



**The Newly Introduced Teachers' Incentives and Motivation:
The Case of Government Secondary Schools in Kolfe Keranio
Sub-city of Addis Ababa**

A Thesis Submitted to the School of Graduate Studies of Addis Ababa University, College of Education and Behavioral Studies, Department of Educational Planning and Management, in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Educational Leadership and Management

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DECLARATION

I, Fatuma Habib, declare that this research work entitled, “The Newly Introduced Teachers’ Incentives and Motivation: The Case of Government Secondary Schools in Kolfe Keranio Sub-city of Addis Ababa” was an outcome of my own effort and study. As a result, all sources of materials used for the study had been duly acknowledged. I had produced it independently except for the guidance and suggestion of the research advisor. This research had not been submitted for any degree in this university or any other university. It was offered for the partial fulfillment of the degree of MA in Educational Leadership and Management.

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This is to certify that the thesis prepared by Fatuma Habib, “The Newly Introduced Teachers’ Incentives and Motivation: The Case of Government Secondary Schools in Kolfe Keranio Sub-city of Addis Ababa” submitted in partial fulfillment of the requirements for the Degree of Master of Educational Leadership and Management complied with the regulations of Addis Ababa University met the accepted standards with respected quality

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ABSTRACT

The aim of this research was to explore the impact of newly introduced teachers' incentives on their motivation. In the empirical investigation, a mixed-methods research design was used. For quantitative segment, data collection was collected through self-constructed structured questionnaire. Data were collected from 107 government secondary school teachers in Kolfe keranio sub-city, who were chosen using stratified random sampling. For the qualitative segment of the study, empirical materials were collected through interviews conducted with four directors and two sub city supervisors chosen using purposive sampling. . The data were statistically analyzed using the Statistical package for the Social Sciences (SPSS) computer software programme, and the results were appropriately interpreted. In the second, namely the qualitative phase, interviews were conducted with a sample of four directors and two sub city supervisors selected. The finding indicated that majority of teachers were happy with the distribution of condominium house .More than half of respondents were happy with public transportation service. Regarding the provision of Housing allowance majority were happy. But more than half of respondents were unhappy about the salary increment .The above findings generally shows incentives like public transport service, housing allowance, distribution of condominium house made more than half of teachers happy and it made them motivated however the salary increment was a major motivational challenge . The data also indicated that academic qualification is the leading socio demographic characteristics that influence teachers' incentives motivation and followed by work experience. On the basis of the findings, it was mainly recommended that in order to enhance or strengthen the incentives the concerned body should focus on teacher incentives achieved the purpose for which they were meant like distribution of condominium house and the concerned should establish structured administrative manual for condominium house.

CHAPTER ONE

1. INTRODUCTION

This part of the paper presents an introduction to the study, which includes: background the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and Organization of the study.

1.1. Background of the Study

Indeed teachers are the most important elements in the realization of educational goals. Every educational system should strive to attract qualified people to the profession and to provide them with the best possible working conditions and material and non-material incentives that will satisfy their needs(Ayalew, 2009). Research evidence indicates that, apart from the students family back ground, the most important factor in determining differences in student attainment in any country is teacher quality (Levačić, 2009).

Motivations of teachers play a vital role in teaching learning process. According to Fekede (2015) satisfaction and motivation are not only crucial to the long-term growth of any educational system but also very essential in the life satisfaction of teachers.

Comes to other African countries research works; Adelabu (2005) and Akyeampong (2007)found in Nigeria and other Sub-Saharan African countries that teacher's motivation is very poor and teachers are also dissatisfied with their working environment and salary conditions. The reason behind the poor motivation of teachers is having low salaries as compared to other professionals, poor work environment, no decision making authority, and also not giving them opportunity of develop their career.

Less motivated teachers are likely to perform their expected duties less satisfactorily. Because, by any means, most teachers are ready to leave their job at any possible time, this may lead to a loss of achieving the schools educational objectives. Therefore, the educational organizations and ministry of education should have great attention in motivating teachers for a better

performance and in achieving the expected educational goals and objectives for the future development of the country.

To mitigate teachers motivation and qualification challenges the Ministry of Education and Ministry of Public Service and Human Development approved incentive manual which is entitled “Salary Scale Adjustment Implementation Manual for Teachers Directors, Supervisors, Trainers and Academic and Technical Supporters Who are Working in Primary & Secondary Schools and Technical & Vocational Institutions”. In addition to this salary raise there are other incentives which include: housing allowance, transportation allowance; free transportation service, housing related perks provided by the Addis Ababa city administration to that effect, the city administration allocated nearly 50 million Br for 2016 fiscal year (Herald, 2016)

The implementation manual confirms earlier findings that, teachers’ previous salary is low compared to their workload and time to prepare, both in absolute terms and in comparison to other professions, which is a major motivational challenge. The manual further shows that, this teacher incentive may achieve to attract qualified, motivated and disciplined workers to the teaching profession.(Ministry of Education 2016)

Therefore, conducting a research to explore the impacts of the teachers’ incentive which were approved by Ministry of Education and Ministry of Public Service & Human Resource Development and, its implantation started as of July 2016, becomes a timely issue.

1.2. Statement of the Problem

Ethiopia runs forward to achieve the stated educational objectives and goals for the millennium development program. The key actors and the pillars to achieve these objectives and educational goals are teachers. Human capital especially teachers quality is believed to be one of the most important input into education production.(Fryer, 2013) Undeniably, teachers have huge responsibility for the mental and physical development of citizens; they need to be motivated and satisfied to perform their tasks efficiently and effectively.

Not surprisingly, Aweke (2015)found that for poor motivation of teachers was repellent salary. Teachers felt that the salary and incentives are very low. The study also revealed that for the low motivation of teachers was the low emphasis given by the society, student’s misbehavior and the inability of the school management & administration to effectively address the teachers’

demands for supportive and fair leadership. Then he concluded that salaries of teacher are found to be the most de-motivating factors. There is a mismatch between the salary and living cost, and that teachers were unable to cover all their basic needs. Ayalew (2009) earlier stated that *“The salary of teachers in Ethiopia in general does not fair either with the requirements of the job or with that of their colleagues in other organizations.”*(p. 1113).

Awake (2015) mentioned that inadequate pay is the highest in teachers complain some of his respondents feel nervous when talking about their salary. One of his respondents claimed that

“ I hate the profession since it does not change my life, regardless of its importance we are living under poverty so how can we teach?...” The salary paid to teachers is not large enough to support their family. This issue is found to be the most de-motivating factor. ...” (p. 142).

Educational goals are instruments for the achievement of objectives of a country. So, a country can achieve its objectives only when educational goals are attained. It is un-denied that to achieve overall educational goals, careful attention must be given for teachers and to their needs. These needs as well as motivational factors should be identified and full attention must be taken.

Some studies conducted in Ethiopia by researchers for their Master’s Thesis and Doctoral Dissertation indicated the following. The research work of Gedefaw (2012); Demeke (2014) and Yohannes (2014) though they were not specifically aimed at the issue of the currently introduced incentives ,they indicate that teachers are dissatisfied with many aspects of their job and living conditions which affect their determination to remain in teaching and they stress that the salary and incentives are the main factor for teachers’ motivation. In addition to the importance of the issue, this topic attracted me by its newliness since the teachers’ incentives like condominium distribution, salary adjustment, housing and transportation allowances are a recent issue and is started just few years ago and I did not see a single research done directly to this incentives and its impact on teachers motivation. Therefore, this study aimed to explore the impacts of the current teachers’ incentive package for the teachers’ motivation in Kolfe Keranio High Schools.

1.3. Objectives of the Study

1.3.1. General Objectives

The major objective of the study is to explore the impacts of teacher incentives on their motivation which is implemented in Addis Ababa as of July 2016 specifically on government high school teachers of Kolfe Keranio sub city.

1.3.2. Specific Objectives

1. To determine whether there are variations on the impacts of newly introduced incentives on teachers motivation in terms of demographic characteristics like gender, age, level of education and teaching experience.
2. To find out to what extent have the new incentives increased teachers motivation
3. To explore the level of satisfaction of teachers due these incentives
4. To observe other incentives the personnel expect for improvement of their motivation

1.4. Research Questions

In order to realize the above stated objectives; the study formulated the following research questions:

- ✓ Does the impact of newly introduced incentive on teachers' motivation differ due to demographic factors like gender, age, level of education and years of experience?
- ✓ To what extent have the new incentives increased teachers' motivation?
- ✓ What is the level of satisfaction of teachers and directors due these incentives?
- ✓ What other incentives the personnel expect for improvement of their motivation?

1.5. Significances of the Study (Application of Results)

Assessing the impacts of the recently introduced teachers' incentives on their motivation is an important contribution for the process of motivating teachers. With regard to this, the result of this study is expected in helping for different stake holders such as school leaders, woreda, sub-city and /or federal educational administrators and experts, policy makers, research conductors, school teachers and students.

Hence, the following main significances were maintained from the research:

- ✓ It may provide valuable information for school directors, woreda, sub-city and /federal educational experts to understand the perception of teachers.
- ✓ The sub-city may benefit from the findings of the study that can identify the major motivating factors and to make the required adjustments.
- ✓ It is assumed that it may raise provoking issues for anybody interested to study the problem of existing incentives and their level of meeting their desired objectives.
- ✓ In addition to that the study is assumed to contribute its share to the existing literature about incentives and motivation in government high schools.

1.6. Delimitations/Scope of the Study

The scope of this study is also delimited to Addis Ababa, Kolfe Keranio Sub City, specifically two government secondary schools out of eight government secondary schools in the sub city. Therefore, the finding of this research could be generalized for government secondary schools of Addis Ababa without considering private schools of nearby.

1.7. Limitation of the Study

The study attempted to consider different things in order to maximize the worth of research findings. But, it is not to mean that this study was free from limitations; and the researcher acknowledged them as follows. The first challenge I faced was the absence of interest of teachers to participate in the study. Teachers had no moral to support new researchers by filling the questionnaire. The first time when I met the first teacher in the school in the morning at 8:30 am I ask him to fill this questionnaire he replied to me that please leave I got tired. In that time I really felt bad and was thinking that why he is tired in the early morning. I tried to meet other teachers in the same date but most of them were not happy to do additional activity (filling the questionnaire). Finally I went out from the school compound to come up with different approach. Next day I talked with school cafeteria person to prepare for me coffee ceremony and I invited teachers to drink coffee and to participate to the study. The coffee ceremony attracted teachers and interest of teachers was improved and I got the desired number of participants. Because of the poor participation interest of teachers I leave the focus group discussion session

which I plan to do in my first proposal and I only do the interview and questionnaire. I tried my best to incorporate the planned topic of focus group discussion to the interview questions.

1.8. Operational Definitions of Key Terms

In the context of this study, secondary school teachers are assigned to grades 9 to12 classroom as a class room practitioner.

In this study the principal (School director) is the head of a secondary school who has responsibility of overseeing every activity in the school, in collaboration with the other teaching and administrative staff.

Sub-city level supervisors are a sub-city education office staff who control and supervise the overall school activity and education quality of high schools who are located in the Kolfe keranio sub city for both government and private high schools.

1.9. Organization of the Study

This study was organized in to five chapters. The first chapter dealt with the problem and its background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study definition of operational terms and organization of the study. The second is concerned with the key concepts that were used in the paper to place the problem in a broader perspective of literature or review of related literature. The third chapter provided the readers with the research design and methodology specifically, which included research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations. The fourth chapter contained presentation, analysis and interpretation of data while the fifth chapter covered with the summary of the major findings, conclusion and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter presents a conceptual framework of the study and a discussion of Teachers incentives, teachers' motivation and satisfaction. Definitions and concepts of teacher's incentives, teachers' motivation and job satisfaction and the relation between teachers incentives and teachers motivation. The Theoretical or conceptual frame work of the study provided at the end of this chapter.

