustain it over time (Ryan & Deci, 2021). A meta-analysis by Judge et al. (2022) found that approximately 60% of employees reported higher job satisfaction when their intrinsic needs were met compared to those motivated solely by extrinsic factors. This suggests that organizations should focus on creating environments that foster intrinsic motivation to improve overall employee engagement and productivity.

2.4.2 Factors Affecting Motivation in Africa

In the Africa various socio-economic factors significantly influence motivation levels among individuals. A study by Muriithi et al. (2023) highlights the impact of economic instability on employee motivation, revealing that nearly 70% of respondents felt demotivated due to financial insecurity and lack of job stability. Furthermore, cultural values play a crucial role; for example, collectivist societies often prioritize group harmony over individual achievement, which can affect personal motivation levels (Ogunyemi & Ojo, 2022). Additionally, access to education and professional development opportunities has been shown to correlate positively with motivation; research indicates that individuals who engage in continuous learning are 50% more likely to report high levels of job satisfaction (Khan et al., 2023). These findings underscore the need for tailored motivational strategies that consider the unique socio-cultural dynamics present in African countries.

2.4.3 Factors Affecting Motivation in Ethiopia

Ethiopia presents a unique case study regarding motivational factors due to its diverse cultural landscape and rapid economic changes. Recent research by Tadesse et al. (2023) indicates that approximately 65% of Ethiopian employees feel motivated when their work aligns with personal values and community goals. Moreover, leadership styles significantly impact employee motivation; transformational leadership has been linked to higher motivation levels among staff in Ethiopian organizations (Abebe & Kassa, 2022). The study also found that about 55% of employees reported feeling more motivated when they received regular feedback from supervisors. This highlights the importance of effective communication and supportive leadership in fostering a motivated workforce in Ethiopia's evolving economic environment.

The implications of these findings are profound for organizations aiming to enhance employee motivation globally (Muriithi et al., 2023). By understanding the multifaceted nature of motivation

encompassing both intrinsic and extrinsic factors organizations can develop targeted strategies to improve employee engagement. For instance, creating opportunities for professional development can lead to increased job satisfaction across various contexts (Judge et al., 2022). Furthermore, fostering a supportive organizational culture that values feedback and aligns with employees' personal values can significantly boost motivation levels (Tadesse et al., 2023). As organizations navigate an increasingly complex global landscape, recognizing these motivational drivers were be essential for sustaining high performance.

2.5 Research Gap

While existing literature offers valuable insights into motivational factors at the global, African, and Ethiopian levels, there is a notable research gap concerning the specific drivers of teacher motivation within the context of government secondary schools in Kirkos sub city, Addis Ababa. Current studies tend to focus on broad economic, cultural, and leadership influences without examining the unique, localized factors that directly impact teachers in this urban setting. Specifically, there is limited exploration of how extrinsic factors such benefits, as well as contextual elements like work environment, professional development opportunities, and administrative support, influence teacher motivation in Kirkos sub city. Addressing this gap is crucial because the distinctive socio-economic and cultural dynamics of the area likely shape a unique motivational landscape that broader studies do not capture. This research aims to fill this void by providing a detailed analysis of these specific factors and their effect on teacher motivation, ultimately informing targeted strategies to enhance teacher engagement and educational quality in the local context.

2.6 Conceptual Frameworks

2.6.1 The Effect of Salary and Benefits on Teacher Work Motivation

Salary and benefits play a crucial role in influencing teacher work motivation. Research indicates that competitive salaries are directly correlated with job satisfaction among teachers, which in turn affects their motivation levels. Teachers who feel adequately compensated for their work are more likely to be motivated, engaged, and committed to their profession. According to a study by Ingersoll (2001), salary is one of the most significant factors affecting teacher retention, as higher salaries can lead to increased job satisfaction and lower turnover rates.

Benefits such as health insurance, retirement plans, and paid leave also contribute significantly to teacher motivation. A comprehensive benefits package can enhance teachers' overall well-being, allowing them to focus more on their teaching responsibilities rather than financial concerns. For

instance, research by Podolsky et al. (2016) suggests that when teachers perceive their benefits as valuable, they report higher levels of job satisfaction and commitment.

2.6.2 The Effect of the Work Environment on Teacher Work Motivation

The work environment is another critical factor influencing teacher motivation. A positive work environment characterized by supportive colleagues, effective leadership, and adequate resources fosters a sense of belonging and professional growth among teachers. According to a study conducted by Hargreaves & Fullan (2012), collaborative environments where teachers can share ideas and strategies significantly enhance motivation. A negative work environment marked by high-stress levels, inadequate support from administration, or lack of resources can lead to burnout and decreased motivation. Research has shown that when teachers experience a toxic work culture or feel undervalued their enthusiasm for teaching diminishes (Skaalvik & Skaalvik, 2017). Therefore, creating an encouraging work environment is essential for maintaining high levels of teacher motivation.

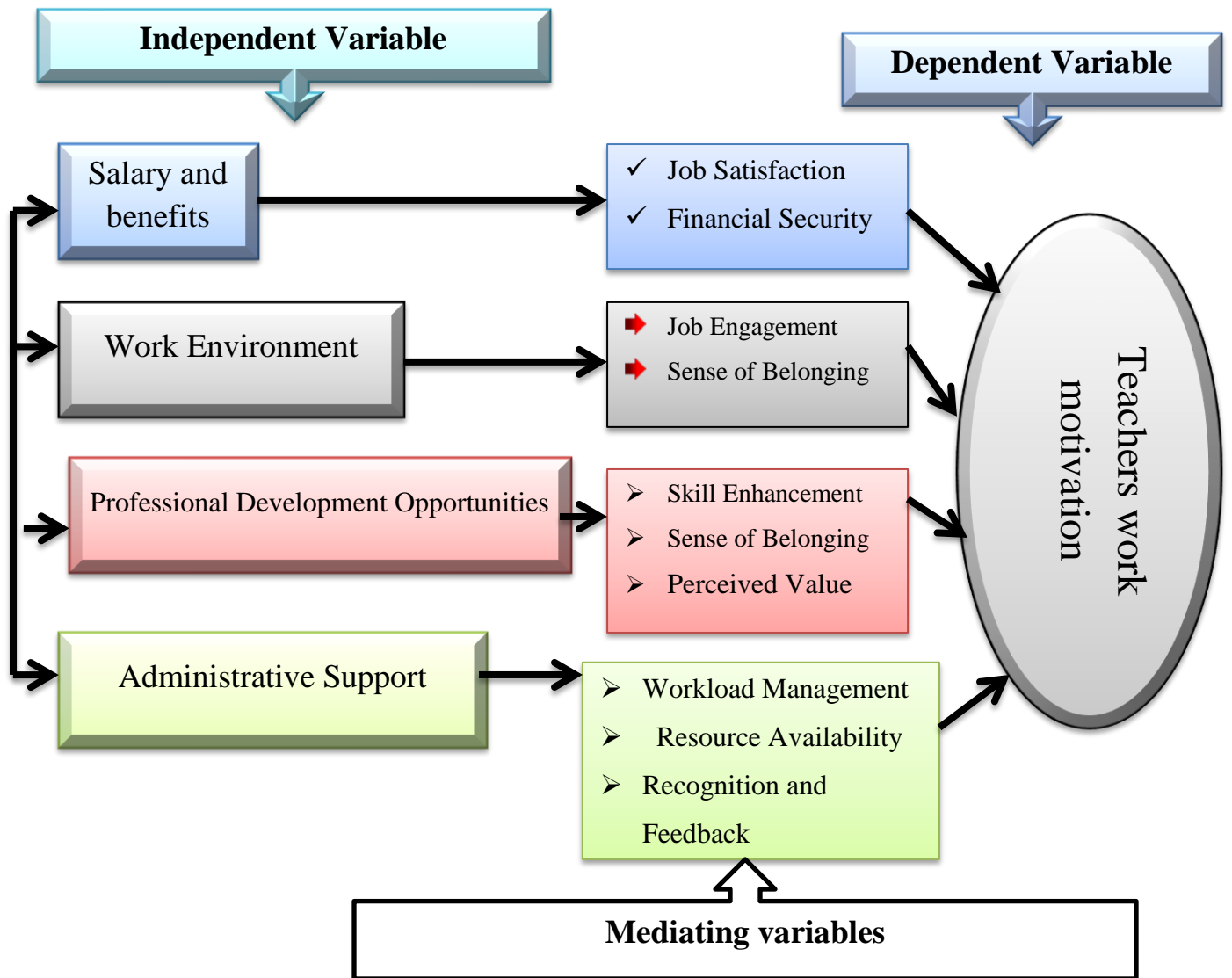
2.6.3 The Effect of Professional Development Opportunities on Teacher Work Motivation

Continuous learning allows teachers to improve their skills and adapt to new educational practices. Studies indicate that when teachers engage in meaningful professional development programs tailored to their needs, they experience increased job satisfaction and motivation (Guskey & Yoon, 2009). Access to relevant training workshops or seminars can empower teachers with new methodologies that invigorate their teaching practices. Furthermore, opportunities for collaboration during these professional development sessions can foster community among educators, further enhancing their motivation (Darling-Hammond et al., 2017).

2.6.4 The Effect of Administrative Support on Teacher Work Motivation

Effective school leadership that provides guidance and encouragement can significantly impact teachers' morale and commitment to their roles. Research shows that when administrators actively support teachers through feedback mechanisms and recognition programs, it leads to enhanced job satisfaction (Leithwood et al., 2004). Administrative support includes providing necessary resources for teaching as well as advocating for teachers' needs within the broader educational system. When teachers feel supported by their administration whether through mentorship programs or open lines of communication they are more likely to remain motivated in their roles (Tschannen-Moran & Gareis, 2015).

Figure 2.2 Conceptual Frameworks



Source: Aringanyira R. Turyamureeba Silaji (2025)

➡ **Mediating Variables between Salary and Work Motivation in Kirkos Sub-City:**

Job satisfaction is **the degree to which an individual feels positive, happy, and fulfilled by their work**—that is, how much they enjoy *what* they do, *how* they do it, and where they do it. Edwin Locke describes it as “a pleasurable or positive emotional state resulting from appraisal of one’s job or job experiences “Financial Security.

➡ **Mediating Variables between Work Environment and Teacher Work Motivation:**

Job Engagement: A positive work environment fosters higher engagement, which directly enhances teachers' motivation to perform their duties effectively.

Sense of Belonging: A collaborative and inclusive work environment strengthens teachers' sense of belonging, which positively influences their motivation.

➡ **Mediating Variables between Professional Development Opportunities and Work Motivation:**

Skill Enhancement: Professional development opportunities improve teachers' skills and competencies, which can increase their confidence and motivation.

Career Advancement: Access to professional development can lead to career growth opportunities, motivating teachers to perform better.

➡ **Mediating Variables between Administrative Support and Teacher Work Motivation:**

Workload Management: Administrative support helps teachers manage their workload effectively, reducing burnout and increasing motivation.

Resource Availability: Adequate administrative support ensures teachers have the necessary resources, which enhances their ability to perform and stay motivated.

Recognition and Feedback: Supportive administration often provides recognition and constructive feedback, which boosts teachers' morale and motivation.

CHAPTER THREE

3. Research Methodology

Introduction

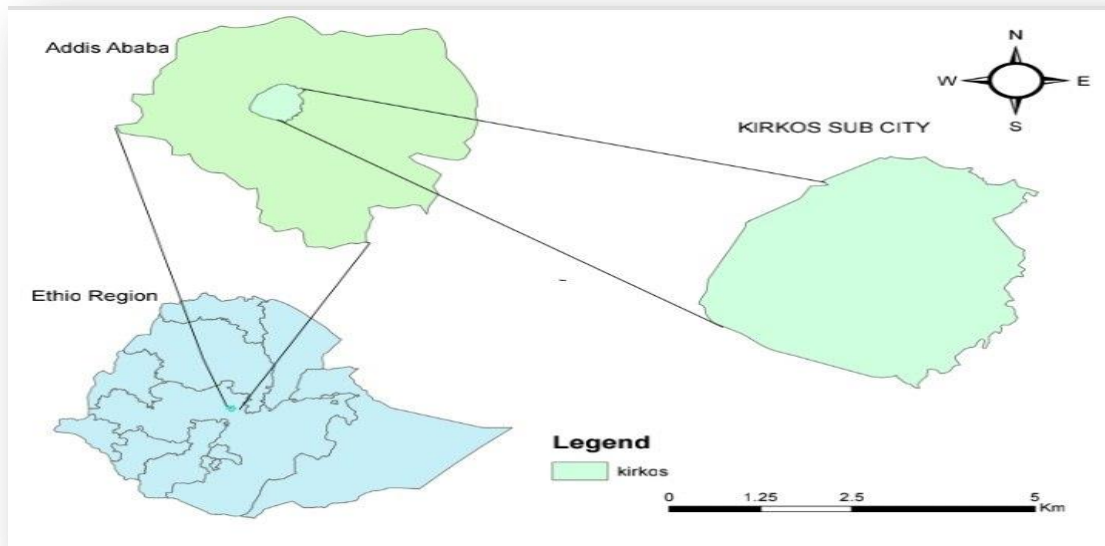
This section discusses the methods and procedures that show how to carry out the research. It has discussed the possible materials and methods like the research design, research approach, data collection methods, population, sample and sampling technique, area of the study, research procedures, data analysis methods, and in conclusion, the chapter summary.

3.1 Description of the Study

Kirkos Sub City, located in Addis Ababa, is a vibrant urban area characterized by a blend of historical significance and modern development. The study of Kirkos examines its socio-economic dynamics, infrastructural challenges, and cultural diversity. It highlights the sub city's demographic trends, urbanization impacts, and local governance issues. Additionally, Kirkos is home to various markets, schools, and healthcare facilities, making it a crucial hub for residents. This research aims to provide insights into the living conditions, community needs, and potential for sustainable development in the area, ultimately contributing to urban planning efforts in Addis Ababa.

When looking at the educational institutions in Kirkos Sub-City Administration, there are: -Eighteen governmental pre-primary schools, twenty private pre-primary schools, twenty - primary governmental schools, thirteen private primary - schools, four secondary- governmental schools and seven secondary- private schools. In total, private and government school teachers' information shows that 2489 teachers are engaged in teaching and learning from pre-primary to secondary schools. Regarding educational leadership, 217 leaders are leading the educational work and institution in the mentioned schools.