2.1. Theory and Definition of Teachers' Incentives

Incentives in general and teacher incentives in particular have been the subject of much academic and policy debate. It is clear that "Incentives do matter, for better or for worse" (Prendergast,1999). That is, incentives have direct implications on teachers' characteristics and behavior. However, it is less clear how incentives work and under what conditions they create the types of changes desired. Many people think of teacher incentives exclusively as salary differentials and other monetary benefits. Indeed, differences in pay can act as an incentive to attract and retain qualified teachers or, conversely, can discourage qualified applicants and talented practitioners who are already in the profession. But many other kinds of incentives exist, both monetary and nonmonetary, including—among others—adequate school infrastructure and educational materials, the internal motivation to improve children's lives, the opportunity to grow professionally, pensions and other non- salary benefits, and job stability.

Principal-Agent Theory has been a dominant economic theory concerning how principals, such as employers, design compensation structures to get agents, such as employees, to work in the principals' interest (Ross, 1973). In education, the principal-agent relationship can take multiple forms in the sense that teachers, as agents, can be considered as working on behalf of multiple principals, including parents, school principals, or education officials. Principal-Agent Theory rests on the assumption that the interests of principals and agents are frequently not aligned. .. Instead, employers want high employee productivity and efficiency while employees want high compensation for little effort. Principal-Agent Theory states that employers design schemes to motivate their employees to behave in certain ways that employers believe will result in high

productivity and efficiency. Those schemes are often, but not exclusively, monetary incentives that reward or sanction specific behaviors (Prendergast, 1999).

To what extent an agent will alter his or her behavior, theorists claim, depends, in part, on the agent's degree of risk aversion, his or her assessment of the risk involved in the behavior, and the desirability of the reward or aversion to the sanction (Baker, 2002; Prendergast, 1999). A teacher offered a potentially large reward is more likely to put substantial effort into changing his or her behavior than a teacher offered a small reward. Likewise, a teacher offered a reward based on behavior that requires little effort or risk is more likely to change his or her behavior than a teacher offered a reward for behavior that requires substantial effort or involves significant risk.

The success of incentive schemes depends on the employers' ability to accurately determine and evaluate the desired behavior of employees. Making this determination is one of the foremost challenges in designing incentive schemes. Principals use a variety of measures of agent output, effort, or input depending on the type of work, facility of measurement, and outcome goals. Measures can be quantitative, such as student test scores, or qualitative, such as in-class teacher evaluations (Murnane and Cohen, 1986).

The designs of teacher incentive schemes vary enormously.

- *Individual merit pay* rewards individual teachers with pay bonuses that are based on particular outcomes or behaviors, such as improvements in student test scores.
- *Group performance-based incentives* reward or sanction a group of teachers, frequently a school, on the basis of some measure(s) of performance.
- *Competitive incentives*, such as tournaments, put teachers or schools in competition with one another for a limited prize, such as job promotion or cash.
- *Automatic incentives* are incentives such as seniority pay or job security that teachers receive irrespective of performance measurements. Many incentives are not exclusively monetary; they may offer educational and training opportunities, increased decision making authority, or other nonmonetary rewards or sanctions (Prendergast, 1999).

Similar to any influential theory, Principal-Agent Theory has received much attention and critique over the past 30 years. First, some argue that the assumptions that underlie Principal-Agent Theory are faulty, specifically in that they fail to address agents' intrinsic motivation.

Advocates of this critique argue that incentives, as they are designed when following Principal-Agent Theory, actually undermine worker productivity (Bénabou and Tirole, 2000, 2003; Holmström and Milgrom 1991; Kohn, 1993).

Bénabou and Tirole (2003) assert that extrinsic incentives can damage agents' perception of their own capacity, as well as damage interest in the desired task or behavior. Kohn (1993) posits that rewards and punishments in the workplace undermine worker interest, discourage risk-taking, ignore the underlying reasons for suboptimal performance, and damage work relationships. In an influential paper, Murnane and Cohen (1986) argue that this critique is particularly applicable to the work of teachers. They assert that individual merit-pay plans harm the important multidimensional and cooperative aspects of teachers' work.

Second, others hypothesize that although the idea behind creating incentives for employees may be a good one, in practice identifying and measuring employees' work is too difficult, complex, or expensive to be able to create the appropriate incentives for the desired behavior. Weaknesses in measurement and evaluation make incentives particularly vulnerable to employee manipulation and 'gaming' (Heckman, Heinrich, and Smith 2002; Holmström and Milgrom 1991; Prendergast 1999). Holmström and Milgrom (1991) write: "Given a highly incomplete set of performance measures and a highly complex set of potential responses from the agent, how can the agent be motivated to act in the social interest?" Most employees have multiple tasks and responsibilities, many of which are difficult or expensive to measure. In many cases incentives that are meant to increase a desired behavior or outcome may result instead in unintended behavioral responses on the part of employees, such as a reallocation of effort, a change in use of resources, or other gaming of the incentive scheme to receive greater compensation.

The merit pay and undesired behavior responses of students by teachers which include behaviors such as cheating on exams (Jacob and Levitt, 2002), increasing student caloric intake on the day of the exam (Figlio and Winicki 2002), of faring out-of-class test preparation tutorials (Glewwe, Ilias, and Kremer, 2003), and removing low-achieving students from the classroom (Murnane and Cohen, 1986). Those findings suggest that merely looking at changes in the measured output, such as improvements in student test scores, may not tell the whole story of the effect of incentive reforms. More important, changes in the measured output do not necessarily correlate with changes in the desired outcome. Rather, observed and measured

output changes may mask unintended effects, such as damage to assets, reallocation of effort, or manipulation of measurement indicators.

Although some authors have theorized that broadening or changing how and what indicators are ensured could overcome this problem, Prendergast (1999) argues that “dysfunctional behavioral responses” may be impossible to overcome. She reviews impact studies of responses to both objective and subjective measurement systems and concludes that objective measurements are often too rigid, making them vulnerable to efforts at gaming. Simultaneously, subjective measurements can damage working relationships and are subject to biases.

Holmström and Milgrom (1991) suggest that in fields where performance of any of the activities of workers is difficult to measure, fixed wages and salaries may themselves be the most optimal and appropriate incentive structure. They point out that the costs to quality teaching—which may be manifested, for example, in a reallocation of effort toward test-taking skills and away from creative and critical thinking skills, in damage to teachers’ intrinsic motivation and collaborative efforts, or in increased cheating—may far outweigh any potential benefits, such as increased teacher effort or accountability. They suggest that this countervailing effect may explain why, despite the promise of the Principal–Agent Theory, most occupations do not use performance incentives.

The teaching profession is no exception. Murnane and Cohen (1986) report that although the 1960s and 1970s witnessed a surge of interest in teacher merit-pay reforms in the United States, by the 1980s more than 99 percent of teachers were back to being paid on the basis of uniform salary scales. In recent years, however, concern has revived regarding the implicit incentives in rigid salary structures, seniority pay, and high job security in the teaching profession. Those concerns have prompted renewed interest in and experimentation with alternative compensation structures such as merit pay and skill- or behavior-based pay (Ballou and Podgursky 1993; Conley, Muncey, and Gould 2002; Kerchner, Koppich, and Weeres 1998; Solomon 2004). In summary, Principal–Agent Theory has begun to unearth the complex dynamics of how employers affect employees’ work. On one hand, incentives clearly do affect agents’ behavior. On the other hand, incentives frequently do not succeed in generating the specific behaviors desired by employers.

2.2. Theory and Definition of Teachers' Motivation

Teachers' motivation is a complex and difficult term, so, a precise definition of this concept is exclusive as the notion comprises the characteristics of individuals and situation as well as the perception by the individual.

Some of the most important theories of motivation are as follows: 1. Maslow's Need Hierarchy Theory 2. Herzberg's Motivation Hygiene Theory 3. McClelland's Need Theory 4. McGregor's Participation Theory 5. Urwick's Theory Z 6. Argyris's Theory 7. Vroom's Expectancy Theory 8. Porter and Lawler's Expectancy Theory.

2.3. Maslow's Hierarchy Theory

Maslow,(1943) hypothesized human needs in a hierarchy of importance. Physiological needs, security needs, social needs, esteem needs and self-actualization. Once each of the needs was significantly satisfied, it would lead to a driving force for the next need. People need to satisfy physiological needs first which act as primary motivators; individuals then move up the hierarchy to seek to satisfy safety needs, self-esteem and finally seek self-actualization. This dominates a person's behavior especially among managerial personnel. Maslow provided that for an employee to be productive, he should be satisfied with these needs otherwise the failure to meet organizational goals. However in the current situation, most people want to get jobs to make them sure of daily bread, meeting their needs as much as a better future with promotions and use of talent. Teachers would also be more motivated if given freedom and power to carry out tasks so as to give own results.

2.4. The Achievement Theory

The theory stated that the major part of a person's performance was driven by the intensity of the persons need for achievement, Ngirwa(2006). In the current situation, people would perform highly if they had to achieve their needs or if they wanted to get something.

2.5. Expectancy Theory

The theory argued that the motivational force to an individual's performance was a function of the expectancies that individuals had concerning future outcomes times the personal value they placed on those outcomes. According to the expectancy theory, the strength of a tendency to act in a certain way depended on the strength of the expectation that the action would be followed by a particular outcome and on the attractiveness of that outcome to the actor (Ngirwa, 2006).

2.6. McGregor's Theory X and Theory Y

McGregor (1960) proposed two theories in trying to view employee motivation. He distinguished two alternative basic assumptions about people and their work. Theory X and Theory Y, which according to him, they took opposite views of people's commitment to work. They tended to have no ambitions, responsibilities, want and preferred to follow than lead others. They are self-centered therefore caring less about organizational goals. Theory Y assumed that people would be moved to meet their work goals if they were committed and that rewards should be in place to address their higher order need. In the current situation, the two groups of people are applicable though in theory Y, people do not normally get their expectations.

2.7. Herzberg's Two factor Theory

The theory was based on the need for fulfillment because of how best to satisfy workers. According to Herzberg, he referred to environmental factors that caused workers' dissatisfaction as the hygiene factors. The presence of these factors did not cause satisfaction thus affecting the performance of workers. Hygiene factors included pay, supervision, security, work conditions among others. They were perceived necessary but not sufficient conditions for satisfaction. The theory further identified factors that made workers work harder. These were motivational factors and they included; recognition, achievement, responsibility, growth, advancement thus high performance. In the current situation, Herzberg's theory is applicable in schools in that, they need to appoint good supervisors who have leadership skills and ability to treat teachers fairly, ensure that policies didn't frustrate teachers therefore needed to be clear, equal and fair. Teachers should be allowed reasonable amount of time to socialize thus a sense

of teamwork. The environment in which people work has an effect on performance so the employees should address both motivators and hygiene factors to retain teachers.

2.8. Equity Theory

According to Adams, a person's job satisfaction depended on his perceived equity as determined by a call for fair balance to be struck between employees' inputs for example hard work, skills, tolerance, enthusiasm and employees' output for example salary, benefit and intangibles like recognition. According to the theory findings, a fair balance served to ensure a strong and productive relationship with the employees with the overall result being satisfaction thus motivated employees. The theory was built on the belief that employees become demotivated both in relation to their job and their employers if they felt as though their inputs were greater than the outputs. Employees therefore could be expected to respond in different ways for instance reduced effort, became disgruntled, disruptive among others.