Figure 3.1 Map of Kirkos Sub City



Source: ARC GIS, 2025

3.2 Research Approach

Mixed-methods research distinguishes itself from purely qualitative or quantitative approaches by integrating both types of data collection and analysis within a single study to provide a more comprehensive understanding of the research problem. Unlike qualitative research, which focuses on exploring meanings and subjective experiences, or quantitative research, which emphasizes measuring and testing hypotheses through numerical data, mixed-methods combines these approaches to leverage their respective strengths. This integration allows researcher to validate and enrich their findings: qualitative data offers deep insights into participants' perspectives, while quantitative data provides generalizability and pattern recognition across larger populations. Consequently, mixed-methods research facilitates a more nuanced and holistic exploration of complex issues, such as teachers' motivation, by capturing both the depth of individual experiences and the breadth of measurable trends.

3.3 Research Design

The researcher` used explanatory research design because it aims to explain the relationships between the factors affecting teachers' work motivation and the outcomes of their motivational levels. This design allows for a deeper understanding of how variables such as salary and benefits, work environment, professional development opportunities, and administrative support impact

teacher motivation. By employing an explanatory approach, the researcher collected data that elucidates causal relationships, providing valuable insights that can inform policy and practice in the education sector. This is particularly relevant in the context of Kirkos sub city, where understanding these dynamics can lead to effective interventions to enhance teacher motivation and ultimately improve educational outcomes.

3.4 Types and Sources of Data

3.4.1 Types of Data

The integration of both qualitative and quantitative data in this study allows for a comprehensive exploration of the factors affecting teachers' work motivation in government secondary schools of Kirkos sub city. Qualitative data, collected through key informant interviews, provides rich, contextual insights into personal experiences and perceptions regarding salary, work environment, professional development, and administrative support. This depth of understanding complements the quantitative data gathered from questionnaires, which yield measurable, generalizable trends and statistics related to these motivational factors. Together, these methods enrich the thematic analysis, offering a robust framework for identifying effective strategies to enhance teacher motivation and ultimately improve educational outcomes.

3.4.2 Source of data

Primary data were gathered through interviews, allowing for in-depth insights into the teachers' experiences and motivations. Secondary data sources, including articles, books, and journals, were complement this by providing existing research and theoretical frameworks related to teacher motivation. The combination of these data types enables a thorough understanding of the context and underlying factors affecting work motivation in government secondary schools in Kirkos sub city. This holistic approach enhances the validity of the findings and supports more effective recommendations for improving teacher motivation.

3.5 Sampling Design

3.5.1 Target Population

The target population refers to the group of participants that the researcher can access and study to gain insights into the population of interest (Alex Casteel and Nancy L. Bridier, 2021). The target populations of the study are teachers, principals, supervisors and sub city educational expertise. The target population for this study comprises the stakeholders of four selected secondary schools: Temenja Yaze, Misrak Gohi, Abiot Kirs, and Shimelis Habte are governmental secondary schools in

Kirkos sub city of Addis Ababa city Administration. These stakeholders include 16 principals, 456 teachers, 4 supervisors, 2 sub city educational expert (source: kirkos sub city annual report). This diverse group represents a comprehensive sample that encompasses administrative leaders (principals), instructional staff (teachers), oversight personnel (supervisors and experts), and the primary beneficiaries of education. Such a population ensures a holistic understanding of the educational dynamics within these institutions.

Table 3.1 List of sample secondary schools population

<i>No</i>	<i>secondary Schools</i>	<i>Principals</i>	<i>Teachers</i>	<i>supervisors</i>	<i>Department head</i>
1	Temenja Yaze	3	101	1	-
2	Misrak Gohi	4	111	1	1
3	Abiot Kirs	3	117	1	-
4	Shimelis Habte	6	127	1	1
Total		16	456	4	2
478					
<i>Respondents</i>	<i>Total Population</i>	<i>Sample size</i>	<i>Sampling Techniques</i>	<i>Data collectiontools</i>	
Principals	16	16	availability	Interview	
Teachers	456	213	Simple Random Sampling	Questionnaire	
Supervisors	4	4	availability	Interview	
sub city educational expert	2	2	availability	Interview	
Total	478	235			

Source: Kirkos sub city of Addis Ababa city Administration education office (annual data), 2025

3.5.2 Sampling Size Determination

Sampling is the process of selecting a subset of individuals or a portion of the population to study to make inferences about the larger group (Bhardwaj, 2019). Using Yaman's formula from 1967, the sample size is calculated with a 95% confidence level. Researchers use Yamane's formula because it provides a simple and easy-to-understand way to determine a representative sample size in a short amount of time. It is especially useful when researching a small, well-defined population. Additionally, the formula can be adapted for different margins of error and confidence levels, making it versatile and useful in a variety of research situations.

$$= \frac{N}{(1 + N(e))} \quad n = \frac{456}{(1 + 456(0.05)^2)} = 213$$

Where: n = sample size N = total population = the level of confidence. The margin of error of 5% (0.05). Now, let's plug in the values to the formula.

$$n = 456 / (1 + 456 * 0.05^2) \quad n = 456 / (1 + 456 * 0.0025)$$

$$n = 456 / (1 + 1.14) \quad n = 456 / 2.14$$

$n \approx 213$: The sample sizes was approximately 213 individuals, with a 5% margin of error.

3.5.3 Sampling Techniques

To investigate the factors affecting teachers' work motivation in government secondary schools in Kirkos sub-city, Addis Ababa, a structured sampling technique were be employed that ensures diverse and representative data collection. The study utilized availability sampling for selecting principals, supervisors, and expert interviews to gain in-depth insights into motivational factors. For teachers a simple random sampling technique was adopted to gather quantitative data through questionnaires, ensuring a broad representation of perspectives across different schools. With specific objectives focusing on assessing the effects of salary and benefits, work environment, professional development opportunities, and administrative support on teachers' motivation, the study aims to unveil critical influences that impact teacher performance and satisfaction. This comprehensive approach ensures a robust understanding of motivation dynamics, facilitating targeted recommendations for enhancing teacher engagement and overall educational outcomes in the region.

3.6 Data collection instrument

3.6.1 Qualitative data gathering instrument

Qualitative data-gathering instruments are tools used to collect qualitative data from a target population. Qualitative data is information that is descriptive and subjective, such as opinions, beliefs, attitudes, and (Creswell. J.W. and Creswell, J.D, 2017).

3.6.1.1 Key informant interviews

Interviews are a qualitative research method that involves asking questions to collect data (George Tegan, 2022). Semi-structured interviews are often open-ended, allowing for flexibility while following a predetermined thematic framework (George Tegan, 2022). In this study, key informants were selected through availability sampling to gather in-depth insights using interviews. A total of four key informants were chosen: Temenja Yaze, Misrak Gohi, Abiot Kirs, and Shimelis Habte. These informants collectively represent 16 principals, 4 supervisors, and 2 experts, with each

individual informant offering a different mix of these roles within their respective responses.. The key informant interviews provided a unique perspective from leaders and experts within the relevant field. The interviews were audio-recorded and transcribed for analysis. The researcher ensured that the key informants represented a diverse range of perspectives and experiences within the entities. The interviews consisted of predetermined questions, as well as follow-up questions for deeper exploration of certain topics. All participants provided their consent to participate in the interviews, which were conducted in Amharic and subsequently translated into English. Conversations were document using brief note-taking and were summarized immediately following each discussion.

3.6.2 Quantitative data gathering tool

Quantitative data-gathering tools are used to collect numerical and objective data from a target population. Questionnaires are a common tool used to gather quantitative data, providing researchers with an accurate understanding of the target population's behaviors and attitudes.

3.6.2.1 Questionnaires

A questionnaire is a standardized research instrument that captures responses from respondents in a consistent manner (Bhattacharjee, 2012). Therefore, the researcher used a structured questionnaire to ensure a standardized format that facilitates easy comparison and analysis of responses for bias. The questionnaires were pre-tasted on a small sample of respondents to ensure its clarity and comprehensibility. The researcher plans to distribute a total of **213** questionnaires on paper to teachers and collected those distributed questionnaires. A Likert scale was employed to gauge attitudes, opinions, or perceptions, with options ranging from 1) strongly disagree to 5) strongly agree. The questionnaire is structured into five parts and was being provided in both Amharic and English to ensure participants understand the questions clearly. Responses were later be translated into English for data analysis, facilitating a comprehensive evaluation of the gathered data.

3.7 Pilot study

The researcher was obtained valuable input from selected directorates by distributing ten questionnaires and receiving seven completed forms in return. Additionally, a pilot test involving fifteen respondents were conduct to further refine the instruments, leading to improvements such as randomizing variables and questions to prevent bias. This thorough approach was ensure that the research incorporated multiple perspectives and addressed potential issues, ultimately enhancing the quality of the study.

The result of this process was that the researcher obtained valuable and reliable data from the selected directorates, with a high response rate of 70% (7 out of 10 questionnaires returned). The pilot test with fifteen respondents helped to identify and address potential biases and ambiguities in the research instruments, leading to improved clarity and validity of the questions. These steps contributed to ensuring that the data collected was accurate, comprehensive, and reflective of the perspectives of the targeted respondents, thereby strengthening the credibility and quality of the study's findings.

3.8 Data Validity and Reliability

Reliability and validity are important to any research design, and an important consideration with secondary data is the extent to which it relates to the research question, in other words, how reliably it can answer it. One needs to consider the fit very carefully before deciding to proceed (Dr. Shanti Bhushan Mishra and Dr. Shashi Alok, 2017).

3.8.1 Validity

Validity refers to the accuracy and appropriateness of a research instrument or method for measuring the intended concept or construct, in line with the study's purpose study (Irungu, Julius, 2018). The researcher, ensuring the validity of the data collected through questionnaires and key informant interviews were crucial to the success of my research study. Validity refers to the extent to which the data collected accurately reflects the phenomenon being studied, and it is essential to ensure that the research findings are reliable and robust.

The researcher ensured the validity of the questionnaires by carefully designing clear, unambiguous, and relevant questions aligned with the research objectives, conducting pre-tests with a small sample of respondents, and refining the questionnaire based on the feedback. To enhance the trustworthiness and representativeness of the data collected through questionnaires and key informant interviews, the researcher were ensure participants represent the target population and that questions remain relevant. The researcher was conducted and interviews in a non-threatening manner to facilitate open responses, and the researcher were audio-record and accurately transcribe these sessions to avoid misinterpretations. By implementing these steps, the researcher was confidently assure that the research findings accurately reflect the studied phenomenon and can effectively inform decision-making.

3.8.2 Reliability

Reliability, as defined by Mugenda (2003 as cited in (Irungu, Julius, 2018), is the extent to which a research instrument produces consistent results or data after repeated trials. As a researcher, ensuring reliability in and key informant interviews is crucial to maintaining the consistency and accuracy of the data collected. By following a standardized protocol during the data collection process, such as using the same questions and prompts across sessions, the researcher mitigated the influence of the facilitator's biases or preferences on participants' opinions.

To ensure reliability, the questionnaire was design to reduce bias and encourage truthful responses from respondents. The most common reliability coefficient is Cronbach's alpha, which estimates internal consistency by determining how all items on a test related to each other and to the total internal coherence of the test. In this study, the Cronbach's alpha reliability coefficient, expressed as a coefficient between 0 and 1, were use. The researcher used Cronbach's alpha because it is used to assess the internal consistency of the items in the scale and to ensure that the items are measuring the same construct consistently.

Table 3.3: Reliability Test Result of Variables

No	Variable	Cronbach's Alpha	No. of Items	Conclusion
1	Salary and benefit	0.964	4	Reliable
2	Work Environment	0.94	5	Reliable
3	Professional Development Opportunities(PDO)	0.924	4	Reliable
4	Administrative Support	0.949	6	Reliable
5	Teachers' Work Motivation	0.747	7	Reliable
Over all reliability		0.904	26	Reliable

Source: field survey, 2025

3.9 Methods of data analysis

The researcher employed both qualitative and quantitative data analysis to obtain a comprehensive understanding of the research problem.

3.9.1 Quantitative data analysis

Quantitative data analysis is a systematic process of collecting and evaluating measurable and verifiable data, as defined by (Creswell. J.W. and Creswell, J.D, 2017). The researcher employed quantitative analyses to analyze the data obtained through the scale. Quantitative data is any data that is in numerical form such as statistics, percentages, etc. The researcher analyses the data with the help of statistics and hopes the numbers will yield an unbiased result that can be generalized to some larger population. Qualitative research, on the other hand, inquires deeply into specific experiences, with the intention of describing and exploring meaning through text, narrative, or visual-based data, by developing themes exclusive to that set of participants.

3.9.1.1 Descriptive statistics

Descriptive statistics, as defined by (Ahmadi, M., & Fadaei, H., 2021), involve numerical and graphical techniques used to summarise and organize data, including measures of central tendency, dispersion, and distribution shape patterns. These techniques provide a clear representation of the dataset's main characteristics and patterns. In this study, descriptive statistics were use to analyse data obtained from a questionnaire, which helped derive preliminary findings that informed further analysis. The descriptive analyses were provided simple summaries of the sample characteristics, including measures of central tendency (mean), frequencies, and percentages.

3.9.1.2 Inferential analysis

Inferential statistics is a branch of statistics that involves concluding populations or scientific truths based on data derived from a sample (Creswell. J.W. and Creswell, J.D, 2017). It is also concerned with the estimation of population values. The study was employed Pearson correlation coefficients, multiple regressions, ANOVA.

3.9.2 Methods of qualitative data analysis

The researcher used phenomenological qualitative data analysis because it focused on understanding people's lived experiences and is highly effective in gaining insights into how participants experience and comprehend their organization. The researcher were aims to explore the meanings they attach to their experiences and the ways they interpret and make sense of them, this methodology allowed the researcher to gain valuable insights into the personal and subjective experiences of those who work within and interact with this organization.

3.10 Model specification

Multiple regressions are a statistical technique that allows researchers to examine the relationship between one dependent variable and two or more independent variables (Creswell. J.W. 2014). To formulate a multiple regression equation that investigates the factors affecting teachers' work motivation in government secondary schools in Kirkos sub-city, Addis Ababa, we need to identify the dependent and independent variables based on the specific objectives outlined. The dependent variable in this study is "Teachers' Work Motivation" (Y). This variable can be measured using various indicators such as job satisfaction, commitment to teaching, and overall motivation levels.

The independent variables based on the specific objectives are:

X1: Salary and Benefits X2: Work Environment

X3: Professional Development Opportunities X4: Administrative Support

In a multiple regression analysis, we express the relationship between the dependent variable and multiple independent variables through an equation of the form:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where:

Y = Teachers' Work Motivation β_0 = Intercept (constant term)

$\beta_1, \beta_2, \beta_3, \beta_4$ = Coefficients for each independent variable (indicating how much Y changes with a one-unit change in each X). ε = Error term (captures all other factors affecting Y not included in the model)

Each coefficient (β) represents the expected change in teachers' work motivation for a one-unit increase in that particular factor while holding all other factors constant. For example:

If β_1 is positive, it indicates that higher salary and benefits are associated with increased work motivation.