2.9. Definition of Motivation

According to Elliot et al (2001), motivation is defined as one's direction to behavior, or what causes a person to want to repeat a behavior and vice versa. Peretomode (1991) defines motivation as the process of influencing or stimulating a person to take action that will accomplish desired goals. According to Ryan and Deci (2000a), motivation is that which prompts the person to act in a certain way, or at least develop an inclination for specific behavior. Their definition of motivation emphasizes the process oriented perspective of the concept of motivation. They note that: To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated (2000a:54). According to Ryan and Deci (2000a), motivation can be conceived of as a cycle in which thoughts influence behaviors, behaviors drive performance, performance impacts thoughts and the cycle begins again. Accordingly, each stage of the cycle is composed of many dimensions including attitudes, beliefs, intentions, effort and withdrawal, which can all affect the motivation that an individual experiences. This notion is further supported by Dessler (2001) who defines motivation in terms of complex forces, drives, needs, tensions, states and other mechanisms that initiate and maintain voluntary activity that is directed towards the achievement of personal goals.

Ololube (2006) argues that when an individual has a need, deficiency, desire or expectation, he or she seeks to mitigate it. In so doing, a tension results within the individual and this eventually pushes him or her to adopt a goal-directed behaviorism which will provide feedback on the needs met (Mullins, 2005). It therefore, follows that, the behavior is initiated from within the individual. Seniwoliba (2013) notes that there is an ‘internal state’ or condition (sometimes described as a need, desire, or want) that serves to activate or energise behaviour (individual or organisational) and give it direction. From the above definitions, three questions arise regarding the motivational process, as to: (1) What initiates and energizes human behavior, behavioral pattern, or a change in behavior? This aspect of motivation deals with the question of what is it that motivates people and attempts to explain the amount of effort or energy an individual puts into a task? (2) How are such forces directed and sustained? In other words, what is it that determines which behaviors an individual chooses among the alternative actions, behaviors or problem solutions? This aspect of motivation deals with the question of choice and conflict among competing behavioral alternatives. It deals directly with the direction of one's effort. (3) What outcomes (performances) do they bring about? That is, what determines an individual's level of persistence with respect to behavioral patterns and what leads some individuals to keep working at something long after others have quit?

2.9.1. Definition of Teacher Motivation

Two definitions of teacher motivation have been suggested in this study, which emphasize the satisfaction of various teachers’ needs, as a way to motivate them to teach. For example, Ofojebe and Ezugoh define teacher motivation as:

A way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees [teachers], so that they may become satisfied, dedicated and effective in performing their task (2010). In her quantitative analysis in six francophone countries, Michaelowa defines teacher motivation as: “The willingness, drive or desire to engage in good teaching” (2002).

The above definitions suggest that there is need to motivate teachers in order to enhance their commitment in performing their duty, which will enhance the attainment of educational objectives. The definitions above further suggest teacher motivation as constituting a situation

where the existing conditions lead to teachers' commitment to teaching, which in turn is demonstrated by evidence of high morale and the facilitation of positive learning outcomes. I describe teachers as being well motivated if they are seen to strive to meet personal goals that correspond closely to the official aims of the school and ideals of the teaching profession in general.

2.10. Factors that Affect Teachers' Motivation

A. Lack of Interest in Teaching Profession

According to the teacher retention model of Gardy and Figueria as cited in Manna and Tesfaye (2002), there are four stage processes that will help teachers to choose to stay or leave their profession. Of which selection is the stage, in which teacher first show their interest towards the profession. It is widely argued that the status of teachers in most countries, both developed and developing, has declined substantially during recent decades (Bennel, 2004). However in Tesfaye and Demewoz (2004) in their study explained that inclination towards the teaching profession took a rain check over the last forty years mostly due to the status attached to the profession. According to (Esteve), as cited in Getachew, 1999, teaching is profession that people join when they are not capable of finding an alternative job which pay more. In this regard Motuma (2006) and Mulugeta (2010) also confirmed that most teachers enter in to the profession because it is easier to get than other jobs or to make money (their earning) out of it till they get another job among other reasons. Commitment refers to the attachment and loyalty. As defined by (porter et al., 1974 cited in Armstrong, 1995, commitment is a relative strength of the individual's identification with, and involvement in, a particular organization. Moreover, a review by Armstrong (1995) mainly North American literature, led him to the conclusion that: "high organizational commitment is associated with higher motivation and good performance". One of the causes of organizational commitment is job satisfaction. People who are satisfied with their job are more committed to their organization than those who are less satisfied (Mueller, Boyer, Price, & Iverson, cited in Taye, 2011).

Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction. Sylvester (2010) held that the factors like location of institute, educational qualification and years of teaching experience of teacher educators have impact on their attitude towards teaching profession as well as level of job satisfaction. Attitude measurement has very

wide currency, particularly in social psychology the new curriculum emphasizes that a curriculum should be based on the students' learning interests, life experience and cognitive levels, and that it can promote more educational processes of participation, communication and, enable specific learning targets to be followed.

B. Inadequate Salary and other Benefits

Teacher salary scale has an intimate connection with teacher retention patterns. When salary levels drops in relation to the level which pertain for similar qualified personnel, this gives rise to teacher dissatisfaction and less performance, if unresolved can cause long duration difficulties and lack of motivation (Coolahan, 2003). Coolahan argued that, from a variety of perspectives the establishment of appropriate salary provision for teacher will have short-term and long-term effects on teachers' retention pattern. Problems in work places occur due to wrong perception of employees or their lack of understanding about how organization link performance and pay system. Armstrong (1995) stated that problems arise in work place due to inequitable or unfair pay systems. In this regard, Vroom's expectancy theory suggests that a pay-performance link is essential for motivating performance. According to Fisher et al. as cited in Befikadu (2001), the expectancy model has three major components, each of which based on a series of fairly straight forward observations. Expectancy: the individual's perceptions of the probability that effort will lead to task accomplishment or performance, Instrumentality: perceptions of the probability that performance will result in receiving rewards (such as pay or recognition), Valence: the subjective value or desirability that the individual places on the attainment of a certain reward. As per Fisher et al. (2006) explanation of the theory, "high performers will tend to gain a large share of compensation resources and thus be motivated to stay with the organization with better performance.

Below-average performers will become discouraged and will tend to leave the organization. "They continued by stating that, however, reward system that are not linked to performance tend to have the opposite effect and thus result in the worst of both possibilities. Well paid poor performers may stay with the organization: they are well rewarded and will not be sought by other organizations. By contrast, top performers feel under-rewarded and will be sought by other organizations that appropriately value their contributions.

There is considerable evidence that wages are almost equally important to teachers in their decisions to leave their jobs as they are to workers in other occupations. There is also an indication that teachers tend to give up their work or weak performance if their salaries are low relative to alternative wage opportunities. Especially teachers at the start of their career are highly influenced by wage discrepancies. However, it does not imply that experienced teachers are not affected, because higher salaries also appear to attract better-prepared and higher-quality teachers (NCTAF, as cited in Getachew, 1999).

Inadequate salary has been mentioned as the main cause of teachers' lack of motivation in different studies (Getachew, 1999; Manna and Tesfaye, 2000, Darge, Tesfaye and Demewoz, 2004 and Motuma, 2006). In addition to being the main cause of turnover, low pay is also put as one of the highest ranking reason for their departure (Motuma, 2006:97). Despite the revision of teacher's salary and career structure in 2007, inadequate salary has remained to be the major problem in Ethiopia (VSO, 2007). Similarly, (Bobbitt et al., as cited in Burns, 2001) stated that teachers leave for higher paying jobs in other professions. Although teacher salary have improved in recent years, they remain low compared to those of other similarly educated workers (Ingersoll, 2001). Overall, teachers in the United States earn much less than other workers with the same amount of education and experience. Same is true in Ethiopia; teachers are paid less than others in non-teaching profession with the same experience and qualification.

In addition, Ayalew (1991), (cited in Darge, 2002), identified that low and inequitable salary and inequitable chance of career advancement as critical matters in teachers' job dissatisfaction. In addition to salary, fringe benefits like housing, free health care service and opportunities for further training or education plays major role in teachers' retention as it creates belongingness and commitment in the minds of teachers (Darge, 2002). On the contrary, there is evidence that teachers' satisfaction was poorly related to salary and other benefits (Nces, 1997 , cited in Motuma,2006). Money does not augment the intrinsic nature of work. Indeed, in the most extreme cases it will not affect the employee's motivation at all(as with voluntary work, where the driving forces it related with commitment or Vocation).

According to Armstrong (1995), lack of commitment and dissatisfaction, which is the main road to poor performance, can arise from very lack of clarity about performance, lack of group cohesion and dissatisfaction and conflict with managers and supervision. It is stated by Greer and Lortie cited in Aleazar (2007) that teaching is career less and dead end job in USA as

compared to other careers. The number of positions in the upper ladder as compared to the existing teachers are limited, consequently the difficulty for the advancement leave teachers no choice but to abandon their profession in search of advancement.

Armstrong (1995) argues that dissatisfaction with career prospects is a major cause of weak performance. To certain extent, this has to be accepted. More and more people recognize that to develop their careers they need to move on and there is little that employers can do about it. Moreover, promotion criteria are also still based on qualification and years of service alone. In Ethiopia also teaching was career less job with only in the last few decades (Aklilu, 1967). Motuma (2006) identified that inadequate salary and lack of motivation including low base salaries, limited non -financial benefits, inconsistent implementation of career structure, lack of faire payment for work done to extra time and lack of compensation such as; bonus, fringe benefits, incentives and rewards were the major causes of teachersdissatisfaction in government secondary schools of Oromia regional state.

C. Characteristics of the school work Environment

School working conditions contribute to teacher commitment levels and perseverance in a challenging placement (baker, 1988: Dove, 1982; Hurst and Rust, 1990, Tatto, 1997:148,as cited in Motuma, 2006:32). In both less and more industrialized countries, poor levels of organizational support have been found to be a power full reason for qualified individuals not taking a position or leaving it permanently. Teachers with inadequate resources and professional isolation during their first years of teaching are particularly vulnerable (Baker, 1988 MooreJohnson, cited in Tattoo, 1997, in Motuma, 2006). According to (Dunham, , Kyriacou and Sutcliffe, 1979 cited in Getachew, 1999),poor working conditions include problems such as inadequate equipment, poorly maintained buildings, lack of space, poor quality furniture, lack of suitable premises and poor staff room facilities. In some countries, working conditions such as class-size, insufficient or defective amenities and equipment, inappropriateness of teaching assignments and volume of non-teaching assignments are some of the worst problems be setting teachers today (ILO, 1991). With regards to working environment, Bennel (2004) stated that teachers as compared to other professions do not have the chance to enjoy the same work environment. Muluken et al. as cited in Arega(2007) and also recommended that upgrading the work environment and working conditions for teachers is a favorable act towards increasing teacher motivation, making the profession more attractive, enhancing retention of teachers, and

improving the quality of teaching and learning. Although it may always require a substantial amount of money, changes in this area may be cheaper and more effective than an overall increase in teachers' salaries.

They further stated that increasing teacher salaries may seem apparent in reacting to attrition problems. However, Macdonald, as cited in Muluken et al., 2007 stated that improved working condition and environment play their own role by improving school buildings and teachers' accommodation, increasing teacher responsibility for educational decisions, reducing class sizes increasing parental community support, promoting collegial relationships among teachers and administrators, providing teacher support and recognition, and providing teacher counseling and medical care.

Girmay (2011) is pointed out those teachers who were stressed due to the various aspects of the school environment reported less satisfaction and commitment in their job. There appears little doubt that one of major adverse influences on job satisfaction, work performance and productivity, and absenteeism and poor performance is the incidence of stress at work (Mullins, as cited in Girmay, 2011). Kyriacou as cited in (Getachew, 1999) also underlined that in every day work execution, teachers face a variety of difficult situations like tight deadlines given to a specific task that may be source of stress. Getachew (1999) also stated that time pressure and poor working condition will create stress on teachers.

Another environmental factor that causes teacher dissatisfaction is socio-economic status. With regard to the socio-economic status, the lower the socio-economic class of the teacher's family, the more likely the person is to remain in teaching; the higher the socio-economic status, the more likely the person is to leave teaching (Boland and Selby, cited in chapman, 1994). In connection with this Tesfaye and Demwoze (2004) affirmed that " the teaching profession is accorded with low socio economic status in Ethiopia promoting negative attitudes towards the profession which in turn result in little or no respect to those in the profession by the community (parents, student, concerned government parties...)" . In this respect Getachew (1999) recalled the few years earlier teaching was a respectful occupation both socially and economically.

However, these days, people started to attach status with money earned rather than knowledge and sacrifices which resulted in the low status rendered to teaching profession in the recent decades.

D. Student Disciplinary Problems

Some teachers are more dissatisfied with student's disciplinary problems which enforce them to quit their job. Students' disciplinary problems can be manifested through disruptive behavior and rowdy (Dunham, 1981). Dunham,(1981) pointed out that student characteristic and disciplinary problems include students who refuse to cooperate and do little or no work in class and who is openly aggressive toward other children and teacher. Esteve cited in Getachew (1999) also indicated that in the environment where students manifest disruptive behavior, teachers feel stressed unsafe and uncertain of how they should react. In this regard, the finding of Darge (2002) showed that students' character is frequently stated as source of dissatisfaction for teachers particularly in the capital city Addis Ababa. It is easy to understand that student discipline is a very hard subject to deal with, as it involves parents, administrators as well as teachers. Each person may have a different definition of how to correctly discipline a child. In any case it should be handled because it is one of the major sources of teachers' dissatisfaction and weak performance.

E. Administrative Problems

Muluken et al. as cited in Tesfaye(1999) secondary school administrators should continuously upgrade and prepare themselves in order to meet the changing demands of their jobs. They further noted that organized and systematic training in educational leadership and effective and transparent management that goes further than the infrequent workshop presently offered in most systems is urgently needed for principals. In connection with administrative problems, (Kyriacou and Sutcliffe, cited in Darge, 2002) stated that defective regulations or the failure to adhere to regulations is still another area of discontent for teachers. In this regard Manna and Tesfaye (2000) has indicated in their study that satisfaction of employees with effective administration and support and supervision are major predictors of job satisfaction and there by career decision of teachers. They further found that 66.5 and 35.2 percent of teachers involved in their study were unhappy in their relationship with the school administration and colleagues respectively. The Ministry of Education cited in Motuma (2006) stated that the school administrators (principals and vice principals) should be master degree holders. However experience shows that most of school principals and vice principals in Oromia regional state, North Shoa Zone are degree holders.

2.11. Theory and Definition of Teachers' Job Satisfaction

Spear et al., (2000) highlights that the wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers is working with children whereas job dissatisfaction was primarily attributed to work overload, poor motivation, and perceptions of how teachers are viewed by society and these sources of dissatisfaction were called hygiene factors ,because they form the outer environment of work and keep things from getting to disturbing. The hygiene factors included:-company policy and administration, supervision, relationship with supervisors, work conditions, salary and relationship with peers, personal life, and relationship with subordinates, status and security. Manipulating those factors can make educators only respond on the range from dissatisfied to neutral. Only through the manipulation of motivators can improvement on a range from neutral to satisfaction be achieved.

Chandrasekar (2011) examined that the workplace environment impacts on teachers' morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the teachers' so they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People working in such environment are not satisfied they feel stress on themselves and it impacts on employee's job performance. Performance of teachers in all education system, the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. Mohanty (2000) explains that teacher performance as the most crucial input in the field of education. Teachers are perhaps the most critical component of any system of education.

Competency is defined as the potential or ability of a person in handling their jobs and producing the best results. Competency is a criterion possessed by an individual who involves good behavior, knowledge and an attitude which is able to present excellent results. Competency is derived from the word "competence" which meant 'to be suitable' and can be defined as good and complete assignment and responsibility (Siddiqui, 2007). It is the ability in executing duties which are related to necessary activities.

Teacher experience is important for teacher's performance in secondary school. If teachers are asked what might be done to encourage them to work harder and to improve the quality of their

work, as long experience the teachers accommodate knowledge, skills and aptitudes on teaching learning process through your life. Teachers differ in terms of the knowledge, skills, aptitudes, attitudes, and values they bring to their classrooms. They also differ in their teaching experience (Anderson, 1991). The education of a teacher is based firmly on a foundation of general education including mastery of subject matter and insight in the interrelationships and professional preparation. General education contributes to growth as a person, specialization provides scholarly knowledge of the subjects to be taught and integrated with professional education leading to new understandings and skills for professional performance Nayak and Rao (2002). Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction.

Technology proficiency is one dimension of teachers' competence (Siddiqui, 2004). Singh and Shan (2005) described that in service training comprehends the whole range of activities on which teachers can extend their professional education, develop their professional competence and improve their understanding of educational principles and techniques. An effective teacher's characteristic is who quite consistently achieves which either directly or indirectly or focuses on the learning of their students (Anderson, 1991). Attaining instructional excellence is a specific characteristic of an effective teacher most have basic command of his subject matter. He must keep abreast of his field and able to communicate his knowledge effectively to others at the level of comprehension. He must have an acquaintance with psychological principals and be able to make practical use of them in teaching. Above all, teacher must desire to improve. Effective teachers provide effective demonstration, give clear redundant explanation of complex material and present specific a clear examples and similarity while directing student's attention to key ideas and relevant attributes. Teacher development programs are used to describe the wider aspects of teacher's growth and continuous improvements and progressive changes throughout their life. Reimers (2003) holds teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. The ministry of education also defines teacher development as the recruitment of appropriate candidates and the provision of adequate knowledge, abilities, skills and professional qualities both at pre-service and in-service levels, so that they will be able to provide quality education for rearing of competent citizens (Basic Education Program, 2007).

The government of Ethiopia has taken different initiatives to improve quality of the education system at all levels with particular emphasis to teacher development program. In strengthening this effort, MoE (2003) has launched teacher education system overhaul (TESO) program. The main objective of this program was to strengthen teachers' professional competences and improve students' performance through continuing professional development (CPD). MoE (2002) stated the following major problems of the teacher training program: the recruitment, selection of teachers and educational managers was not based on interest and professional competence, the training of teachers lacks clear vision, mission and standard, and absence of continuous professional development program for teachers.

Teacher development program was launched to solve the complex situation of teacher training program. The major objectives of the TDP are to produce teachers: (1) with appropriate academic knowledge, professional ethics, attitude, commitment and self-confidence,(2) capable of conducting action research, apply participatory problem solving and learner centered teaching approach, implement continuous assessment techniques, practice democratic principles in class room and are competent to discharge social responsibilities,(3) responsible to encourage students particularly females who are interested and have the potential to join teaching profession,(4) who care for the physical, social and emotional development of their students and support students by preparing and applying educational technology and enhance students learning practices.

Education reforms geared towards teacher development programs has significant contribution in transforming education system and quality of education. The general education quality improvement package is a reform program that has been designed to further scale up government effort to improve the quality of the general education (MoE, 2007). In this package, teacher development program (TDP) focuses on improving the quality of instruction and student learning by enhancing the capacity of teachers in primary and secondary education through pre-service and in-service teacher education. Teacher development program is also based on the deteriorating situation of the quality of education in Ethiopia.

The far reaching objectives and intention of the program is to improve the quality of the general education and produce capable citizens who can contribute to and engage in the process of social, economic, and political development of the nation. In the education quality improvement program (EQIP), teacher development program is designed as one component to improve the

quality of education because; teachers are one of the determinant factors in the improvement of students' achievement and quality of education. Teacher development program is also based on the deteriorating situation of the quality of education in Ethiopia (World Bank, 2008).

2.12. Teachers' Incentives and Teachers' Motivation

Motivation of teachers helps to retain teachers at their work places and it includes "materials and psychological needs" as pay on its own increase motivation among teachers. Many writers are in the motivation of teachers help to Performance-based pay will increase teacher motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved. Within the literature, Tomlinson (2000) argues that performance-based pay is about motivating people, and developing performance oriented cultures. Teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards these, rewards can include, for example: satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth (Tomlinson, and Odden 2000). Learning is a process of interaction between teachers and students as they both participate in the learning process, but with more weight given to teachers to show the way. Learning achievements can mainly be determined in classroom by motivated teachers who plan for teaching, put into practice what they have learned (Adea, 2006).

Davidson (2005) focused on role of teachers in providing good quality education in public secondary schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the education system. The organizational culture affects the performance of the employees positively or negatively. As in organization different employees from different culture and background and with different languages so there thinking level is also different. When organizations do not make a proper culture in organization so definitely employees will feel stress because of bad communication in between employees and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher's performance. It is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers (Kadzamira, 2006).

Theoretical or Conceptual Framework

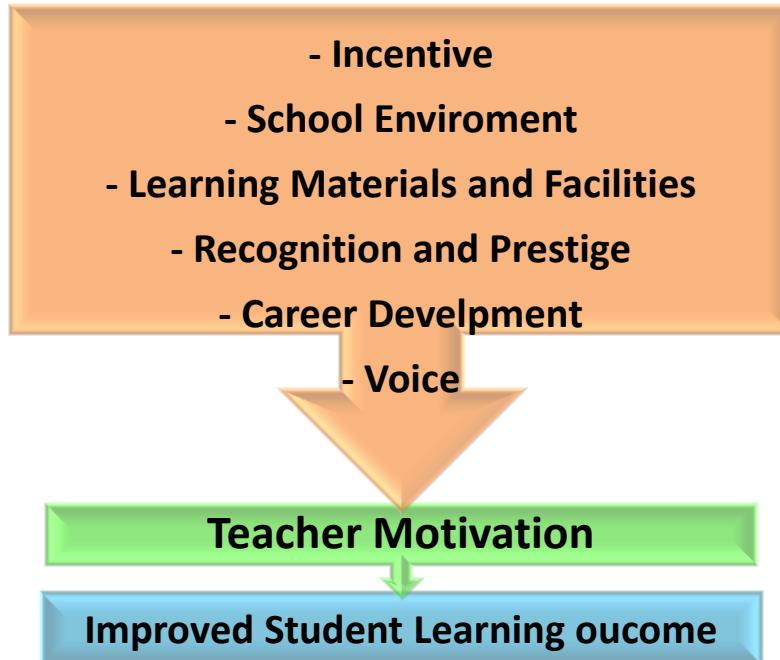


Figure 1. Conceptual Frameworks

1. **Incentive:** Teacher salaries and material benefits
2. **Recognition and Prestige:** Social respect for teachers
3. **Career Development:** Opportunities for professional development
4. **School Environment:** policies, management system, work load in schools
5. **Voice:** Teachers opportunity for input into school management and ministry policy
6. **Learning Materials and Facilities:** Usage of teachers of learning materials and facilities

The framework above shows the relationship between the independent and the dependent variables of the study. The dependent variable is teacher motivation which in turn affects student learning outcome while the independent variables are incentives, recognition and prestige, career development, work environment, voice and learning material and facilities.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with research design, source of data, samples of population and sampling techniques, instruments and procedure of data collection, and method of data analysis mentioned as follows.