If β_2 is negative, it suggests that a poorer work environment correlates with lower motivation.

To estimate this regression equation accurately, data must be collected through surveys or interviews from teachers regarding their perceptions of salary and benefits, work environment quality, availability of professional development opportunities, and perceived administrative support. Statistical software can then be used to analyze this data and estimate the coefficients.

Final Multiple Regression Equation:

$$Y = \beta_0 + \beta_1 (\text{Salary and Benefits}) + \beta_2 (\text{Work Environment}) + \beta_3 (\text{Professional Development Opportunities}) + \beta_4 (\text{Administrative Support}) + \varepsilon$$

3.11 Ethical consideration

The purpose of the study was explained to the participants in the initial discussion. To ensure ethical consideration, each participant was asked to provide written informed consent after being properly explained. The explanation included information about the purpose of the study, the kind of participation required, how the information were collect, and an approximation of how much time it took for an interview or to fill out a questionnaire. To ensure the confidentiality of the information, the audio records are handled with the utmost care. After the completion of the study and the thesis defense, the audio records were destroyed. Besides, the issue of protecting participants from harm were also give due consideration. Because participants may share personal, painful, or traumatic workplace experiences, efforts were made to minimize the emotional harm that participants may have experienced because of disclosing their experiences. Moreover, it were made clear that participants can take a rest or stop at any time during the interview or while filling out the questionnaire and have the liberty to skip any question that they do not want to answer.

CHAPTER FOUR

4. DATA PRESENTATION ANALYSIS AND INTERPRETATION

INTRODUCTION

Descriptive statistics and statistical distribution were also discussed to provide a clear understanding of the data. The chapter further presents the inferential analysis of respondents' data, aiming to draw conclusions about the relationships between independent and dependent variables, while addressing the assumptions of multiple regression and the analytical processes employed. This approach ensures a robust and comprehensive evaluation of the factors influencing income security among retirees in the region.

4.1 Response Rate

The response rate is the percentage of completed questionnaires returned by respondents out of the total distributed questionnaires. In this study, the researcher distributed 213 questionnaires, and 200 were returned, resulting in a response rate of 93.8%. The other 13 questionnaires were lost or not included in the analysis, due to the problems to be returned from respondents and some contained incomplete information

4.2 Demographic Characteristics of Respondents

The questionnaire (see Annex), part I, was designed to capture some basic demographic details of the respondents involved in this study.

Table 4.1 Demographic Characteristics of Respondents

Category	Option	Frequency	Percent
Sex	Male	168	84.0%
	Female	32	16.0%
	Total	200	100.0%
Age	20-30 years	67	33.5%
	31-40 years	63	31.5%
	41-50 years	39	19.5%
	51-60 years	31	15.5%
	Total	200	100.0%
Education Level	Degree	151	75.5%
	Diploma	2	1.0%
	Master	47	23.5%
	Total	200	100.0%
Work Experience	1-3 years	15	7.5%
	4-6 years	32	16.0%
	7-10 years	47	23.5%
	11-20 years	68	34.0%
	Above 20	38	19.0%
	Total	200	100.0%
Position	Teachers	200	100.0%

Source: Field Survey, 2025

The data reveals a predominantly male (84%) sample. A significant portion of respondents fall within the 20-30 years (33.5%) and 31-40 years (31.5%) age groups, indicating a relatively average demographic. Education levels are heavily skewed towards those with a degree (75.5%), with a very small percentage holding a diploma. Work experience is distributed across various categories, with the largest representation in the 11-20 year range (34%) and a substantial number with over 20 years (19%). Finally, the dataset is exclusively focused on teachers (100%). The data presents a snapshot of a teacher population that's predominantly male, young, highly educated, and with a substantial portion having considerable work experience.

4.3 Range of answer options of the Likert scale

The responses in the table were categorized into three groups: positive, neutral, and negative. The scale used ranged from strongly disagree to strongly agree, with the options being 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, and 5. Strongly agree. The participants were asked to complete a pretest-5-point Likert scale questionnaire.

Table 4.2: Range of answer options of the Likert scale

Range	Agreement	Classification
4.21 – 5.00	Strongly Agree	Positive
3.41- 4.20	Agree	
2.61 – 3.40	Neutral	Neutral
1.81 – 2.60	Disagree	Negative
1.00 – 1.80	Strongly Disagree	

Source : Panachanok Chanwaiwit, 2019

4.4 Descriptive statistics

4.4.1 Teachers ‘Work Motivation

Teacher work motivation is a critical factor influencing the quality of education and overall student outcomes. A motivated teacher is more likely to be engaged, effective, and committed to their profession, ultimately contributing to a positive learning environment. However, various factors can significantly impact a teacher's motivation, ranging from working conditions and professional development opportunities to salary and recognition. This study aims to investigate these factors and their influence on teacher work motivation specifically within government secondary schools in the Kirkos Sub City of Addis Ababa. By understanding the key drivers and potential barriers to teacher motivation in this context, this research seeks to provide valuable insights that can inform policy and practice aimed at enhancing teacher effectiveness and ultimately improving the quality of education in the area.

Table 4.3 Teachers’ Work Motivation

<i>Items</i>	<i>Mean</i>	<i>Sta.Dev</i>
I consistently feel motivated to achieve my teaching goals.	1.67	1.062
I am eager to engage my students in the learning process.	1.93	1.18
I take initiative in enhancing my teaching methods.	1.4	.929
I feel passionate about my role as an educator.	1.25	.742
I actively seek out opportunities for professional growth.	1.22	.715
I am motivated by the positive feedback I receive from students.	1.22	.715
I believe my contributions as a teacher are meaningful and impactful.	2.37	1.249
Grand mean and standard deviation	1.758	0.877

Source: Field Survey, 2025

The data presented reveals a concerning trend in the motivational levels and engagement of educators regarding their teaching roles. The first item, which asserts that educators consistently feel motivated to achieve their teaching goals, yields a mean score of 1.67, with a standard deviation of 1.062. This score reflects a troublingly low level of motivation, suggesting that a significant number of educators do not feel compelled or driven to meet their professional objectives. Such disengagement not only affects the educators themselves but also has a ripple effect on their students, who benefit from an energized and committed teaching environment. When educators lack motivation, their ability to inspire and engage their students diminishes, leading to a cycle of disengagement and underachievement in the classroom.

Furthermore, the second item analyzes the eagerness of educators to engage students in the learning process, resulting in a mean score of 1.93 and a standard deviation of 1.18. This score indicates a troubling inadequacy in the level of enthusiasm that educators display towards facilitating student learning. Engagement is fundamental in fostering a thriving academic environment, and if educators are not eager or passionate about actively involving students, the overall quality of education suffers. The repercussions of this lack of eagerness might manifest in students' lack of interest and participation, ultimately undermining the educational process and stunting overall academic growth.

Examining the willingness to take initiative in enhancing teaching methods, the mean score of 1.4, with a standard deviation of 0.929, suggests a troubling lack of proactivity among educators. Teaching requires continual adaptation and improvement, but if educators are not taking the initiative to enhance their methods, they risk stagnation. The implications of this stagnation are severe; educational practices can become outdated, ineffective, and fail to meet the diverse needs of students. As educators become more rigid in their approaches, student outcomes are compromised, and the learning environment becomes less dynamic and responsive to contemporary educational challenges.

In terms of passion for their role as educators, the score of 1.25, along with a relatively low standard deviation of 0.742, starkly highlights a deficit in the emotional connection that educators have to their profession. Passion is a critical driving force behind effective teaching. Without a strong sense of passion, educators are likely to become uninspired, and their teaching may lack creativity and vitality. This emotional disconnection not only impacts educators' performance but also diminishes the learning experiences for students, ultimately leading to lackluster educational outcomes. Students thrive when they sense their educators' enthusiasm and belief in the learning process; the absence of passion creates an uninspiring educational landscape.

The analysis continues with educators' active pursuits for professional growth, represented by an alarming mean score of 1.22 and a standard deviation of 0.715. These figures emphasize a significant shortfall in the commitment to professional development among teachers. Without actively seeking out opportunities to expand their skills and knowledge, educators become inadequately equipped to respond to the evolving demands of the education system. Professional growth is essential to remain relevant in one's field, yet a lack of investment in this area can lead to widespread complacency and a corresponding decline in teaching quality. When educators are not engaged in continuous learning, they not only stifle their own potential but also hinder the academic enrichment of their students.

Further compounding this concern is the score of 1.22 for motivation derived from positive feedback received from students, alongside a standard deviation of 0.715. The low mean suggests that many educators are not deriving adequate motivation from their students' responses, indicating a disconnect between teaching efforts and student acknowledgment. Positive feedback is essential for reinforcement and motivation, and its scarcity can lead to feelings of inadequacy and frustration among educators. The lack of reciprocal acknowledgment diminishes the instructors' resolve to enhance their teaching practices, ensuring a continued cycle of underwhelming educational performance. This lack of engagement from students not only affects the educators but can also create a negative classroom dynamic, where students feel less compelled to participate and succeed.

The mean score of 2.37 for the belief that contributions as a teacher are meaningful and impactful stands markedly higher than the other scores, signaling a possible disparity in self-perception versus active engagement and motivation. While some educators may hold a belief in the significance of their contributions, their simultaneous disengagement from professional responsibilities and development suggests an overestimation of their current efficacy and impact. This disconnect could lead to a false sense of security regarding their teaching effectiveness, preventing the critical self-reflection needed to foster real change and improvement in educational practices.

When examining the grand mean of 1.758 with a standard deviation of 0.877, the overall picture crystallizes into a disconcerting reality: the educational workforce is grappling with a deep-seated lack of motivation, engagement, and initiative. These pervasive issues underscore a systemic problem that cannot be overlooked. Teachers are the backbone of educational success, yet the data illustrates a lack of commitment to their roles and responsibilities. If these trends continue unaddressed, the implications for the education system will be dire, affecting not only educators but also the future of the students they serve. This analysis starkly concludes that significant and

immediate action is required to rejuvenate motivation, enhance engagement, and foster a culture of continuous improvement within educational institutions.

4.4.2 The Extent Teachers Are Motivated In the Schools

4.4.2.1 Salary and benefits

Salary and benefits are often cited as fundamental factors influencing employee motivation, and teachers are no exception. Fair compensation and comprehensive benefits packages can significantly impact a teacher's sense of value, financial security, and overall job satisfaction. This section focuses on analyzing the effect of salary and benefits on teacher work motivation within government secondary schools in Kirkos Sub City. It explores how current compensation structures and benefit offerings are perceived by teachers, and how these perceptions correlate with their levels of motivation, engagement, and commitment to their roles. By examining the relationship between financial remuneration and teacher motivation in this specific context, we aim to understand whether existing compensation adequately supports teacher well-being and professional dedication, or if improvements are needed to foster a more motivated and effective teaching workforce.

Table 4.4 Salary and benefits

<i>Items</i>	<i>Mean</i>	<i>Sta.Dev</i>
Salary increases positively influence my motivation to teach.	2.05	1.175
Adequate benefits enhance my overall job satisfaction as a teacher.	2.09	1.283
I feel motivated to perform better due to competitive salary packages.	2.15	1.312
Financial rewards encourage me to participate in professional development.	2.09	1.283
Grand mean and standard deviation	2.094	0.151

Source: Field Survey, 2025

The data presented indicates a series of statements regarding the influence of salary increases and benefits on teacher motivation and job satisfaction, with corresponding mean scores and standard deviations. The mean scores for each item range from 2.05 to 2.15, suggesting a general trend toward agreement among respondents that financial incentives play a role in their motivation to teach. However, the grand mean of 2.094, coupled with a standard deviation of 0.151, reveals critical insights into the overall sentiment regarding these financial factors.

The first statement evaluates the impact of salary increases on teaching motivation, yielding a mean score of 2.05 with a standard deviation of 1.175. While this score suggests that there is some level of

agreement among teachers that salary increases positively influence their motivation, the relatively high standard deviation indicates significant variability in responses. This variability may reflect differing personal values or circumstances among teachers; some may prioritize financial compensation more than others based on their individual situations or career stages. Consequently, while salary increases are perceived as beneficial by some teachers, the overall sentiment is not overwhelmingly positive when considering the grand mean.

According to the interviewee, they firmly believe that an increase in salary would significantly improve their motivation and job performance. They articulated that monetary compensation serves as both a reward and recognition of their hard work, which fosters a deeper sense of commitment to their roles. The interviewee explained that when employees receive a salary increase, it instills a feeling of being valued and respected within the organization, which in turn enhances their overall morale. This increase not only alleviates immediate financial pressures but also motivates them to go above and beyond in their duties, leading to higher productivity levels and better outcomes for the company. They noted that employees who feel adequately compensated are more likely to take ownership of their responsibilities, engage in innovative thinking, and persist in overcoming challenges all of which directly contribute to improved job performance. Furthermore, the interviewee pointed out that a competitive salary structure attracts top talent, enabling the organization to nurture a culture of excellence and accountability that ultimately benefits everyone involved.

The second statement addresses how adequate benefits enhance overall job satisfaction, resulting in a mean score of 2.09 and a standard deviation of 1.283. Similar to the previous item, this score indicates a moderate level of agreement but also highlights considerable variability in responses. The importance placed on benefits can vary widely among educators depending on their personal needs—such as health insurance, retirement plans, or work-life balance considerations—which may not be uniformly prioritized across all respondents. Therefore, while some teachers recognize the value of adequate benefits in enhancing job satisfaction, this does not translate into a strong consensus when viewed through the lens of the grand mean.

The third statement reflects on competitive salary packages motivating better performance among educators, achieving a mean score of 2.15 with a standard deviation of 1.312. This slightly higher mean suggests that there is somewhat greater agreement regarding competitive salaries' motivational effects compared to previous items; however, it still falls short of indicating robust support for this

assertion across all respondents due to its high standard deviation. The lack of uniformity in responses implies that while competitive salaries may drive motivation for some teachers, others might find intrinsic motivators such as passion for teaching or student engagement more compelling than financial incentives.