This study tries to explore the impacts of the currently introduced teachers' incentives on their motivation in Kolfe Keranio sub-city Secondary schools. The study used mixed research method. This method was selected because it is a convenient method to describe the existing situation and also enables to understand the research problem in a better way. As many authors define it mixed method research is integrating both quantitative and qualitative data at some stage of the research process within a single study for the purpose of gaining a better understanding of the research problem than either research method approach alone (Creswell, 2009; Tashakkori & Creswell, 2007; Zohrabi, 2013).

3.1. Sources of Data

In this study, both primary and secondary data sources employ.

3.1.1. *Primary Source of Data*

The major sources of primary data are teachers, school directors and supervisors at sub city level. Data from observation was used as a primary source of data.

3.1.2. *Secondary Source of Data*

The secondary sources of data were document analysis, directives and letters related to teachers' incentives from Ministry of Education and Ministry of Public Service and Human Resource Development.

3.2. Study Site and Population

The study was conducted in Addis Ababa, the capital city of Ethiopia. The researcher preferred KolfeKeranio Sub City among other ten sub cities, because from the researcher's experience of working on Education projects with different Sub City of Addis Ababa, KolfeKeranio is the largest subcity from Addis Ababa which has 15 Woredas and the study covered larger population. Therefore, KolfeKeranio Sub City has become the focus area for the study. The sub city has eight government secondary schools out which threeschools have preparatory schools. There are Seven Hundred Twelveteachers, and Twelve Thousand Sixty Eight students attending in the eight mentioned schools.

3.3. Sample and Sampling Techniques

This study was conducted in government high schools of KolfeKeranio Sub City, which is one of the ten sub cities in Addis Ababa, Ethiopia. There were eight government secondary schools in KolfeKeranio Sub City. It is difficult and unmanageable to conduct a study in all secondary schools in the Sub City. Therefore, it is important to determine and identify the number of sample schools and the number of respondents. As a result, out of the 8 government secondary schools, two was taken as a sample. The schools were selected by purposive sampling technique to have a chance to cover different opinions of long experienced schools and newly established school; I purposively select one school which has long age and one newly established school. The total number of teachers in the sub city is 714 (M=543 and F=171) and total number of teachers in the selected schools are 157 and 84 in Ayertena and Keranio Medhaniyalem respectively. Out of 157 Ayertena teachers 111 are males and the remained 46 are females. Out of 84 Keranio Medhaniyalem teachers 62 are males and 22 are females. The sample was selected with stratified Sampling, researchers divide (stratify) the population on some specific characteristic i.e. gender and then, using simple random sampling, sample from each sub group (stratum) of the population females and males. This guarantees that the sample will include specific characteristics that the researcher wants included in the sample. Out of total Kolfe Keranio high school teachers (714) 15% was selected i.e. 107 respondents were selected from both schools based on the following:

a. Proportional Stratification Sample from Ayer Tena Secondary School

Out of total number of 157 Ayertena Secondary and Preparatory school 70 % are male and 30% are female 111 are male and 46 are female based on this male female percentage the researcher selected 44.6 % from each strata (female and male)

b. Proportional Stratification Sample from Keranio Medhaniyalem Preparatory and Secondary School

Out of total number of 84 Ayertena Secondary and Preparatory school 73 % are male and 27 % are female means 62 are male and 22 are female based on this male female percentage the researcher selected 44.6 % from each strata (female and male) to get the total sum of 107 respondents which is selected 15 % of the total kolfe keranio subcity high school teachers.

In addition purposive sampling technique was used for qualitative study, which was used to select directors, supervisors for interview. Because it allows the researcher to focus on particular issues in depth. From 8 directors 4 and from 6 supervisors 2 were selected purposively based on their availability and their years of experience.

3.4. Instruments of Data Collection

In this study, questionnaire, interview and document analysis were used to collect information regarding the teachers' incentives and motivation of the government secondary schools of Kolfe Keranio Subcity.

I. Questionnaire

Questionnaire is believed to be better to get a high proportion of usable response in a relatively shorter time with minimum cost. In this research questionnaires serve as a main instrument of data collection from the teachers. The questionnaire was prepared in English language and some questions were translated when the need arose.

The questionnaire consisted of five parts. Part I addressed the personal characteristics of the respondents, and the teachers' general level of satisfaction with their work overall. These characteristics included gender, age, the teachers' teaching experience, educational qualifications, and the teachers' general level of satisfaction with their work. Part II covers

Teachers Salary and Incentives, part III on Teachers Expenditure and Cost of Living and part IV about Vocational Commitment. Part V consisted of items that determined the teachers' satisfaction or dissatisfaction with specific aspects of their work (the independent variables) as identified from chapters 2. The items requested the teachers to indicate the extent of their satisfaction or dissatisfaction by means of a four-point rating scale, as follows: 1: strongly disagree 2: disagree; 3: agree; and 4: strongly agree.

II. Interview

Semi-structured interview was used in this study which is perhaps the most common type of interview used in qualitative social research. In this type of interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews. (Dawson, 2009) To do this, the same questions were asked to the sub city supervisors and directors about the overall implementation and policy of teachers' incentives. However, I remained flexible so that other important information may arise. For this interview, the researcher produces ten questions. The interview sessions was conducted in the Amharic language, and subsequently be translated to English. The interview will be audio recorded.

3.5. Method of Data Analysis

After the collection of data different relevant statistical tools was employed. For the quantitative phase of the study, the collected data was analyzed by means of the computer using the Statistical Package for Social Sciences (SPSS). The collected data was analyzed by means of descriptive and inferential statistics that included frequencies, percentages, means, standard deviations and correlations (descriptive statistics) as well as, ANOVA (inferential statistics). ANOVA was used to compare group differences in job satisfaction with respect to age, years of teaching experience, and educational qualifications.

Moreover, the qualitative data gathered from school leaders, teachers and supervisors through interview and document analysis were presented qualitatively by reviewing the note taking, narrating, interpreting and reflecting on the key point related to the study. The data collected by interview was triangulating the information obtained through questionnaire. Eventually, the result obtained were summarized, concluded and recommended depending on the data analyzed and interpreted.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

This chapter deals about presentation, analysis and interpretation of the data. The purpose of the study is assessment of Newly Introduced Teachers' Incentives and Motivation: The Case of Government Secondary Schools in Kolfe Keranio Sub city of Addis Ababa. The data collection instrument employed was questionnaires and interview. By simple random sampling method 107 questionnaires were distributed to teachers (condominium gained and bon gained). To analysis and interpret the data descriptive statistics such as frequency and percentage was employed. On the other side, inferential statistics such as correlation and regression was used. Moreover, to test the result statistical test of non-parametric chi square test was employed. Chi-square test was employed because the data is obtained through simple random sampling and the level of measurement of all the variables is nominal. Thus, the result presented as below.

4.1. Socio – Demographic Characteristics of Respondents

Under this section socio demographic characteristics of respondents which include gender, age, level of education and work experiences is included and the result which is obtained from field survey summarized as follows.

Table 1. Socio – Demographic Characteristics of Respondents

Items	Responses	Frequency	Percent
School Name	Ayer Tena secondary and preparatory school	70	65.4
	Millennium secondary and preparatory school	37	34.6
	Total	107	100.0
Sex	Male	76	71.0
	Female	31	29.0
	Total	107	100.0
Age	20-30	40	37.4
	31-40	47	43.9
	41-50	12	11.2
	above 50	8	7.5
	Total	107	100.0
Marital status	Single	31	29.0
	Married	62	57.9
	Divorced	12	11.2
	Widowed	2	1.9
	Total	107	100.0
Work experience as a teacher/ (present year included)	0-5	18	16.8
	6-10	28	26.2
	11-15	33	30.8
	16-20	10	9.3
	above 20	18	16.8
	Total	107	100.0
Highest academic qualification	BA/BED/BSC	78	72.9
	MA/MSc	29	27.1
	Total	107	100.0

Table 4.1 deals with socio demographic characteristics of respondents. In this regards,70(65.4%) of the respondents were from Ayer Tena secondary and preparatory school and 37(34.6%) of the respondents were from Millennium Secondary and Preparatory School. Hence,the majority of the participant of the study is from Ayer Tena Secondary and Preparatory School which are found in Addis Ababa.

Regarding sex of respondents, 76(71%) of the respondents were in the sex category of male while 31(29.0%) of the respondents were in the sex category of female. Thus, the majority of the respondents were male sex category. Concerning age of respondents, 47 (43.9%) of respondents were in the age category of 31-40 years old while 40(37.4%) of the respondents were in the age category of 20-40 years old.

In relation to marital status, 62 (57.9%) of the respondents were married while 31(29.0%) of the respondents were single. Thus, the majority of the respondents were married. Regarding work experience of respondents as a teacher 33(30.8%) of the respondents have work experience 11-15 years while 28(26.2%) of the respondents have work experience of 6-10 years. Thus, the majority of respondents have 11-15 years. This above implies that the diversity and experience of the respondents are appropriate data sources and it is a good opportunity to have more and appropriate information to the study.

Table 2. Respondents report on changes in the net monthly income as of 2008

Items	Responses	Frequency	Percent	Mean	Stan Dev.
How can you describe the changes in your net monthly income as of 2008 E.C ?	Significantly Increased	5	4.7	2.54	.66
	Increased	44	41.1		
	Remain the Same	53	49.5		
	Reduced	5	4.7		
	Total	107	100.0		

Table 2 depicted that respondents report on changes in their net monthly income of 2008 E.C.The items which included were ‘how can you describe the changes in the net monthly income as of 2008 E.C. In this regrads,53(49.5%) of the respondents reported that as they

describe the changes net monthly income as of 2008 E.C. was remain the same while 44(41.1) described that the changes in the net monthly income as of 2008 E.C. was increased. Furthermore, the calculated mean was 2.54 which was less than the likert scale mean of 3. The standard deviation was concentrated or dispersed near to the calculated mean. This implies that the changes in the net monthly income as of 2008 E.C. remain the same.

4.2. Degree of Happiness of Teachers' to the Incentives

Teacher incentive reforms are promising options to improve teaching quality and student learning, they do not operate alone but instead are part of a broader system that affects teaching and learning. As a result, reforms to teacher incentives may be more effective in raising student learning when other parts of the broader system affecting teaching and learning are in place Monetary incentives such as bonuses, performance-linked payments, increments in salary and allowances have sometimes worked well in motivating teachers. Non-monetary incentives such as an effective monitoring system, recognition, career progression and professional development also appear promising. Some of the incentives introduced in Addis Ababa are distribution of condominium house, introduction of public transport services, provision of house allowance (850 Per month) and salary increment(2 scale). Regarding to the field survey result presented as follows.