The interviewee expressed that delays or inconsistencies in salary payments have a detrimental effect on their motivation to work effectively. They shared that when salary payments are not received on time or are fraught with errors; it creates a sense of instability and can lead to significant stress and distraction from their professional responsibilities. The interviewee emphasized that such financial uncertainties can erode trust in the organization, leaving employees feeling undervalued and demoralized. They noted that consistent salary delays create an atmosphere of anxiety, where employees worry about their financial situations rather than focusing on their tasks. This can result in decreased engagement, lower productivity, and ultimately impact the quality of work delivered. The interviewee also mentioned that repeated pay issues contribute to a negative workplace culture, as employees may feel that their contributions are not sufficiently appreciated. Consequently, they highlighted the importance of timely and accurate salary payments as a fundamental aspect of employee satisfaction, positing that financial reliability is crucial to maintaining high levels of motivation and a thriving work environment.

The fourth statement explores whether financial rewards encourage participation in professional development activities, resulting in another mean score of 2.09 with a standard deviation mirroring earlier findings at 1.283. This consistency across multiple items reinforces the notion that while financial incentives are acknowledged as influential by many educators, they do not universally motivate all individuals within this profession to pursue further development opportunities actively. The presence of substantial variability suggests that other factors—such as institutional support or personal ambition may play equally significant roles in driving professional growth.

Considering the grand mean score of 2.094 alongside its low standard deviation (0.151), it becomes evident that while there is an acknowledgment among educators regarding the importance of salary increases and benefits for motivation and job satisfaction, this acknowledgment does not culminate in strong affirmative conclusions about their effectiveness across the board. The grand mean reflects an overall lukewarm sentiment towards financial incentives as primary motivators within teaching professions; thus indicating that many educators may derive their motivation from non-financial

sources such as passion for education or commitment to student success rather than solely from monetary rewards or benefits packages.

4.4.2.2 Work Environment

The work environment plays a crucial role in shaping an employee's experience and influencing their motivation, and this holds particularly true for teachers. A positive and supportive work environment can foster collaboration, enhance job satisfaction, and empower teachers to thrive in their roles. Conversely, a challenging or negative work environment can lead to burnout, decreased motivation, and ultimately, impact the quality of education. This section delves into the effect of the work environment on teacher work motivation in government secondary schools within Kirkos Sub City. It explores aspects such as school leadership, collegial relationships, resource availability, and overall school climate, examining how these factors contribute to or detract from teacher motivation. By analyzing the dynamics of the work environment and its influence on teachers, this research seeks to identify areas for improvement and inform strategies that promote a more supportive and motivating professional atmosphere.

Table 4.5 Work Environment

<i>Items</i>	<i>Mean</i>	<i>Sta.Dev</i>
The work environment enhances my enthusiasm for teaching.	2.15	1.312
I feel motivated by the support I receive from my school.	2.17	1.323
The classroom atmosphere encourages my professional growth.	2.03	1.226
I appreciate the resources available to help me succeed as a teacher.	2.01	1.203
Collaboration with my peers boosts my teaching motivation.	1.92	.9943
Grand mean and standard deviation	2.056	0.129

Source: Field Survey, 2025

The data presented reveals a worrying pattern regarding educators' perceptions of their work environment and the support structures that are intended to enhance their teaching efficacy. The mean score of 2.15 for the statement, "The work environment enhances my enthusiasm for teaching," alongside a standard deviation of 1.312, indicates a disheartening trend. While the score might suggest some level of enthusiasm, the relatively low average signifies that a significant number of educators do not find their work settings conducive to fostering motivation and engagement. A vibrant and supportive work environment is essential for cultivating enthusiastic educators, yet the

data reveals that a lackluster atmosphere hampers teachers' spirits. This disconnect can lead to apathy, ultimately detracting from the educational experience of students who depend on inspired and passionate educators to guide their learning journeys. When teachers are demotivated by their work environment, the implications extend to students, who sense this lack of enthusiasm, resulting in diminished engagement and enthusiasm for learning overall.

Regarding a safe and secure work environment, the interviewee expressed that it plays a vital role in overall job satisfaction and motivation. Feeling physically and emotionally safe at work allows individuals to focus on their tasks without unnecessary stress or anxiety. The interviewee mentioned that a secure environment fosters trust and confidence, which are essential for maintaining high levels of engagement and productivity. On the other hand, an unsafe or unstable work environment can lead to fear, distraction, and a decline in job performance. The interviewee concluded that ensuring safety and security is fundamental to creating a positive and motivating workplace culture.

In analyzing the second item, which explores the motivation drawn from support received from the school, the mean score of 2.17, paired with a standard deviation of 1.323, further amplifies the concerns regarding institutional support. The low mean indicates that many educators feel inadequate support from their schools, which is a critical element in bolstering teaching quality and morale. Support from administration is fundamental in guiding teachers through challenges and professional development endeavors. The evidence reveals that when teachers perceive that they are not receiving the necessary backing, their motivation dwindles, affecting their ability to teach effectively. Such inadequate support can create a sense of isolation among educators, leaving them to navigate challenges alone without the collective strength that collaboration provides. This lack of support diminishes the overall morale of the faculty and compromises the quality of education delivered to students.

The third item, regarding whether the classroom atmosphere encourages professional growth, scores a mean of 2.03 with a standard deviation of 1.226. This score highlights a significant concern regarding the learning environment for educators. An encouraging classroom atmosphere is vital for fostering professional development; however, the low mean score reflects a pervasive sense of stagnation among teachers. When educators do not feel supported in their growth within the classroom setting, they are less likely to innovate or adopt new teaching practices that align with evolving student needs. This lack of encouragement can lead to a pressing stagnation of pedagogical methods, resulting in uninspired teaching that fails to engage students, further entrenching the

challenges faced in educational reform. Teachers who feel constrained in their professional growth are likely to disengage, and this disengagement directly correlates to a decline in student motivation and achievement.

According to the interviewee, a positive and collaborative relationship with colleagues significantly enhances work motivation. When colleagues communicate openly, share ideas, and support one another, it fosters a sense of belonging and teamwork, which directly boosts morale and productivity. Conversely, a lack of collaboration or negative interactions can lead to feelings of isolation, frustration, and decreased motivation. The interviewee emphasized that mutual respect and a shared sense of purpose are critical for maintaining enthusiasm and commitment to work, as they create an environment where individuals feel valued and empowered to contribute effectively.

Examining the fourth statement, which addresses the appreciation of resources available to help teachers succeed, reveals a mean score of 2.01 with a standard deviation of 1.203. This score sheds light on a disconcerting reality: educators do not perceive adequate resources as a vital component of their teaching experience. Resources serve as critical tools for enhancing instructional practices and addressing diverse student needs. When teachers feel that they lack essential resources, their ability to impart knowledge effectively is hampered. The frustration stemming from inadequate resources creates barriers for educators, stifling their creativity and limiting their potential to innovate within their teaching practices. Such systematic deficiencies can result in educators feeling disheartened and undervalued, eventually leading to a culture of resignation and accepting subpar teaching conditions that do not promote positive outcomes for students.

The availability of teaching resources and materials was highlighted by the interviewee as a crucial factor influencing enthusiasm and effectiveness in the classroom. When resources are readily accessible, it allows for more creative and engaging lesson planning, which in turn enhances student participation and learning outcomes. However, the interviewee noted that a lack of adequate materials can lead to frustration, increased workload, and a sense of inadequacy, ultimately diminishing both enthusiasm and teaching effectiveness. The interviewee stressed that consistent access to quality resources is essential for maintaining a dynamic and impactful teaching environment.

The mean score of 1.92 for the statement, "Collaboration with my peers boosts my teaching motivation," along with a standard deviation of 0.9943, further indicates a troubling decline in

collegial support and collaboration among educators. Collaboration fosters a sense of community and collective responsibility for student success. However, the low score reveals that many teachers do not recognize their peers as an effective motivating factor. This lack of collaboration not only affects individual teachers but also creates a fractured workplace culture where knowledge-sharing and professional growth opportunities are limited. As teachers become increasingly isolated in their practice, the educational environment suffers, resulting in a lack of innovation and less effective teaching. Ultimately, the impact of diminished collaboration resonates throughout the school and onto students, leading to a less dynamic and engaging educational experience.

Taking into account the grand mean of 2.056 and a standard deviation of 0.129, the overall findings paint a grim picture of educators' perceptions of their working conditions and support systems. While the metrics suggest some semblance of positive feedback, the data's underlying trends reveal a crucial disconnection between teacher motivation, support, and professional growth. The relatively low grand mean underscores a pressing need for educational institutions to assess and address the shortcomings present in the workplace environment. Without a focused initiative to enhance collaboration, bolster support systems, and provide adequate resources for educators, the negative ramifications for teaching quality and student outcomes are severe. Ignoring these concerning trends ultimately endangers the future of education, as demotivated educators are unlikely to inspire the next generation of learners, perpetuating cycles of disengagement and underachievement within the academic landscape. The data warrants immediate action to rectify the pressing challenges faced by educators to restore motivation and enthusiasm in our schools.

4.4.2.3 Professional Development Opportunities

Professional development opportunities are vital for educators to stay current with best practices, enhance their skills, and grow professionally. Access to relevant and high-quality training can significantly boost teacher confidence, efficacy, and overall motivation. Conversely, a lack of opportunities for professional growth can lead to stagnation, decreased job satisfaction, and a diminished sense of purpose. This section examines the effect of professional development opportunities on teacher work motivation in government secondary schools within Kirkos Sub City. It explores the availability, accessibility, and perceived value of current professional development programs, and investigates how these factors influence teachers' enthusiasm for their work, their commitment to continuous improvement, and their overall sense of professional fulfillment. By analyzing the relationship between professional growth and teacher motivation, this research aims to

identify gaps in current offerings and inform strategies for providing more effective and motivating professional development experiences.

Table 4.6 Professional Development Opportunities

<i>Items</i>	<i>Mean</i>	<i>Sta.Dev</i>
Professional development opportunities enhance my motivation to teach.	2.2	1.256
I feel more enthusiastic about my work after attending professional development sessions.	2.05	1.155
Participation in professional development increases my job satisfaction.	1.82	1.148
Professional development opportunities inspire me to improve my teaching practices.	1.75	.992
Grand mean and standard deviation	1.83	0.102

Source: Field Survey, 2025

The data presented reveals a concerning trend regarding the impact of professional development opportunities on teachers' motivation, enthusiasm, job satisfaction, and teaching practices. With a grand mean of 1.83, it is evident that professional development initiatives are failing to achieve their intended goals. This low average score, coupled with the small standard deviation of 0.102, indicates a consistent lack of effectiveness across all measured dimensions. The results suggest that these opportunities are not resonating with teachers or providing meaningful benefits to their professional lives. This raises serious questions about the design, relevance, and implementation of such programs.

According to the interviewee, participating in professional development programs significantly enhances their confidence and effectiveness in teaching by providing them with updated pedagogical strategies, innovative tools, and a deeper understanding of subject matter. These programs allow educators to reflect on their teaching practices, learn from peers, and adapt to evolving educational standards, which directly translates to improved classroom management and student engagement. However, the interviewee noted challenges such as time constraints, lack of tailored content, and insufficient follow-up support, which can hinder the full integration of new skills into their teaching practice. Despite these obstacles, the overall impact of professional development is positive, as it fosters a sense of competence and adaptability, ultimately making educators more effective in their roles.

The first item, "Professional development opportunities enhance my motivation to teach," received a mean score of 2.2, the highest among the items but still significantly low. This indicates that teachers do not perceive these opportunities as a source of motivation. The standard deviation of 1.256 further highlights the variability in responses, suggesting that while some teachers might find value in these programs, the majority do not. This lack of motivation is alarming, as it directly impacts teachers' engagement and commitment to their roles. If professional development fails to inspire teachers, it undermines its very purpose and calls into question the resources allocated to such initiatives.

Similarly, the item "I feel more enthusiastic about my work after attending professional development sessions" scored a mean of 2.05, reinforcing the notion that these sessions are not fostering enthusiasm. The standard deviation of 1.155 indicates that enthusiasm levels remain low across the board. Enthusiasm is a critical driver of job performance and morale, and its absence suggests that professional development is not addressing the needs or interests of teachers. This lack of enthusiasm may lead to disengagement, burnout, and ultimately, a decline in the quality of education provided to students.

The item "Participation in professional development increases my job satisfaction" scored even lower, with a mean of 1.82. This is particularly troubling, as job satisfaction is closely linked to retention and performance. The standard deviation of 1.148 shows little variation, meaning that dissatisfaction is widespread. If professional development is not contributing to job satisfaction, it is failing to address a fundamental aspect of teachers' well-being. This could have long-term consequences for the teaching profession, including higher turnover rates and a lack of experienced educators in the field.

Regarding continuous learning opportunities, the interviewee believes that access to such resources would indeed increase their long-term commitment to teaching. They emphasized that ongoing learning helps combat burnout by keeping the profession dynamic and intellectually stimulating. It also reinforces their sense of purpose and growth, which are critical for sustained motivation. However, the interviewee highlighted potential issues such as unequal access to high-quality programs, financial barriers, and the lack of institutional support for continuous learning. Without addressing these challenges, the benefits of continuous learning may remain inaccessible to many educators, potentially leading to frustration and disengagement. Nonetheless, the interviewee expressed that if these barriers were overcome, continuous learning could play a pivotal role in retaining passionate and skilled teachers in the profession.

Finally, the item "Professional development opportunities inspire me to improve my teaching practices" scored the lowest, with a mean of 1.75. This is perhaps the most critical failure, as the primary goal of professional development is to enhance teaching practices. The standard deviation of 0.992 indicates that this lack of inspiration is consistent across the sample. Without inspiration, teachers are unlikely to innovate or adapt their methods, which directly impacts student outcomes. The grand mean of 1.83 underscores the overall ineffectiveness of professional development in its current form. These results demand a reevaluation of how professional development is structured and delivered, as it is clearly not meeting the needs of educators or the broader educational system.

4.4.2.4 Administrative Support

Administrative support is a cornerstone of a well-functioning school system, directly impacting teachers' ability to effectively perform their duties and maintain high levels of motivation. Supportive administrators can create a positive school climate, provide necessary resources, and empower teachers to focus on student learning. Conversely, a lack of administrative support can lead to frustration, burnout, and a decline in job satisfaction. This section explores the effect of administrative support on teacher work motivation in government secondary schools within Kirkos Sub City. It investigates aspects such as principal leadership style, clear communication, resource allocation, and responsiveness to teacher needs, examining how these factors contribute to or detract from teacher morale and engagement. By analyzing the impact of administrative support on teachers' experiences, this research aims to identify best practices and areas for improvement in school leadership that can foster a more supportive and motivating environment for educators.

Table 4.7 Administrative Support

<i>Items</i>	<i>Mean</i>	<i>Sta.Dev</i>
Administrative support enhances my motivation to perform well in my role.	1.8	1.153
I feel valued by my administration, which boosts my work motivation.	1.83	1.171
Access to administrative resources increases my teaching effectiveness.	1.97	1.291
I believe that strong administrative support makes my job more enjoyable.	1.71	1.115
Communication from the administration keeps me motivated in my work.	1.51	1.002
I feel encouraged by my administration to pursue new teaching strategies.	1.52	1.051
Grand mean and standard deviation	1.678	0.142

Source: Field Survey, 2025

The data presented regarding the perceptions of educators toward administrative support paints a troubling picture of a significant disconnection between teachers and their administrative bodies. The statement, "Administrative support enhances my motivation to perform well in my role," received a mean score of 1.80 with a standard deviation of 1.153. This score underscores a palpable lack of motivation among educators stemming from inadequate administrative backing. A supportive administration is essential in fostering a positive work environment; however, the low mean signifies a pervasive feeling among educators that they are not receiving the necessary encouragement or resources from their administration. This disconnection can create a sense of disillusionment, leading teachers to feel undervalued and disengaged, which diminishes their capacity to inspire their students. When educators perceive a lack of support from administration, their motivation to excel in their teaching roles significantly wanes resulting in a negative impact on the educational environment and outcomes for students.

Further examining the second item, "I feel valued by my administration, which boosts my work motivation," we see a similarly troubling mean of 1.83 and a standard deviation of 1.171. This score suggests that many educators do not feel recognized or appreciated by their administration for their efforts and contributions. The lack of feeling valued is detrimental to teacher morale and ultimately impacts their performance in the classroom. Recognition is a fundamental human need, and when educators do not experience this, their motivation to engage fully in their roles and strive for excellence diminishes sharply. The absence of appreciation creates an environment where teachers may feel expendable and unmotivated to pursue innovative teaching strategies. Consequently, this ongoing cycle of undervaluation results in teachers withdrawing from active participation in their roles, which deeply affects the educational experiences they provide to their students.

According to the interviewee, the involvement of administrators in resolving challenges faced by teachers significantly impacts job satisfaction. When administrators actively engage in addressing issues such as resource shortages, classroom management difficulties, or curriculum implementation, it creates a sense of support and validation for teachers. However, the absence of such involvement can lead to frustration and feelings of isolation, as teachers may perceive their struggles as being overlooked or undervalued. For instance, if a teacher faces behavioral challenges with students and receives no administrative support, it can lead to burnout and decreased morale. On the other hand, proactive administrators who collaborate with teachers to find solutions foster a positive work environment, enhancing job satisfaction. The interviewee emphasized that consistent and meaningful

administrative involvement is crucial, as sporadic or superficial efforts may not yield the same positive impact.

The third item, "Access to administrative resources increases my teaching effectiveness," reflects a mean score of 1.97, accompanied by a standard deviation of 1.291. This score reveals a concerning reality; a significant number of educators do not feel they have adequate access to essential administrative resources necessary for their instructional success. The absence of appropriate resources whether they be professional development materials, teaching aids, or technological support directly impacts educators' efficiency and effectiveness in the classroom. Teachers who lack essential resources are left to navigate the complexities of their roles without the tools necessary for success, leading to frustration and decreased motivation. This deprivation can create an atmosphere of helplessness, where educators feel they are working against a system that does not equip them for success. Consequently, the overall quality of education suffers, as teachers may resort to less effective methods that do not meet the diverse needs of their students.

The fourth item, "I believe that strong administrative support makes my job more enjoyable," features a concerning mean of 1.71 and a standard deviation of 1.115. This low mean indicates that many educators do not perceive their administrative bodies as providing the robust support needed to foster job satisfaction. Enjoyment in one's job is a critical factor in maintaining motivation and productivity; without it, educators are likely to disengage and lose their passion for teaching. The evident deficit in administrative support undermines the potential for a positive and fulfilling work experience. When teachers feel unsupported, their prospects for job satisfaction diminish, transforming the educational workplace into a breeding ground for attrition and burnout. The lack of enjoyment inevitably trickles down to students, who thrive in environments powered by passionate, engaged educators.

The interviewee highlighted that a supportive and approachable administration plays a pivotal role in motivating the teaching workforce. When administrators are accessible and empathetic, teachers feel more comfortable sharing their concerns and seeking guidance, which fosters a collaborative and trusting relationship. This, in turn, boosts morale and encourages teachers to perform at their best. Conversely, an unapproachable or dismissive administration can create a toxic work environment, where teachers feel undervalued and demotivated. For example, if a teacher proposes an innovative teaching method but faces resistance or indifference from administrators, it can stifle creativity and enthusiasm. The interviewee stressed that a supportive administration not only addresses immediate

concerns but also inspires long-term commitment and passion among teachers, ultimately contributing to a more motivated and effective teaching workforce.

Examining the item "Communication from the administration keeps me motivated in my work," we observe a stark mean score of 1.51 with a standard deviation of 1.002. This score highlights a significant lack of effective communication within the educational institution, further exacerbating the disconnect between educators and administration. Communication is foundational in creating an environment of trust and collaboration; however, the low mean indicates that educators feel uninformed, misunderstood, or ignored. This failure in communication fosters an atmosphere of isolation, where teachers feel marginalized and less invested in their roles. Effective communication is vital for alignment between administrative goals and the needs of educators; without it, motivation dwindles. Consequently, teachers are likely to experience a reduced sense of purpose and commitment to their responsibilities, leading to negative outcomes in student learning and engagement.

The sixth item asks whether educators feel encouraged by their administration to pursue new teaching strategies. The mean score of 1.52, accompanied by a standard deviation of 1.051, further illustrates a troubling lack of support for innovation and professional growth. Without encouragement to explore new teaching methods, educators may feel trapped in outdated practices, risking stagnation in their teaching effectiveness. Innovation is essential in education to meet the evolving needs of students and society; however, a lack of encouragement creates an environment resistant to change. As educators become disheartened by the absence of administrative support, they are less likely to experiment with new strategies or integrate contemporary practices into their classrooms. This stagnation not only limits teachers' professional growth but can also hinder students' educational experiences, as learners are deprived of progressive and engaging learning opportunities.

The grand mean of 1.678, coupled with a standard deviation of 0.142, underscores a pervasive and alarming failure of the educational administration to foster a motivating and supportive environment for teachers. The overall low mean depicts a bleak reality: educators are disenchanting with their administrative relationships, feeling unsupported, undervalued, and disconnected. This systemic issue indicates a critical need for reform within educational institutions to create a more nurturing and communicative environment. Without earnest efforts to enhance administrative support, recognize educator contributions, provide essential resources, and foster open communication, the discontent among educators will inevitably transmute into diminished educational outcomes for

students. The data demands urgent attention to rectify these profound deficits, as the future of both educators' well-being and student success hinges on effective administrative engagement and support.

4.5 Inferential Analysis

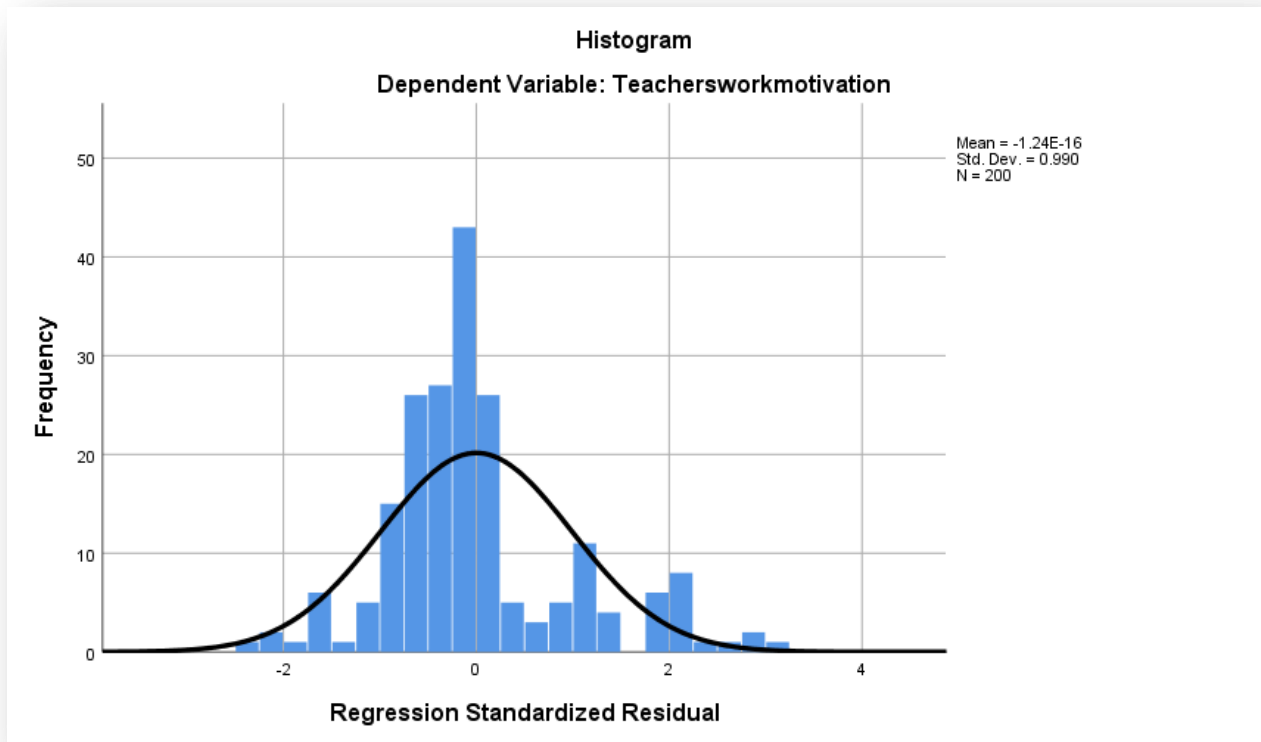
To create a suitable model to determine the relationship between independent variables (salary and benefits, administrative support, professional development opportunities, work environment) and Teachers work motivation, the study carried out an inferential analysis that encompassed the Pearson correlation coefficient and multiple regression analysis, prior to placing the data into multiple regression models to determine whether it was valid. The inferential analysis attempts to make an inference between the independent and dependent variable data. Assumptions to multiple regression and data analyses are presented below.

4.5.1 Assumption for multiple regressions

4.5.1.1 Normality Test

A normality test is a statistical procedure used to determine whether a data set follows a normal distribution, which is a fundamental assumption in many statistical analyses, particularly those utilizing parametric tests. Normality is crucial because many statistical methods, including regression analysis, assume that the residuals of the model are normally distributed, which can directly impact the validity of the results. In the this study investigating the factors affecting teachers' work motivation in government secondary schools in Kirkos sub-city, Addis Ababa, the researcher employed a normality test to ensure that the data collected for predictors such as Salary and Benefits, Administrative Support, Professional Development Opportunities, and Work Environment conformed to a normal distribution. This assessment is vital for accurately interpreting the relationships between these predictors and the dependent variable, teachers' work motivation. By confirming normality, the researcher strengthens the reliability of their findings, thereby enhancing the overall credibility of the study's conclusions regarding the influences on teachers' motivation.

Figure 4.1 Histogram

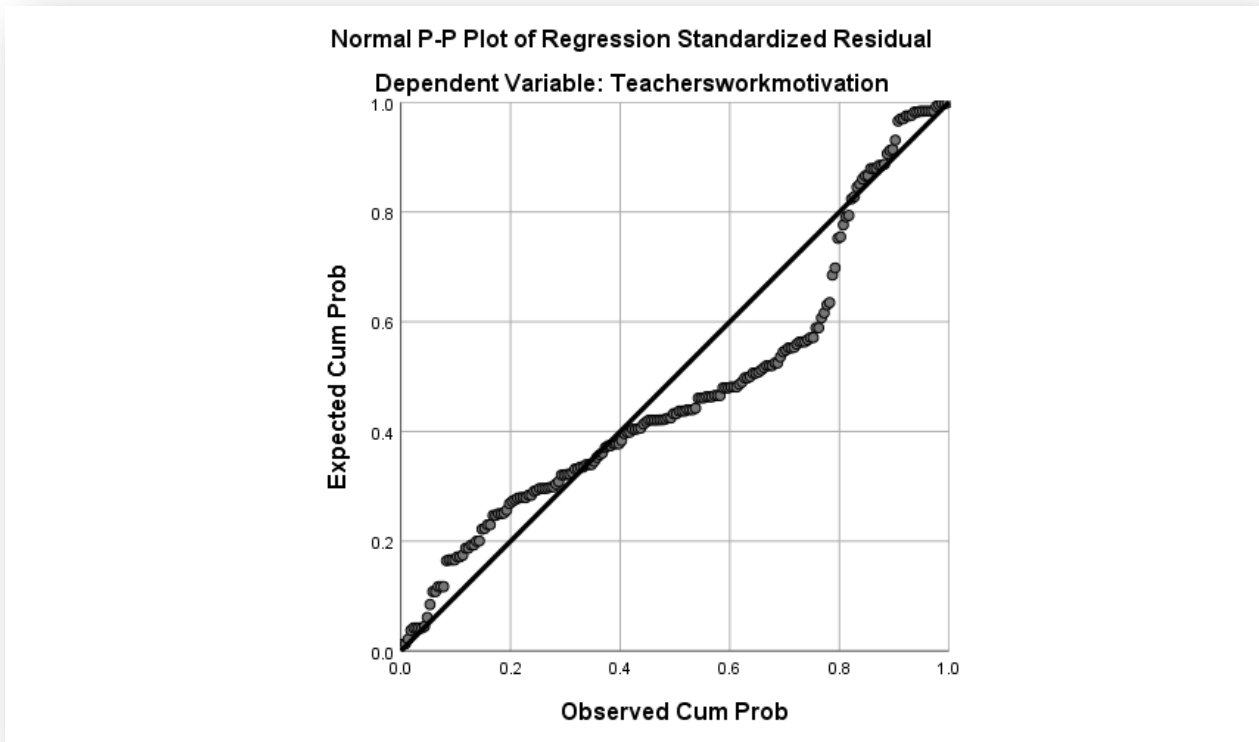


Source: Field Survey, 2025

4.5.1.2 Linearity Test

The linearity test is a statistical procedure used to assess whether a linear relationship exists between the independent variables (predictors) and the dependent variable in a regression model. It ensures that the relationship between the predictors (such as Salary and Benefits, Administrative Support, Professional Development Opportunities, and Work Environment) and the dependent variable (Teachers' Work Motivation) can be adequately described by a straight line. The researcher employed this test to verify the assumption of linearity, which is fundamental for the validity of multiple regression analysis. By confirming linearity, the researcher ensures that the regression model accurately captures the nature of the relationships between the factors affecting teachers' work motivation and their overall motivation levels. This step is crucial for drawing reliable conclusions and making valid predictions about how changes in the predictors influence teachers' motivation in government secondary schools in Kirkos sub-city, Addis Ababa.