Figure 2. Respondents report on Distribution of condominium houses

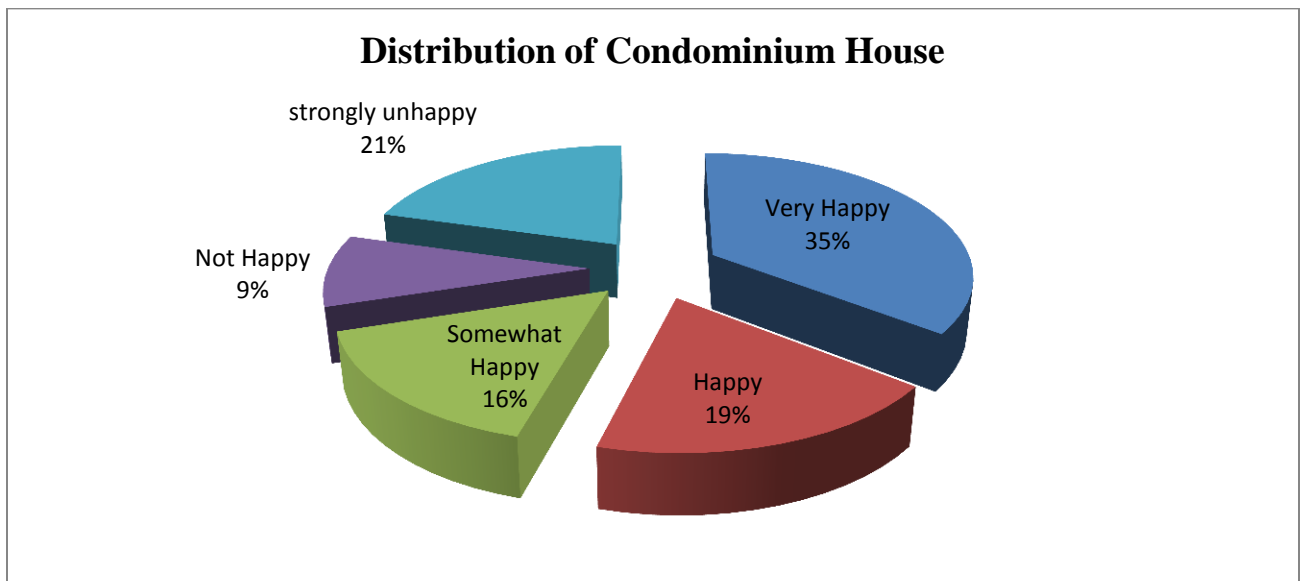


Figure 1 showed that respondents responses on the distribution of condominium houses. In this regards, 35% of the respondents said very happy,21% of the respondents said strongly unhappy,19% of the respondents replied that as they are happy while 9% of the respondents said as they are not happy.From the above information it is possible to conclude that the majority of respondents were very happy about the distribution of condominium houses.

Figure 3. Respondents report on the introduction of public transport service

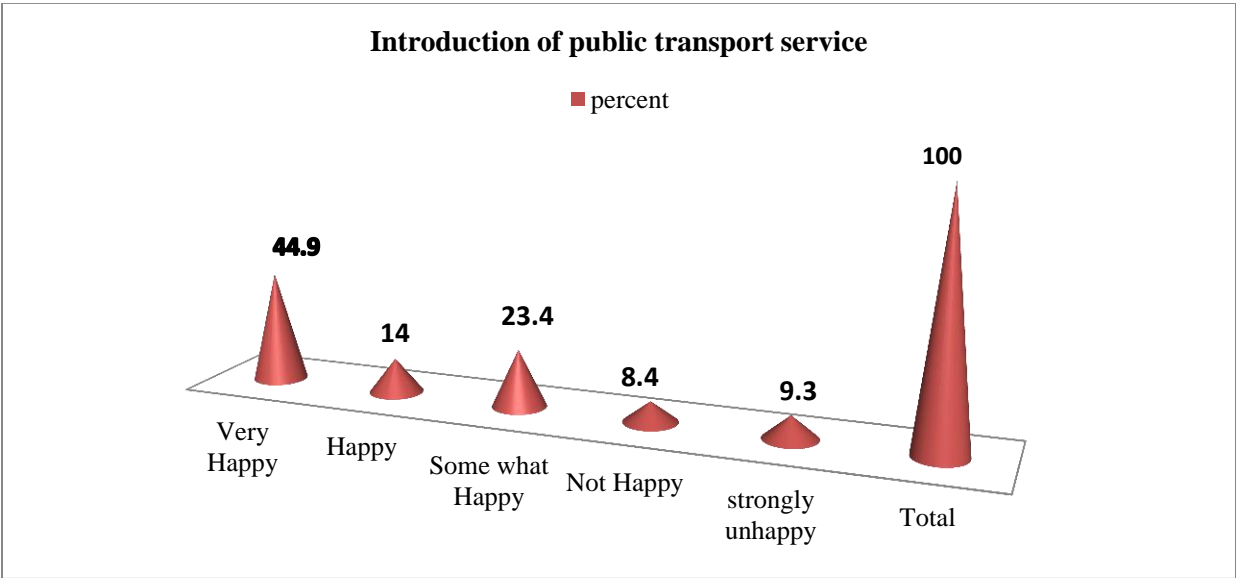


Figure 2 Showed that respondents report on the introduction of public transport service. Regarding to this, 44.9 % of the respondents said very happy, 23.4% of the respondents said somewhat happy, 14% of the respondents said happy while 8.4 % of the respondents said not happy.

From the above information it is possible to infer that the majority of respondents reported that as they are happy about the introduction of public transport service.

Figure 4. Respondents report on the provision of housing Allowance (850 Birr per Month)

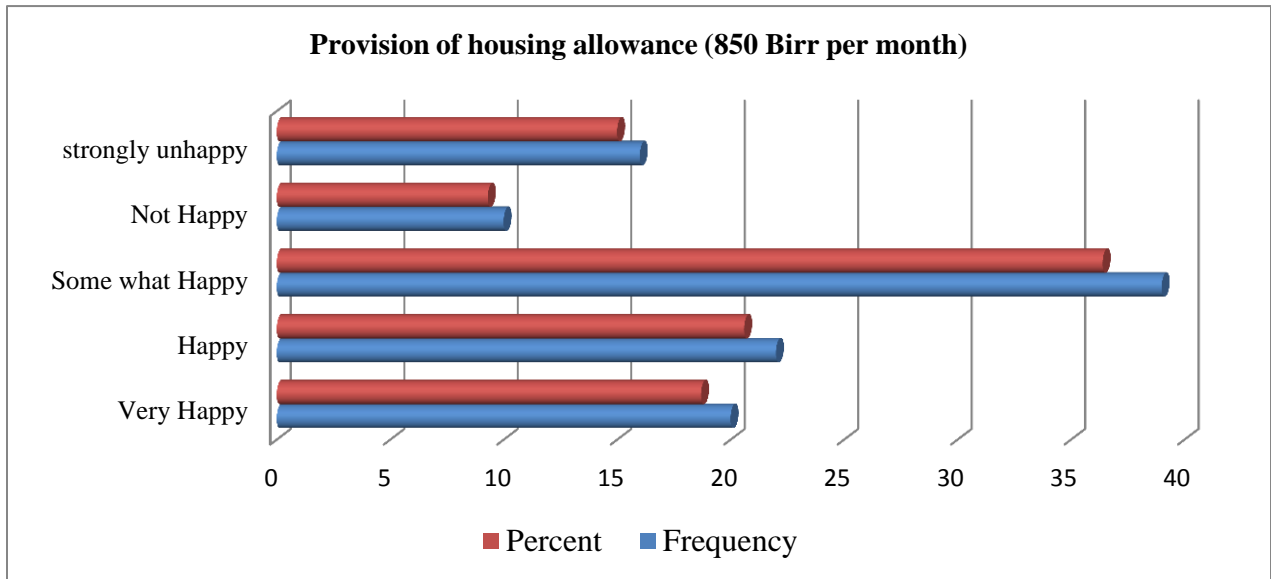


Figure 3 deals with respondents report on the provision of housing Allowance (850 Birr per Month). In this regards, 36.4 % of the respondents said somewhat happy, 20.2 % of the respondents said happy and 18.7% are very happy. Thus, from the above information it is possible to conclude that the majority (75.7%) of respondents were happy with the provision of House allowance (850 Birr per Month).

Figure 5. Respondents Report on Salary Increment (2 Scale)

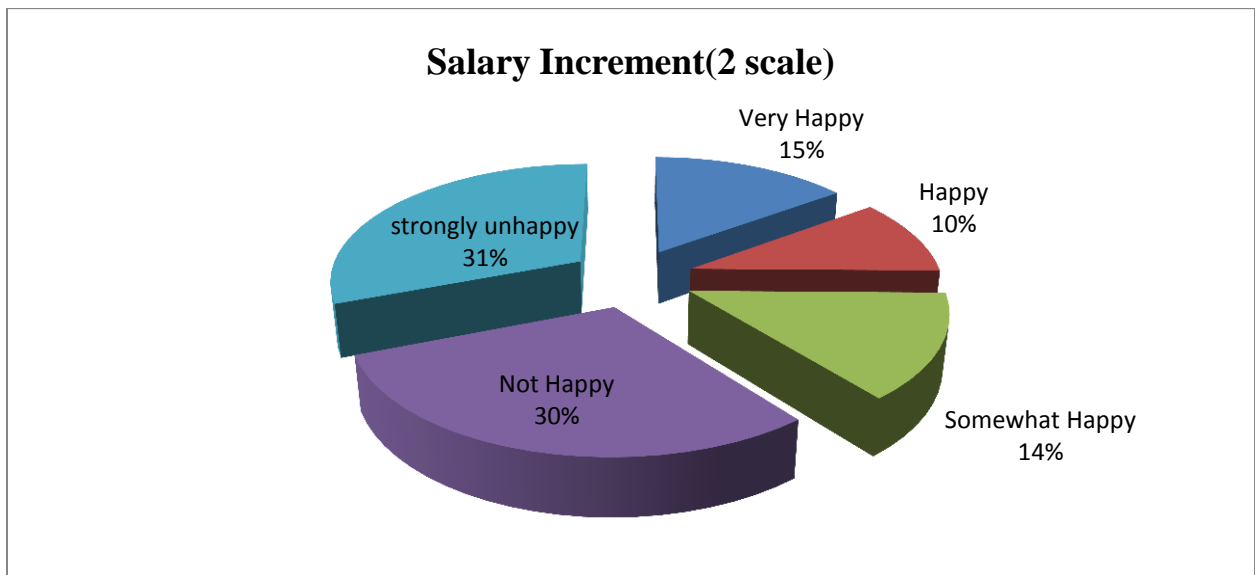


Fig 4 showed that respondents report on salary increment (2 Scale). Regarding to this,31% of the respondents said strongly un happy while 25% of the respondents said happy. From the above information it is possible to conclude that more than half of respondents were unhappy about the salary increment (2 scales).

4.3. Impact of Incentives to Teach

Effective incentives are a necessary, but not sufficient, condition for ensuring teaching quality and student achievement. In the face of increasing international competition and economic downturn, however, governments are increasingly being forced to do more with less. In addition to attracting and retaining the most qualified professionals into the teaching profession, one important challenge becomes how educational systems can motivate and support teachers already in service to improve performance and increase student achievement. Policies and programs that evaluate and reward effective teachers are thus becoming more central to education reform. This is true for developed as well as developing economies where there is greater need for strategic and efficient use of compensation systems as a mechanism for improving teacher quality and student learning. Indeed, an organization's compensation system is arguably its most important human-resource management system (Ehrenberg and Milkovich, 1987; Lawler, 1981).