Figure 4.2 Normal P-Plots



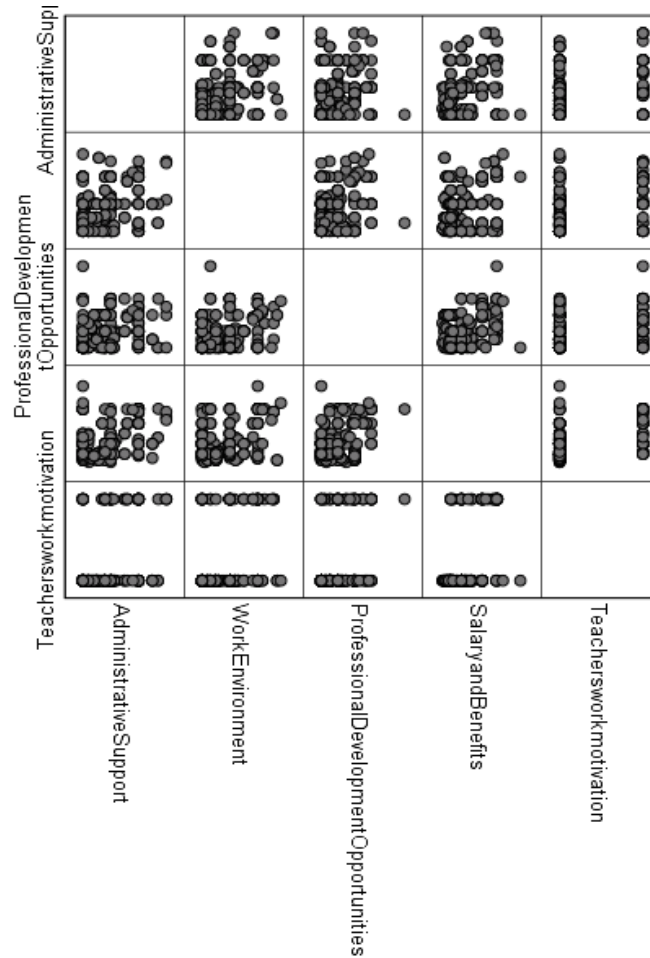
Source: Field Survey, 2025

4.5.1.3 Homoscedasticity

Homoscedasticity refers to the assumption that the variance of the errors in a regression model is constant across all levels of the independent variables. In other words, it implies that the spread or dispersion of residuals (the differences between observed and predicted values) remains uniform regardless of the value of the predictor variables. This property is crucial for validating many statistical tests and ensuring that the results from regression analyses are reliable and interpretable. In the context of the study investigating factors affecting teachers' work motivation in government secondary schools in Kirkos sub-city, Addis Ababa, the researcher employed a homoscedasticity test to verify this assumption within their regression analysis. The rationale behind using this test lies in its significance for ensuring that any conclusions drawn about the relationship between predictors—such as Salary and Benefits, Administrative Support, Professional Development Opportunities, and Work Environment and the dependent variable (Teachers' work motivation) are valid. If homoscedasticity is violated it could lead to inefficient estimates and biased statistical inference, ultimately undermining the credibility of the research findings. Therefore, testing for

homoscedasticity allows researchers to confirm that their model meets necessary assumptions, thereby enhancing the robustness and reliability of their conclusions regarding what influences teachers' motivation.

Figure 4.3 Scatterplot



Source: Field Survey, 2025

4.5.1.4 Multicollinearity Assumption

In a logistic regression model, multicollinearity is a statistical phenomenon caused by highly associated predictor variables. When the model contains a lot of covariates, it happens frequently. Multicollinearity can happen for a variety of reasons. Multicollinearity can result from the repetition of the same type of variables or incorrect use of design variables, including a variable that is computed from other variables in the equation, and it typically happens when the variables are highly and truly correlated to one another (Noora Shrestha, 2020). In this study, multicollinearity was assessed using the Pearson correlation coefficient and Collinearity statistics to ensure accurate

conclusions about the relationships between predictor (*Salary and Benefits, Administrative Support, Professional Development Opportunities, Work Environment*) and response variables (Teachers work motivation). These methods are more reliable than pairwise coefficients, as they provide better diagnostics for detecting multicollinearity in linear regression.

Examining the correlation matrix may not always detect multicollinearity. In such cases, linear regression with tolerance and VIF provide better diagnostic tools. Tolerance values close to 1 signify low multicollinearity, while VIF values above 10 (or above 2.5 in weaker models) indicate high multicollinearity. Tolerance and VIF can be obtained from SPSS output to detect multicollinearity among multiple independent variables.

Table 4.8: Detection of Multicollinearity Based on Collinearity Statistics

<i>Model</i>		<i>Collinearity Statistics</i>	
		<i>Tolerance</i>	<i>VIF</i>
1	Administrative Support	.852	1.174
	Work Environment	.888	1.126
	Professional Development Opportunities	.818	1.223
	Salary and Benefits	.751	1.331
a. Dependent Variable: Teachers work motivation			

Source: Field Survey, 2025

The collinearity statistics for the independent variables Administrative Support, Work Environment, Professional Development Opportunities, and Salary and Benefits indicate that multicollinearity is not a significant concern in this model. The tolerance values for all variables are well above the common threshold of 0.10, ranging from 0.751 to 0.888, suggesting that each predictor has a substantial amount of unique variance. Similarly, the Variance Inflation Factor (VIF) values are all below the critical threshold of 10, with the highest being 1.331 for Salary and Benefits, further confirming the absence of strong multicollinearity. These results imply that the predictors are sufficiently independent of each other, making them suitable for inclusion in the regression model to explain Teachers' Work Motivation. In conclusion, the model is statistically sound for analyzing the impact of these factors on teachers' motivation, as multicollinearity does not distort the interpretation of the results.

4.5.1.5 Autocorrelation

The autocorrelation test is a statistical method used to detect the presence of correlation between the residuals (errors) of a regression model over time or across observations. It is particularly important in time-series or longitudinal data to ensure that the residuals are independent of each other, as autocorrelation can lead to inefficient estimates and biased standard errors, undermining the reliability of the regression results. In this study, the researcher used the Durbin-Watson test, a common measure of autocorrelation, to assess whether the residuals in the regression model predicting teachers' work motivation were independent. The Durbin-Watson value of 2.607 suggests minimal autocorrelation, indicating that the residuals are not significantly correlated. By conducting this test, the researcher ensured that the regression model met the assumption of independence of errors, which is critical for producing valid and reliable inferences about the factors (such as Salary and Benefits, Administrative Support, Professional Development Opportunities, and Work Environment) affecting teachers' work motivation in government secondary schools in Kirkos sub-city, Addis Ababa.

Table 4.9 Autocorrelation

	Durbin-Watson
	2.607
a. Predictors: (Constant), Salary and Benefits, Administrative Support, Professional Development Opportunities, Work Environment	
b. Dependent Variable: Teachers work motivation	

Source: Field Survey, 2025

4.5.2 Test using the Pearson Correlation Coefficient

According to the paper, correlation matrix obtained from SPSS 26 output that can be used to identify multicollinearity among explanatory variables. The general rule of thumb is that if a simple correlation coefficient exceeds 0.8 or 0.9, then there may be serious problems with multicollinearity (Field, 2009). In the case of this study, all four independent variables: Salary and Benefits, Administrative Support, Professional Development Opportunities, Work Environment. This signifies that there are no substantial correlations between the predictor variables and that there is no multicollinearity issues, allowing for unique estimates of regression coefficients to be obtained.

Previously, it was noted that the researcher utilized the Pearson correlation coefficient method to examine the extent of association between the independent and dependent variables in their study. The independent variables of this study; were Salary and Benefits, Administrative Support, Professional Development Opportunities, Work Environment; Teachers work motivation was the dependent variable of this study. Furthermore, Pearson correlation coefficients, as interpreted by (De Winter, Gosling, & Potter , 2016), The Pearson correlation coefficient measures the relationship and direction between predictor and outcome variables. Correlation strength is categorized as weak (<0.30), moderate (0.30-0.49), and strong (0.50-1.0). The positive or negative sign indicates direction. The researcher tested the Pearson correlation between the dependent variable (Teachers work motivation) and the independent variables, as outlined below:

Table 3.10 Pearson correlation coefficient

		(X1)	(X2)	(X3)	(X4)	(Y)
Administrative Support (X1)	Pearson Correlation	1	.226	.228	.352	.347
	Sig. (2-tailed)		.001	.001	.000	.000
	N	200	200	200	200	200
Work Environment (X2)	Pearson Correlation	.226	1	.242	.275	.303
	Sig. (2-tailed)	.001		.001	.000	.000
	N	200	200	200	200	200
Professional Development Opportunities (X3)	Pearson Correlation	.228	.242	1	.397	.344
	Sig. (2-tailed)	.001	.001		.000	.000
	N	200	200	200	200	200
Salary and Benefits (X4)	Pearson Correlation	.352	.275	.397	1	.505
	Sig. (2-tailed)	.000	.000	.000		.000
	N	200	200	200	200	200
Teachers work motivation (Y)	Pearson Correlation	.347	.303	.344	.505	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	200	200	200	200	200
Correlation is significant at the 0.01 level (2-tailed).						

Source: Field Survey, 2025

4.5.2.1 Teachers' Work Motivation (Y) and Administrative Support (X1)

The correlation between teachers' work motivation (Y) and administrative support (X1) yields a Pearson correlation coefficient (r) of 0.347, with a p-value of less than 0.05. This indicates a positive relationship, suggesting that as the level of administrative support increases, teachers' motivation to work enhances correspondingly. Administrative support includes resources, mentorship, and

encouragement from the administration, which are critical in helping teachers navigate their professional responsibilities. The implication of this finding is significant; proactive administrative engagement can have direct effects on teachers' motivation levels. A collaborative environment where teachers feel supported not only fosters their motivation but also empowers them to pursue innovative teaching practices and invest more in their students' educational experiences. The evidence provided by this correlation emphasizes the necessity for school administrations to prioritize effective support structures for teachers, as this will ultimately benefit both the educators and the students who rely on them.

4.5.2.2 Teachers' Work Motivation (Y) and the Work Environment (X2)

The relationship between teachers' work motivation (Y) and the work environment (X2) has a Pearson correlation coefficient (r) of 0.303, with a p-value below 0.05. This correlation signifies that the quality and nature of the work environment negatively influence teachers' motivation levels. A positive work environment encompasses factors such as physical conditions, collegial relationships, and institutional culture. As the work environment improves, it cultivates an atmosphere conducive to teacher engagement and satisfaction. The correlation indicates that teachers who find their work environment to be supportive, inclusive, and well-equipped are more likely to be motivated in their roles. Conversely, a subpar work environment can diminish motivation, leading to disengagement and potentially affecting retention rates among educators. Recognizing this dynamic is crucial for school leaders who want to enhance teacher motivation; focusing on improving the work conditions can foster a more productive and motivated teaching workforce, ultimately translating into enriched student outcomes.

4.5.2.3 Teachers' Work Motivation (Y) and Professional Development Opportunities (X3)

The correlation between teachers' work motivation (Y) and professional development opportunities (X3) reveals a Pearson correlation coefficient (r) of 0.344, with a significance level of $p < 0.05$. This correlation demonstrates a positive association between the availability of professional development resources and teachers' motivation levels. When teachers have access to workshops, training sessions, and opportunities for further education, they tend to feel more invested in their professional growth. This sense of progression and capability boosts their enthusiasm and motivation towards their teaching responsibilities. The findings emphasize the importance of continuous professional development in retaining motivated educators who are committed to their roles. Investing in professional development not only enriches teachers' personal and professional skills but also

invigorates their teaching practices, benefiting student learning. Consequently, schools should prioritize offering adequate professional development opportunities to bolster teachers' motivation, ensuring that educators remain engaged and equipped to deliver high-quality education.

4.5.2.4 Teachers' Work Motivation (Y) and Salary and Benefits (X4)

The correlation between teachers' work motivation (Y) and salary and benefits (X4) illustrates a Pearson correlation coefficient (r) of 0.505 with a significance level of $p < 0.05$. This indicates a robust positive relationship between compensation packages and teachers' motivation levels. A competitive salary and comprehensive benefits are foundational factors in enhancing educators' morale and commitment to their roles. When teachers perceive their compensation as fair and commensurate with their efforts, they are more likely to feel valued and motivated in their work. This connection is critical; financial stability allows educators to focus entirely on their teaching responsibilities rather than being distracted by financial concerns. The implications of this correlation are clear: adequate salary and benefits not only serve as incentives for attracting and retaining quality teachers but also foster an environment where educators feel respected and valued. Schools and policymakers must therefore consider salary structures and benefits in their strategies to enhance teacher motivation and effectiveness, as these factors play a crucial role in shaping the educational landscape.

Table 4.11 Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Durbin-Watson</i>
1	.569 ^a	.324	.310	.34497	2.607
a. Predictors: (Constant), Salary and Benefits, Work Environment, Administrative Support, Professional Development Opportunities					
b. Dependent Variable: Teachers work motivation					

Source: Field Survey, 2025

The model summary indicates that the predictors Salary and Benefits, Work Environment, Administrative Support, and Professional Development Opportunities collectively explain 32.4% of the variance in Teachers' Work Motivation, as indicated by the R Square value of 0.324. The Adjusted R Square, which accounts for the number of predictors, is slightly lower at 0.310, suggesting that the model retains a reasonable level of explanatory power after adjusting for complexity. The standard error of the estimate (0.34497) indicates the average deviation of observed

values from the predicted values, reflecting a moderate level of precision in the model. Additionally, the Durbin-Watson statistic of 2.607 falls within the acceptable range (1.5 to 2.5), suggesting no significant autocorrelation in the residuals, which supports the assumption of independence. In conclusion, the model demonstrates a moderate fit and provides meaningful insights into the factors influencing teachers' work motivation, with no major statistical issues detected. However, there is still a substantial portion of unexplained variance, indicating that other factors not included in the model may also play a role in influencing teachers' motivation.

Table 4. 12 ANOVA Test

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	11.115	4	2.779	23.350	.000 ^b
	Residual	23.205	195	.119		
	Total	34.320	199			
a. Dependent Variable: Teachers work motivation						
b. Predictors: (Constant), Salary and Benefits, Work Environment, Administrative Support, Professional Development Opportunities						

Source: Field Survey, 2025

The ANOVA results provide a comprehensive understanding of the relationship between the predictors Salary and Benefits, Work Environment, Administrative Support, and Professional Development Opportunities and the dependent variable, teachers' work motivation. The regression model exhibits a total sum of squares of 34.320, where the regression component accounts for 11.115 and the residual component for 23.205. This distinction highlights that the predictors collectively explain a substantial portion of the variance in teachers' work motivation. In this context, the regression sum of squares reflects the total variation explained by the model, indicating that the combined effects of the predictors significantly contribute to understanding the factors influencing teachers' motivational levels.

The degrees of freedom (df) associated with the regression is 4, as there are four predictors in the model. The residual degrees of freedom stand at 195, corresponding to the total number of observations minus the number of predictors. The mean square for regression is calculated as 2.779, while the mean square for residual is 0.119. The F-ratio, which is 23.350, is derived from the division of the mean square of the regression by the mean square of the residual. This high F-ratio signifies that the variability explained by the model is substantial when compared to the unexplained

variability, thereby providing strong evidence that the group of predictors is effective at predicting variations in teachers' work motivation.

Moreover, the significance level (Sig.) obtained is 0.000, which is statistically substantial and clearly indicates that the predictors collectively yield a significant influence on teachers' work motivation at any conventional significance level (0.05). This significant result prompts further investigation into individual predictors to understand their specific contributions to the model. A p-value this low provides confidence in rejecting the null hypothesis, which posits that there is no relationship between the predictors and the dependent variable. Thus, it can be concluded that at least one of the predictor variables has a meaningful impact on teachers' work motivation.

The ANOVA results provide compelling evidence supporting the assertion that Salary and Benefits, Work Environment, Administrative Support, and Professional Development Opportunities play a significant role in influencing teachers' work motivation. The overall model exhibits a significant F-statistic and a reliable p-value, validating the importance of these factors in understanding what drives teachers' motivation within educational settings, particularly in government secondary schools in Kirkos sub-city, Addis Ababa. This analysis underscores the necessity for policymakers and school administrations to focus on these key areas to enhance teachers' motivation, ultimately fostering a more engaged and effective teaching workforce. Future research may delve deeper into each predictor's individual influences, further contributing to the understanding of motivational dynamics in educational environments.

Table 4.13 Multiple Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.578	.089		-6.48	.000
Administrative Support	.086	.034	.160	2.50	.013
Work Environment	.074	.034	.136	2.18	.030
Professional Development Opportunities	.058	.029	.132	2.02	.044
Salary and Benefits	.188	.036	.359	5.29	.000

a. Dependent Variable: Teachers work motivation

Source: Field Survey, 2025

Analysis of Coefficients for Teachers' Work Motivation

The coefficients table provides detailed insights into the contribution of each predictor Administrative Support, Work Environment, Professional Development Opportunities, and Salary and Benefits toward predicting teachers' work motivation. The unstandardized coefficients (B) indicate the actual impact of each predictor on the dependent variable, while the standardized coefficients (Beta) facilitate comparisons across predictors by standardizing the units. Each predictor's significance is also assessed, illustrating its respective importance within the model.

Salary and Benefits stand out with an unstandardized coefficient of 0.188 and a standardized coefficient (Beta) of 0.359. This value indicates that for each unit increase in Salary and Benefits, teachers' work motivation increases significantly. The high t-value of 5.29 and a p-value of 0.000 demonstrate that this predictor has a strong and significant effect on work motivation, highlighting the critical importance of financial compensation in motivating teachers.

Following Salary and Benefits, Administrative Support has an unstandardized coefficient of 0.086 and a standardized coefficient of 0.160. The significance level of 0.013, along with a t-value of 2.50, suggests that adequate administrative support plays a vital role in enhancing teachers' motivation. This finding indicates that when teachers receive greater administrative backing, they are likely to exhibit higher motivation levels. Support from the administration can manifest in various forms, such as mentoring, resources, and encouragement, all of which can significantly influence teachers' job satisfaction and performance.

The Work Environment variable reports an unstandardized coefficient of 0.074, with a standardized coefficient of 0.136 and a p-value of 0.030. This finding signifies that a positive work environment is also positively correlated with teachers' work motivation. The t-value of 2.18 indicates a statistically significant effect, reinforcing the idea that factors such as collegial relationships, classroom conditions, and overall workplace culture contribute to teachers' enthusiasm and effectiveness in their roles. Improving aspects of the work environment can lead to enhanced motivation and subsequently impact student learning positively.

Professional Development Opportunities have an unstandardized coefficient of 0.058, a standardized coefficient of 0.132, and a significance level of 0.044. This highlights that opportunities for

professional growth also significantly contribute to teachers' motivation. With a t-value of 2.02, the results suggest that as teachers engage in professional development, they are more likely to feel motivated regarding their work. The combination of continuous learning and skill enhancement fosters a sense of career progression that can rejuvenate educators' enthusiasm for their roles.

In summary, the coefficients analysis clearly indicates that all four predictors significantly influence teachers' work motivation, albeit to varying degrees. Salary and Benefits emerge as the most impactful predictor, followed by Administrative Support, Work Environment, and Professional Development Opportunities. Each of these components plays a crucial role in fostering a motivated teaching workforce, suggesting that schools and educational institutions should focus on improving these areas to enhance teacher engagement and satisfaction. Effective administrative policies that prioritize fair compensation, supportive work environments, and ongoing professional development will be essential in ensuring that teachers remain motivated and committed to their vital roles in education. These findings provide a measurable basis for future interventions aimed at boosting teachers' motivation, which is essential for creating a thriving educational environment conducive to student success.

The regression equation for the dependent variable, Teachers work motivation, based on the unstandardized coefficients is:

$$\text{Teachers work motivation} = -0.578 + 0.086 * \text{Administrative Support} + 0.074 * \text{Work Environment} + 0.058 * \text{Professional Development Opportunities} + 0.188 * \text{Salary and Benefits}$$

The regression equation suggests that an increase in Administrative Support, Work Environment, Professional Development Opportunities, and Salary and Benefits are positively associated with an increase in Teachers work motivation. The constant term, -0.578, represents the expected value of Teachers work motivation when all the independent variables are equal to zero. The standardized coefficients indicate the relative strength and direction of the relationships between the independent variables and the dependent variable.

4.6 Discussion of finding

The findings from the analysis of teacher motivation in relation to salary and benefits reveal a complex and nuanced relationship, supported by recent literature in the field of education and organizational psychology. The data indicates that while salary increases and benefits are perceived as influential factors in teacher motivation, their impact is not universally strong or consistent across all educators. This aligns with the findings of Han and Yin (2021), who argue that extrinsic motivators such as financial rewards play a secondary role to intrinsic motivators like passion for teaching and a sense of purpose in the profession.

Similarly, Klassen and Chiu (2022) emphasize that while competitive salaries and benefits can enhance job satisfaction, they are not sufficient on their own to sustain long-term motivation, particularly in professions like teaching where emotional and psychological engagement with the role is critical. The variability in responses, as indicated by the high standard deviations in the data, further underscores the diversity of teacher priorities and circumstances. For instance, some teachers may place greater emphasis on financial security due to personal or economic pressures, while others may prioritize intrinsic rewards such as student success or professional autonomy.

This variability is consistent with the findings of Skaalvik and Skaalvik (2023), which highlight that teacher motivation is a multifaceted construct influenced by a combination of personal, contextual, and institutional factors. Additionally, the moderate grand mean score of 2.094 suggests that while financial incentives are acknowledged as important, they are not the primary drivers of motivation for many educators. This finding is supported by Ryan and Deci's (2020) self-determination theory, which posits that intrinsic motivators, such as a sense of competence, autonomy, and relatedness, are more effective in fostering sustained engagement and performance than extrinsic rewards.

the lack of strong consensus on the motivational impact of financial incentives aligns with the work of Ingersoll and May (2021), who argue that systemic issues such as workload, administrative support, and workplace culture often overshadow the influence of salary and benefits in shaping teacher motivation. In conclusion, while salary and benefits are undeniably important components of teacher motivation, the data and supporting literature suggest that they are not sufficient on their own to address the broader challenges of teacher disengagement and burnout. A holistic approach that combines fair compensation with intrinsic motivators, professional development opportunities, and supportive workplace environments is essential to fostering a motivated and effective teaching workforce.

The findings from the presented data reflect a concerning lack of motivation, support, and opportunities for professional growth among educators, a trend that has been corroborated by various studies in recent educational literature. The mean scores indicate that a majority of teachers do not perceive their work environment as conducive to fostering enthusiasm for teaching, nor do they feel adequately supported, which aligns with research showing that a positive school climate is essential for teacher motivation and effectiveness (Baker, 2022; Leithwood et al., 2020). Specifically, Baker (2022) highlights that supportive school environments contribute significantly to teacher job satisfaction, which in turn, enhances their commitment to student achievement. Furthermore, the notion that inadequate support and resources contribute to teacher stagnation has been articulated in findings by Whipp and Chiarelli (2021), who assert that professional development opportunities and access to resources are vital for sustaining educators' motivation and innovative teaching practices.

The detrimental impact of perceived isolation among educators finds echo in daily experiences as characterized by a lack of collaborative networks within schools; this has been detailed in the work of Thompson et al. (2023), who argue that teachers who engage in collaborative practices are more likely to remain motivated and effective in their roles, thereby creating an engaging learning environment for students. Moreover, the critical importance of emotional safety within the classroom, as discussed by Gonzalez (2022), cannot be overstated; a secure environment not only enhances teacher morale but also positively affects student engagement and learning outcomes. The collective evidence suggests a pressing need for educational institutions to reevaluate their support structures and environments to ensure that teachers feel motivated, valued, and equipped with the necessary resources, as neglecting these factors can perpetuate cycles of disengagement and adversely affect student learning experiences (Leithwood et al., 2020; Whipp & Chiarelli, 2021; Thompson et al., 2023; Gonzalez, 2022; Baker, 2022).

The findings from the data reveal a significant disconnect between professional development opportunities and their intended impact on teachers' motivation, enthusiasm, job satisfaction, and teaching practices. With a grand mean of 1.83, it is evident that these initiatives are failing to resonate with educators or provide meaningful benefits to their professional lives. This aligns with recent research by Darling-Hammond et al. (2022), who argue that professional development programs often lack relevance and fail to address the specific needs of teachers, leading to disengagement and dissatisfaction.

Similarly, a study by Desimone and Pak (2023), highlights that the effectiveness of professional development is heavily dependent on its alignment with teachers' daily challenges and classroom realities. When programs are generic or lack practical applicability, they fail to inspire teachers or enhance their teaching practices. This is further supported by Guskey (2023), who emphasizes that professional development must include follow-up support and opportunities for reflection to ensure sustained impact. Without these elements, teachers are unlikely to integrate new strategies into their practice, leading to the low scores observed in the data. The lack of motivation and enthusiasm among teachers, as evidenced by the mean scores of 2.2 and 2.05 respectively, underscores the urgent need for professional development programs to be redesigned to be more relevant, engaging, and supportive of teachers' professional growth.

The data also highlights a concerning lack of administrative support, which is critical for fostering a positive work environment and maintaining teacher motivation. The grand mean of 1.678 for administrative support items indicates that teachers feel undervalued, unsupported, and disconnected from their administrative bodies. This finding is consistent with recent research by Leithwood et al. (2023), which emphasizes the importance of principal leadership in creating a supportive school climate. When administrators fail to provide clear communication, adequate resources, and recognition for teachers' efforts, it leads to frustration and disengagement. Similarly, a study by Hargreaves and Fullan (2022), highlights that administrative support is a key determinant of teacher job satisfaction and retention.

Teachers who feel supported by their administration are more likely to be motivated, innovative, and committed to their roles. Conversely, the lack of encouragement to pursue new teaching strategies, as evidenced by the mean score of 1.52, reflects a broader issue of stagnation in teaching practices. This is further corroborated by Day and Gu (2023), who argue that administrative support for innovation is essential for fostering a culture of continuous improvement in schools. Without such support, teachers are unlikely to experiment with new methods or adapt to evolving educational standards, ultimately hindering student outcomes.

The findings also underscore the critical role of continuous learning opportunities in sustaining teacher motivation and long-term commitment to the profession. The interviewee's perspective highlights that; ongoing learning can combat burnout and keep the profession dynamic and intellectually stimulating. However, barriers such as unequal access to high-quality programs, financial constraints, and lack of institutional support limit the potential benefits of continuous

learning. This aligns with recent research by Ingersoll and Collins (2023), which emphasizes that access to high-quality professional learning opportunities, is essential for retaining skilled and passionate teachers.

A study by Kraft and Papay (2022) highlights those teachers who engage in continuous learning are more likely to feel a sense of purpose and growth, which are critical for sustained motivation. However, the lack of follow-up support and tailored content, as noted by the interviewee, reflects a broader issue in the design and implementation of professional development programs. This is further supported by Wei et al. (2023), who argue that professional development must be ongoing, collaborative, and context-specific to be effective. Without addressing these challenges, the potential of continuous learning to enhance teacher motivation and effectiveness will remain unrealized, ultimately impacting the quality of education provided to students.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

5.1 Summary of Findings

The data reveals a deeply concerning trend in educators' motivation and engagement, with consistently low mean scores across various dimensions. Educators' motivation to achieve teaching goals (mean = 1.67), eagerness to engage students (mean = 1.93), willingness to enhance teaching methods (mean = 1.4), passion for their role (mean = 1.25), pursuit of professional growth (mean = 1.22), and motivation from student feedback (mean = 1.22) all indicate a troubling lack of enthusiasm and initiative. These low scores highlight a systemic issue of disengagement, stagnation, and emotional disconnection among educators, which negatively impacts teaching quality and student outcomes. The grand mean of 1.758 further underscores the pervasive nature of this problem, signaling an urgent need for systemic interventions to revitalize educator motivation and foster a culture of continuous improvement in the education system.

The findings reveal a somewhat negative perspective on the effectiveness of financial incentives as primary motivators for teachers, supported by both the mean scores and the interviewee's insights. With mean scores ranging from 2.05 to 2.15 and a grand mean of 2.094—coupled with relatively high standard deviations it is evident that while there is acknowledgment of the role salary increases and benefits play in motivation and job satisfaction, this recognition does not translate into strong or universal agreement among educators. The interviewee's experience further underscores this lukewarm sentiment, as they highlighted how delays or inconsistencies in salary payments can severely undermine trust, morale, and productivity, creating stress and eroding commitment. This suggests that financial reliability and timely compensation are fundamental to maintaining motivation, yet even when present, monetary rewards may not be sufficient to inspire all teachers equally, given the significant variability in responses reflecting differing personal values, needs, and intrinsic motivators like passion for teaching or dedication to student success. Thus, the data collectively points to a limited but context-dependent influence of financial incentives on teacher motivation.