Although performance rewards have been used effectively in other fields of employment (Lazear, 1996), their recent use in the education sector, particularly for teachers, is still being explored, monitored and evaluated. Policy makers in education are now considering incentives that do not involve compensation, as well as those that do. Teacher's incentives are increasingly being considered, therefore, because they reflect the overwhelming importance of teachers, the focus on improving student achievement through improved teaching practices, and the cost-effectiveness of rewarding superior performance. Incentives are used for a variety of specific purposes: to encourage teachers to work in difficult-to-staff schools or to teach certain subjects, to undertake training or to assume roles and responsibilities in the school (OECD, 2009). Educational systems can also reward schools and teachers for acceptable or above-average performance, while sanctioning under-performers to encourage improvement efforts. The exact nature and design of the teacher incentives scheme will thus depend on the policy objectives established. Incentives in this sense can be an important element within a broader accountability framework focused on student achievement.

Table 3. Respondents Report on Impact of incentives Teach

Item	Responses	Frequency	Percent	Obs	Exp	X ²	df	P-Value
Distribution of condominium house	Highly Motivated	35	32.7	35	21.4	17.07	4	.002
	Motivated	27	25.2	27				
	somewhat motivated	19	17.8	19				
	Not motivated	14	13.1	14				
	strongly demotivated	12	11.2	12				
	Total	107	100.0	107				
Introduction of Public transport service	Highly Motivated	36	33.6	36	21.4	28	4	.000
	Motivated	26	24.3	26				
	somewhat motivated	26	24.3	26				
	Not motivated	15	14.0	15				
	strongly demotivated	4	3.7	4				
	Total	107	100.0	107				
Provision of housing allowance (850 birr per month)	Highly Motivated	14	13.1	14	21.4	23.61	4	.000
	Motivated	29	27.1	29				
	somewhat motivated	37	34.6	37				
	Not motivated	17	15.9	17				
	strongly demotivated	10	9.3	10				
	Total	107	100.0	107				
Salary increment(2 scale)	Highly Motivated	12	11.2	12	21.4	13.33	4	.010
	Motivated	17	15.9	17				
	somewhat motivated	18	16.8	18				
	Not motivated	27	25.2	17				
	strongly demotivated	33	30.8	33				
	Total	107	100.0	107				
Overall level of motivation after the implementation of the above incentives	Highly Motivated	10	9.3	10	21.4	42.95	4	.000
	Motivated	20	18.7	20				
	somewhat motivated	46	43.0	46				
	Not motivated	23	21.5	23				
	strongly demotivated	8	7.5	8				
	Total	107	100.0	107				

Table 3 deals with respondents report on Impact of incentives to teach. Regarding to impact of incentives to teach statements were designed which can describe the impact of incentives to teach. The first statement was “distribution of condominium house”. To this statement 35 (32.7%) of the respondents were highly motivated to the statement while 27(25.2%) of the respondents were motivated to the statement. To test the result non parametric chi-square test was employed. Thus, expected value was 21.4. The calculated chi-square test was 17.07 at 4 degrees of freedom which was greater than expected value. Additionally, the calculated statistical significant value was .002 which was less than the usual statistical significant value of 0.05. which in statistically significant. Thus, the null hypothesis was rejected and conclude that there are statistically difference in respondents were highly motivated responses. This implies that respondents were highly motivated to the distribution of condominium house.

The second statement was “Introduction of Public transport service”. Regarding to this statement, 37(33.6 %) of the respondents were highly motivated to the introduction of public transport service while 26(24. 3%) of the respondents motivated to the introduction of public transport. The expected value of response was 21.4. The calculated chi-square test value was 28.0 which were greater than the expected value .The calculated P-value was .000 which was less than 0 .05.The test statistics is statistically significant. Thus, the null hypothesis was rejected and concludes that there is no statistically difference in the introduction of public transport service responses of highly motivated. This implies that the introduction of public transport service is highly motivated by respondents.

The issue statement was “Provision of housing allowance (850 birr per month)”. In this regards, 35 (34.6%) of the respondents said somewhat motivated while 29 (27.1%) of the respondents said motivated. To test the result non parametric chi-square test was employed. Thus, expected value was 21.4. The calculated chi-square test was 23.61 at 4 degrees of freedom which was greater than expected value. Additionally, the calculated statistical significant value was .000 which was less than the usual statistical significant value of 0.05. The result is statistically significant. This implies that respondents were somewhat motivated to the provision of housing allowance (850 birr per month).

The other newly introduced incentive for the teachers was Salary increment (2 Scale). Concerning to salary increment,33(30.8%)of the respondents replied strongly demotivated while 27(25.2%) of the respondents said not motivated. Additionally, the expected value was

21.4 which was greater than the calculated chi-square at 4 degree of freedom. The calculated statistical significant value was .010 which was less than the usual statistical significant value of 0.05. This implies respondents were strongly demotivated to teachers salary increment (2 Scale).

The overall level of motivation after the implementation of the above incentives. In this regards, 46(43.0%) of the respondents said some what motivated while 23(21.5%) of the respondents said not motivated. The expected value was 21.4 which was less than the calculated chi-square value of 42.95 at 4 degrees of freedom. Additionally, the calculated statistical significant value was .000 which was less than the usual statistical significant value of 0.05. This implies that the overall level of overall level of motivation after the implementation of the above incentives was somewhat motivated.

4.4. Level of Teachers Satisfaction

This section deals with level of teachers' satisfaction. Teachers' satisfaction is assessed in terms of salary. The result from the field survey is presented as follows.

Table 4. Respondents report on the Teachers' Views on the Salary

Item	Responses	Frequen cy	Percent	Obs	Exp	X ²	df	P-Value
My salary commensurate (matches) well with my qualification(s)	Agree	3	2.8	3	26.8	47.66	3	.000
	somewhat Agree	20	18.7	20				
	Disagree	32	29.9	32				
	Strongly Disagree	52	48.6	52				
	Total	107	100.0	107				
My salary compares well with my workload	Agree	1	.9	1	26.8	46.08	3	.000
	somewhat Agree	21	19.6	21				
	Disagree	38	35.5	38				
	Strongly Disagree	47	43.9	47				
	Total	107	100.0	107				
My salary is appropriate for my experience	Agree	2	1.9	2	26.8	69.79	3	.000
	Somewhat Agree	10	9.3	10				
	Disagree	40	37.4	40				
	Strongly Disagree	55	51.4	55				
	Total	107	100.0	107				
My salary enhances my status	Agree	1	.9	1	26.8	75.09	3	.030
	Somewhat Agree	9	8.4	9				
	Disagree	42	39.3	42				
	Strongly Disagree	55	51.4	55				
	Total	107	100.0	107				
My salary improves my commitment	strongly Agree	1	.9	1	21.4.	80.15	4	.000
	Agree	3	2.8	3				
	Somewhat Agree	17	15.9	17				
	Disagree	41	38.3	41				
	Strongly Disagree	45	42.1	45				
	Total	107	100.0	107				
My salary is comparable with salaries earned by professionals in other jobs	strongly Agree	1	.9	1	21.4.	126.88	4	.000
	Agree	5	4.7	5				
	Somewhat Agree	7	6.5	7				
	Disagree	31	29.0	31				
	Strongly Disagree	63	58.9	63				
	Total	107	100.0	107				
I am satisfied with my current salary	Agree	6	5.6	6	26.8	66.65	3	.000
	Somewhat Agree	8	7.5	8				
	Disagree	36	33.6	36				
	Strongly Disagree	57	53.3	57				
	Total	107	100.0	107				

Table 4 deals with respondents report on the teachers' views on the Salary. In this regards, hypothetical statement were designed to describe the issue under investigation. Some of the items were my salary commensurate (matches) well with my qualification(s). Concerning to this issue, 52 (48.6%) of the respondents said strongly agree while 32 (29.9%) of the respondents said disagree. The expected value was 26.8 which was less than the calculated chi-square value of 46.77 at 3 degrees of freedom. Additionally, the calculated statistical significant value was .000 which was less than the usual statistical significant value of 0.05. This implies that respondents disagreed that salary commensurate (matches) well with their qualification(s).

The other item was "my salary compares well with my workload". In this regards, 47 (43.9%) of the respondents replied that strongly disagree while 38 (35.5%) respondents were disagreed. The expected value was 26.8 which was less than the calculated chi-square test value of 46.08 at 3 degrees of freedom. Additionally, the calculated statistical significant value was .000 which was less than the usual statistical significant value of 0.05. This implies that salary of the respondents is not compared well with the workload.

The third item was "my salary is appropriate for my experience". In relation to this, 55 (51.4%) of the respondents said strongly disagree while 40 (37.4%) of the respondents said disagreed. The expected value was 26.8 which was less the chi-square test value of 69.79 at 3 degree of freedom. Additionally, the calculated statistical significant value of .000 which was less than the usual statistical significant value of .05. This implies that respondents' salary is not appropriate for their experience. Moreover, statements like my salary enhances my status, my salary improves my commitment, my salary is comparable with salaries earned by professionals in other jobs, I am satisfied with my current salary. Against the above issue the majority of respondents said strongly disagreed. Additionally, the expected value was less than the chi-square test value. The calculated statistical significance value was less than the usual statistical significance value of 0.5. This implies that respondents salary were not enhances their status, improves their commitments, comparable with salaries earned by professionals in other job. To sum, respondents were not satisfied with their current salary.

4.5. Status and Attractiveness of Teaching Profession

Under this section effort has exerted to assess the status and attractiveness of teaching profession. To assess the status and attractiveness of teaching profession statements were designed and the result presented as follows.

Table 5. Respondents report on status and attractiveness of teaching profession

Item	Responses	Frequency	Percent	Obs	Exp	X ²	df	P-Value
At my school the parents respect the teachers	Strongly Agree	2	1.9	2	21.4.	33.42	4	.000
	Agree	17	15.9	17				
	Somewhat Agree	38	35.5	38				
	Disagree	28	26.2	28				
	Strongly Disagree	22	20.6	22				
	Total	107	100.0	107				
At my school the students respect their teachers	Strongly Agree	2	1.9	2	21.4.	30.71	4	.000
	Agree	15	14.0	15				
	Somewhat Agree	27	25.2	27				
	Disagree	30	28.0	30				
	Strongly Disagree	33	30.8	33				
	Total	107	100.0	107				
In my community the community respects teachers	strongly Agree	3	2.8	3	21.4.	36.69	4	.000
	Agree	12	11.2	12				
	Somewhat Agree	23	21.5	23				
	Disagree	32	29.9	32				
	Strongly Disagree	37	34.6	37				
	Total	107	100.0	107				
Teaching has increasingly become a respectable profession due to the current incentive policy	Strongly Agree	5	4.7	5	21.4	37.25	4	.000
	Agree	9	8.4	9				
	Somewhat Agree	23	21.5	23				
	Disagree	36	33.6	36				
	Strongly Disagree	34	31.8	34				
	Total	107	100.0	107				
Teachers in my school participated in teachers' incentive policy decision	Strongly Agree	3	2.8	3	21.4	31.83	4	.000
	Agree	13	12.1	13				
	Somewhat Agree	28	26.2	28				
	Disagree	28	26.2	28				
	Strongly Disagree	35	32.7	35				
	Total	107	100.0	107				

Table 5 deals with respondents report on status and attractiveness of teaching profession. The issues included under this was at my school the parents respect the teachers, at my school the students respect their teachers, in my community the community respects teachers ,teaching has increasingly become a respectable profession due to the current incentive policy, teachers in my school participated in teachers' incentive policy decision. Against this issue the majority of respondents were disagreed. Additionally, the expected value was less than the calculated chi-square test value. The calculated statistically significance was less than the usual statistical significant value of 0.05. This implies teachers are not respected by parents, students do not respect their teachers, the community does not respect teachers, and teaching has not increasingly become a respectable profession due to the current incentive policy. Finally, teachers were not participated in teachers' incentives policy decision.