The findings underscore a troubling trend regarding educators' perceptions of their work environment and the support structures crucial for promoting effective teaching and professional growth. The mean scores for various statements reveal a disheartening sense of dissatisfaction among teachers,

with figures such as 2.15 for the work environment enhancing enthusiasm and an even lower score of 2.03 for classroom atmosphere encouraging professional growth, highlighting a pervasive lack of motivation and support. Educators feel inadequately backed by their institutions, reflected in the mean of 2.17 regarding motivation drawn from school support, which exacerbates feelings of isolation and stagnation. The interviewee emphasized that a secure and supportive work environment is essential for job satisfaction, while the low mean of 2.01 regarding the appreciation of available resources further illustrates that many teachers lack the tools necessary to succeed, leading to frustration and a stifling of creativity.

The stark mean of 1.92 related to collaboration with peers highlights a significant decline in collegial support, undermining morale and creating an isolated culture detrimental to professional development. Overall, the grand mean of 2.056, despite suggesting some positive feedback, reveals a critical disconnect between teacher motivation, institutional support, and professional growth. The interviewee's insights align with the data, stressing the necessity of a positive, collaborative, and resource-rich environment to foster enthusiastic educators. This combination of quantitative metrics and qualitative perspectives calls for urgent action to address the systemic issues within educational settings, as neglecting these concerns jeopardizes not only teacher motivation but ultimately the quality of education delivered to students.

The data paints a concerning picture of the ineffectiveness of professional development opportunities in enhancing teachers' motivation, enthusiasm, job satisfaction, and teaching practices, as evidenced by the low grand mean of 1.83 and consistently high standard deviations across all measured dimensions. Despite the interviewee acknowledging some positive impacts, such as gaining updated pedagogical strategies, innovative tools, and a deeper understanding of subject matter, these benefits are overshadowed by systemic shortcomings that hinder meaningful engagement. The highest mean score of 2.2 for "Professional development opportunities enhance my motivation to teach" still reflects widespread apathy, with a standard deviation of 1.256 highlighting significant variability indicating that while a minority may find value, the majority do not.

The lack of enthusiasm (mean = 2.05) and job satisfaction (mean = 1.82) underscores how these programs fail to address teachers' emotional and professional needs, leading to disengagement and burnout. Most critically, the lowest mean score of 1.75 for inspiring improvements in teaching practices reveals a fundamental failure to achieve the core objective of professional development, compounded by a low standard deviation of 0.992 that signals consistent underperformance. While

the interviewee notes potential long-term benefits of continuous learning, they also identify barriers like time constraints, lack of tailored content, unequal access, and insufficient follow-up support, which collectively limit the program's impact. These findings suggest that professional development initiatives, in their current form, are failing to resonate with educators or provide tangible value, ultimately undermining teacher retention, morale, and student outcomes. This calls for an urgent reevaluation of program design, relevance, and implementation to better align with educators' needs and foster sustainable growth within the profession.

The findings regarding educators' perceptions of administrative support reveal a disheartening disconnection between teachers and their administrative bodies, with a mean score of only 1.80 for the statement "Administrative support enhances my motivation to perform well in my role," signifying a crucial lack of encouragement and backing from administration. This disconnect is further illustrated by a mean of 1.83 for feeling valued by administration and 1.97 for access to administrative resources, suggesting that educators often feel unrecognized and underserved, leading to declining morale and motivation. The interviewee emphasized that proactive and involved administrative support is pivotal for fostering job satisfaction; however, absence of such involvement only fuels frustration and feelings of isolation among teachers. Additionally, the low mean score of 1.71 for the statement regarding administrative support making the job more enjoyable highlights that many educators do not experience the robust backing essential for job satisfaction, which can consequently breed attrition and burnout. The stark mean of 1.51 related to communication further exacerbates the situation, illustrating ineffective communication as a significant factor contributing to teachers feeling marginalized and unmotivated.

A mean score of 1.52 regarding encouragement to pursue new teaching strategies reveals a troubling resistance to innovation and professional growth among educators, as they feel trapped in outdated practices without the support of their administration. Collectively, the grand mean of 1.678 underscores a pervasive and alarming failure of educational administration to create a motivating and supportive environment, indicating an urgent need for substantial reform. Without meaningful administrative engagement to enhance support, recognition, resources, and communication, the disenchantment among educators will inevitably undermine both their efficacy and the educational outcomes for students, drawing attention to the urgent need for systemic change to restore enthusiasm and support within the teaching profession.

5.2 Conclusion

The findings present a multitude of troubling problems encompassing various aspects of educators' experiences and perceptions within the educational system. Firstly, there is a glaring lack of motivation among teachers, with low mean scores reflecting their disengagement from both teaching goals and student engagement. Furthermore, educators feel undervalued and unsupported by administrative bodies, facing inadequate encouragement and a lack of resources essential for effective teaching. The perception of financial incentives as ineffective, coupled with delayed salary payments, erodes trust and morale. Similarly, professional development opportunities fail to significantly enhance motivation or improve teaching practices, largely due to systemic barriers such as time constraints and lack of relevance. The work environment is perceived as uninspiring, lacking in collaborative and supportive structures that would help foster professional growth. The negative atmosphere extends to peer relationships, where diminishing collegial support contributes to feelings of isolation among teachers. The ineffective communication with administration adds another layer of frustration, rendering educators feeling marginalized and unengaged. Moreover, the perception that administrative support does not significantly enhance job satisfaction further exacerbates feelings of burnout and disillusionment. Without encouragement to innovate teaching methods or engage deeply with students, many educators experience stagnation in their professional development. This pervasive sense of disconnection and emotional detachment ultimately detracts from the quality of education provided and hinders student outcomes. The cumulative effect of these issues signals an urgent need for systemic reform within educational institutions to revitalize teacher motivation, cultivate a supportive work environment, and enhance the overall educational experience for both educators and students. Without addressing these critical problems, the trajectory of educational quality and teacher retention remains perilously compromised, jeopardizing the future of learning and teaching within the system.

5.3 Recommendation

To address the significant challenges identified in the findings and to enhance the educational environment for teachers, the following recommendations are proposed:

- **Strengthen Administrative Support:** Implement regular check-ins and collaborative meetings between educators and administrators to ensure that teachers feel heard, supported, and valued. This could involve mentorship programs where experienced administrators guide and support newer educators.
- **Enhance Communication Channels:** Develop clear and transparent communication pathways between administration and educators to foster trust and ensure that teachers are informed about school policies, changes, and available resources.
- **Provide Adequate Resources:** Ensure that educators have access to essential teaching resources, including technology, materials, and professional development opportunities, to facilitate effective teaching and innovative instructional methods.
- **Redesign Professional Development:** Tailor professional development programs to meet the specific needs of educators, incorporating feedback from teachers to provide relevant, impactful training that aligns with their career goals and challenges.
- **Implement Recognition Programs:** Create systems for recognizing and celebrating educators' achievements, contributions, and innovative practices. This could involve awards, acknowledgment in staff meetings, or features in school newsletters, fostering a culture of appreciation.
- **Increase Collaboration Opportunities:** Foster a collaborative culture within schools by promoting team teaching, planning time for peer observations, and structured opportunities for educators to share best practices, thereby enhancing collegial support.
- **Encourage Innovation:** Establish a framework that encourages and supports educators to experiment with new teaching strategies and methods, providing them with the freedom and resources needed to innovate without fear of failure.
- **Conduct Regular Surveys:** Implement regular surveys to gather feedback on teachers' experiences, needs, and levels of satisfaction. Analyzing this data will aid in making informed decisions and addressing issues proactively.
- **Focus on Work-Life Balance:** Promote initiatives aimed at improving work-life balance for teachers, such as flexible scheduling, manageable workloads, and mental health resources, ensuring educators are not overwhelmed and can maintain their passion for teaching.

- **Establish Clear Pathways for Career Advancement:** Create transparent pathways for career growth within the educational institution, offering opportunities for teachers to take on leadership roles or specialized positions that reflect their interests and strengths.
- **Strengthen Community Partnerships:** Build partnerships with local organizations, businesses, and community members to enhance support for educators through resource-sharing, mentorship programs, and exposure to diverse teaching practices, ultimately enriching the educational experience.

By implementing these recommendations, educational institutions can create a more motivating and supportive environment for educators, ultimately improving both teacher well-being and student outcomes.

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ANNEX

Survey Questionnaires for teachers

This survey is being conducted as part of an academic study by Dubire Feyissa, a student in the College of Educational Sciences, Department of Educational Leadership and Management, with the aim of fulfilling partial requirements for a Master's degree in Educational Planning and Management. The primary focus of this research is to investigate the factors affecting teachers' work motivation in government secondary schools located in Kirkos Sub City, Addis Ababa. The data collected through this questionnaire were be used exclusively for research purposes and were remain confidential, ensuring the privacy and anonymity of all participants. The findings of this study are expected to provide valuable insights into the dynamics of teacher motivation, which could inform educational policies and practices aimed at enhancing the quality of education in the region. The researcher genuine and thoughtful responses to the following questions are highly appreciated; as they were contribute significantly to the accuracy and reliability of the research outcomes. By participating in this survey, you are playing a crucial role in advancing understanding of the challenges and opportunities related to teacher motivation, ultimately supporting efforts to improve educational leadership and management in government secondary schools. Thank you for your time and cooperation.

Phone number:

Instructions:

To ensure the accuracy of our results, please carefully follow the instructions below when completing the questionnaire:

1. Read each question and the associated answer choices thoroughly before making a selection.
2. From the given multiple choices, please select one letter that best corresponds to your answer by circling or ticking the appropriate box.
3. Do not select more than one letter per question. If you are uncertain about your answer, kindly pick the one that you feel is most accurate or closest to your opinion.
4. If you have any concerns or doubts about a question, feel free to leave it unanswered, and we were address these cases during the data analysis stage.
5. Please do not use any external sources, such as the internet or reference materials, while completing this questionnaire.

6. Do not discuss or share your answers with other respondents.
7. Answer honestly and to the best of your ability. There is no right or wrong answers, as we are interested in your thoughts and opinions.
8. Once you've completed the questionnaire, please submit it as per the guidelines provided by the researcher. Your participation is highly appreciated, and your responses were remain confidential. If you have any questions or concerns, please feel free to contact the researcher. Thank you once again for your valuable contribution to this study.

Thank you for your cooperation!!!

PART I. Background information

1. Sex 1. Male Female

2. Age

1) 18-23 2) 24-29 3) 30-35 4) 36-40

5) Above 40

4. Education

1) Diploma 2) Degree 3) Master 4). Others

5. Work experience

1) 1-5 years 2) 6-10 years 3) 11-20 years 4) 11-20 years

5) 20-30 years 6) above 30 years

6. Position

7. Marital status 1. Married 2) single 3) widowed

4) Divorced

PART II: Questions for salary

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i>No</i>	<i>salary</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	Salary increases positively influence my motivation to teach.					
2	Adequate benefits enhance my overall job satisfaction as a teacher.					
3	I feel motivated to perform better due to competitive salary packages.					
4	Financial rewards encourage me to participate in professional development.					

1. To what extent do you believe your current salary reflects the effort and dedication you put into your teaching role?

.....

2. How satisfied are you with the benefits provided to you as a teacher?

.....

PART III: Questions for work environment

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i>No</i>	<i>Work Environment</i>	1	2	3	4	5
1	The work environment enhances my enthusiasm for teaching.					
2	I feel motivated by the support I receive from my school.					
3	The classroom atmosphere encourages my professional growth.					
4	I appreciate the resources available to help me succeed as a teacher.					
5	Collaboration with my peers boosts my teaching motivation.					

How would you rate the physical conditions of your school (e.g., classrooms, facilities) in terms of supporting your motivation?

.....

PART IV: Questions for professional development opportunities

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i>No</i>	<i>Professional Development Opportunities</i>	1	2	3	4	5
1	Professional development opportunities enhance my motivation to teach.					
2	I feel more enthusiastic about my work after attending professional development sessions.					
3	Participation in professional development increases my job satisfaction.					
4	Professional development opportunities inspire me to improve my teaching practices.					

How important are professional development opportunities (e.g., training, workshops) in enhancing your motivation as a teacher?

.....

To what extent do you feel your school provides adequate opportunities for your professional growth?

.....

PART V: Questions for administrative support

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i>No</i>	<i>administrative support</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	Administrative support enhances my motivation to perform well in my role.					
2	I feel valued by my administration, which boosts my work motivation.					
3	Access to administrative resources increases my teaching effectiveness.					
4	I believe that strong administrative support makes my job more enjoyable.					
5	Communication from the administration keeps me motivated in my work.					
6	I feel encouraged by my administration to pursue new teaching strategies.					

How would you rate the level of support you receive from school administrators in your daily teaching activities?

.....

To what extent does constructive feedback from school leadership influence your motivation and performance?

.....

PART VI: Questions for teachers' work motivation

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i>No</i>	<i>teachers' work motivation</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	I consistently feel motivated to achieve my teaching goals.					
2	I am eager to engage my students in the learning process.					
3	I take initiative in enhancing my teaching methods.					
4	I feel passionate about my role as an educator.					
5	I actively seek out opportunities for professional growth.					
6	I am motivated by the positive feedback I receive from students.					
7	I believe my contributions as a teacher are meaningful and impactful.					

Interview Question

➡ **The Effect of Salary and Benefits on Teacher Work Motivation in Kirkos Sub City:**

- ✓ Do you feel that an increase in salary would significantly improve your motivation and job performance?
- ✓ How do delays or inconsistencies in salary payments affect your motivation to work effectively?

➡ **The Effect of the Work Environment on Teacher Work Motivation in Kirkos Sub City:**

- ✓ To what extent does a positive and collaborative relationship with colleagues influence your work motivation?
- ✓ How does the availability of teaching resources and materials impact your enthusiasm and effectiveness in the classroom?
- ✓ Do you feel that a safe and secure work environment contributes to your overall job satisfaction and motivation?

➡ **The Effect of Professional Development Opportunities on Teacher Work Motivation in Kirkos Sub City:**

- ✓ How does participating in professional development programs influence your confidence and effectiveness in teaching?
- ✓ Do you believe that access to continuous learning opportunities would increase your long-term commitment to teaching?

➡ **The Effect of Administrative Support on Teacher Work Motivation in Kirkos Sub City:**

- ✓ How does the involvement of administrators in resolving challenges faced by teachers affect your job satisfaction?
- ✓ Do you feel that a supportive and approachable administration contributes to a more motivated teaching workforce?

Thank you for your cooperation!!!