4.6. Teachers' Views on the current incentives

This part of the study deals with Teachers' Views on the current incentives. To describe teachers' views on the current incentives statements were designed and the data obtained from the field survey presented as follows.

Table 6. Respondents teachers' views on the current incentives

Item	Responses	Frequency	Percent	Obs	Exp	X ²	df	P-Value
I am satisfied with the condominium house	Strongly Agree	13	12.1	13	21.4	20.99	4	.000
	Agree	39	36.4	39				
	Somewhat Agree	23	21.5	23				
	Disagree	14	13.1	14				
	Strongly Disagree	18	16.8	18				
	Total	107	100.0	107				
I am satisfied with Public transport service	Strongly Agree	27	25.2	27	21.4	24.64	4	.000
	Agree	30	28.0	30				
	Somewhat Agree	32	29.9	32				
	Disagree	10	9.3	10				
	Strongly Disagree	8	7.5	8				
	Total	107	100.0	107				
I am satisfied with Housing allowance (850 birr per month)	strongly Agree	10	9.3	10	21.4	39.40	4	.000
	Agree	28	26.2	28				
	Somewhat Agree	44	41.1	44				
	Disagree	12	11.2	12				
	Strongly Disagree	13	12.1	13				
	Total	107	100.0	107				
I am satisfied with Salary increment (2 scale)	Strongly Agree	2	1.9	2	21.4	40.80	4	.000
	Agree	9	8.4	9				
	Somewhat Agree	31	29.0	31				
	Disagree	31	29.0	31				
	Strongly Disagree	34	31.8	34				
	Total	107	100.0	107				
I am satisfied with the overall incentives introduced since 2008E.C	Strongly Agree	3	2.8	3	21.4	57.07	4	.000
	Agree	6	5.6	6				
	Somewhat Agree	33	30.8	33				
	Disagree	44	41.1	44				
	Strongly Disagree	21	19.6	21				
	Total	107	100.0	107				

Table 6 deals with respondents teachers' views on the current incentives. To describe teachers' view on the current incentives the following items were designed and the result presented as follows. Item one was "I am satisfied with the condominium house". In this regards, 39 (36.4%) of the respondents said agreed while 23(21.5%) of the respondents said disagreed. The expected value was 21.4 which were greater than the calculated chi-square value 20.99 at 4 degrees of freedom. Additionally, the calculated statistical significant value was .000 which was less than the usual statistical significance value of 0.05. This implies that respondents were satisfied with the condominium house.

Item two "I am satisfied with Public transport service". Against this statement 32(29.99%) respondents said somewhat agree while 30(28.0%) of the respondents said agree. The calculated expected value was 21.4 which was less than the calculated chi-square value of 24.64 at 4 degrees of freedom. Additionally, the calculated statistical significance value was .000 which was less than the usual statistical significance value of 0.05. This implies that respondents were satisfied with public transport service.

Item three "I am satisfied with Housing allowance (850 birr per month)". Concerning to this, 44(41.1%) of the respondents replied somewhat agree while 28(26.2%) of the respondents replied agree. The expected value was 21.4 which was less than the calculated chi-square test value of 39.40 at 4 degrees of freedom. Moreover, the calculated statistical significant value was .000 which was less than the usual statistical significant value of 0.05. This implies that respondents were not satisfied with housing allowance (850 Birr per month).

Item four "I am satisfied with Salary increment (2 scale)". Against this, 31(29.0%) of respondents said somewhat agree while 31(29.0%) of the respondents said disagree. The calculated expected value was 21.4 which was less than the calculated chi-square value of 40.80. The calculated statistical significant value was .000 which was less than the usual statistical significant value of 0.05. This implies that respondents were not satisfied with salary increment (2 scale).

Item five "I am satisfied with the overall incentives introduced since 2008E.C". In this regrds, 44(41.1%) of the respondents replied disagree while 33(30.8%) of the respondents reported somewhat agree. The expected value was 21.4 which was less than the calculated chi-square test

value of 57.07 at 4 degrees of freedom. Additionally, the calculated statistical significant value was .000 which was less than the usual statistical significant value of 0.05.this implies that respondents satisfied with the overall incentives introduced since 2008 E.C.

4.7. Overall Vocational Commitment

This section deals with overall vocational commitment. To describe over all vocational commitment statements were designed and the result presented as follows.

Table 7. Respondents report on overall vocational commitment

Item	Responses	Frequency	Percent	Obs	Exp	X ²	df	P-Value
My personal strong desire for the teaching profession has made me stay in teaching profession	Strongly Agree	21	19.6	21	21.4	4.17	4	.384
	Agree	26	24.3	26				
	Somewhat Agree	21	19.6	21				
	Disagree	25	23.4	25				
	Strongly Disagree	14	13.1	14				
	Total	107	100.0	107				
I have stayed in the teaching profession since I failed to secure alternative employment opportunities	Strongly Agree	8	7.5	8	21.4	14.26	4	.007
	Agree	27	25.2	27				
	Somewhat Agree	21	19.6	21				
	Disagree	31	29.0	31				
	Strongly Disagree	20	18.7	20				
	Total	107	100.0	107				
The different incentives I have obtained since 2008E.C has made me stay in teaching profession	Agree	13	12.1	13	26.8	13.49	3	.004
	Somewhat Agree	23	21.5	23				
	Disagree	37	34.6	37				
	Strongly Disagree	34	31.8	34				
	Total	107	100.0	107				
The long vacation while students are on holidays has made me stay in teaching profession	Strongly Agree	5	4.7	5	21.4	32.02	4	.000
	Agree	16	15.0	16				
	Somewhat Agree	17	15.9	17				
	Disagree	38	35.5	38				
	Strongly Disagree	31	29.0	31				
	Total	107	100.0	107				
The conducive environment to continue my higher education has made me stay in teaching profession	Strongly Agree	3	2.8	3	21.4	31.46	4	.000
	Agree	21	19.6	21				
	Somewhat Agree	16	15.0	16				
	Disagree	36	33.6	36				
	Strongly Disagree	31	29.0	31				
	Total	107	100.0	107				
Due to my commitment, I intend to continue teaching in the next 5 years	Strongly Agree	12	11.2	12	21.4	12.67	4	.013
	Agree	19	17.8	19				
	Somewhat Agree	34	31.8	34				
	Disagree	18	16.8	18				
	Strongly Disagree	24	22.4	24				
	Total	107	100.0	107				

Table 7 deals with respondents report on overall vocational commitment. Against this statements were designed and distributed to respondents and the result from the field survey presented as follows. The first statement was “my personal strong desire for the teaching profession has made me stay in teaching profession”. Against this, 26 (24.3%) of the respondents said agree while 25(23.4%) of the respondents replied disagree .The expected value was 21.4 which greater than the calculated value of 4.17. The calculated statistical significance value was .389 which was greater than the usual statistical significance value of 0.05.This implies that respondents have personal strong desire for teaching profession has made them stay in teaching profession.

The second item “I have stayed in the teaching profession since I failed to secure alternative employment. Against this statement,31(29.0%) of the respondents said disagree while 27(25.2%) of the respondents replied that agree. The expected value was 21.4 which was less than the calculated chi-square test value of 14.26 at 4 degrees of freedom. Additionally, the calculated statistical significance value was .000 which was less than the usual statistical significance value of 0.05. This implies that they stayed in the teaching profession since they failed to secure alternative employment.

The third item was “the different incentives I have obtained since 2008E.C has made me stay in teaching profession”. Against this statement, 37(34.6%) of the respondents said disagree while 34(31.8%) of the respondents said strongly disagree. The expected value was 26.8 which was greater than the calculated chi-square test value of 13.49 at 3 degrees of freedom. The calculated statistical significance value was .004 which was less than the usual statistical significance value of 0.05.This implies that respondents different incentives they have obtained since 2008 E.C. has made they stay in teaching profession.

The fourth item was “The long vacation while students are on holidays has made me stay in teaching profession”. In this regards,38(35.5%) of the respondents said disagree while 31(29.0%) of the respondents said strongly disagree. The expected value was 21.4 which was greater than the calculated chi-square test value of 32.02 at 4 degrees of freedom. Additionally, the calculated statistical significant value was .000 which was less than the usual statistical significant of 0.05.This implies the long vacation while students are on holiday has made them stay in teaching profession.

The fifth item was “conducive environment to continue my higher education has made me stay in teaching profession”. In this regards,36(33.6%) of the respondents said disagree while 31(29.0%) of the respondents said strongly disagree. The expected value was 21.4 which was less than the calculated chi-square test value of 31.46.this implies that conducive to continue their higher education has not made them stay in teaching profession.

The sixth item was “due to my commitment, I intend to continue teaching in the next 5 years. In this regards,34 (31.8%) of the respondents said somewhat agree while 24(22.4%) of the respondents replied strongly disagree. The expected value was 21.4 which was greater than the calculated chi-square test value of 12.67 .Additionally, the calculated statistical significance value was .000 which less than the usual statistical significant value of 0.05. This implies due to their commitment, they do not intend to continue teaching in the next 5 years.

4.8. Inferential Statistics Analysis

4.9. Correlation Analysis

The study sought to establish the relationship between independent variables and dependent variables. Pearson Correlation analysis was used to achieve this end at 95% confidence level ($\alpha = 0.05$). Correlation analysis is one of the most widely used in research, it is often used to determine a relationship between two different variables, if so how significant or how strong is the association between variables. And also a very useful means to summarize these relationships between the variables with a single number that falls between -1 and +1 .A correlation analysis with Pearson’s correlation coefficient (r) was conducted on all variables in this study to explore the relationships between them. The correlation coefficient r is statistics used to measure the degree or strength of this type of relationship.

To interpret the strengths of relationships between variables in the classification of the correlation efficient (r) is as follows: ≤ 0.35 is considered to represent low or weak correlation; 0.36 – 0.67 is modest or moderate correlation; 0.68-0.89 is strong or high correlation and a correlation with r coefficient ≥ 0.90 is very high correlation. Again if the correlation result lies between -1 and 0, the two variables are negatively related. However, the result is interpreted and discussed using this criterion in each socio demographic characteristics. The result presented as follows

Table 8. Correlation Analysis

Correlations						
		Newly introduced incentive on teachers' motivation	Gender	Age	work experience as a teacher	Highest academic qualification
Newly introduced incentive on teachers' motivation	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	107				
Gender	Pearson Correlation	-.060	1			
	Sig. (2-tailed)	.540				
	N	107	107			
Age	Pearson Correlation	-.004	.081	1		
	Sig. (2-tailed)	.966	.404			
	N	107	107	107		
Work experience as a teacher	Pearson Correlation	.039	.115	.806**	1	
	Sig. (2-tailed)	.687	.238	.000		
	N	107	107	107	107	
Academic Qualification	Pearson Correlation	.130	.167	.030	-.018	1
	Sig. (2-tailed)	.181	.086	.759	.852	
	N	107	107	107	107	107
**. Correlation is significant at the 0.01 level (2-tailed).						

Table 8 deals with correlation analysis. Accordingly, gender is negatively correlated with teachers incentives and the relationship between variables low or weak high correlation with a value of -.060 . Gender is not statistically significant with a value of 0.540 which is greater than 0.05. Hence, the gender is found to have negative and not statistically significant relationship with teachers' incentives. Likewise, age is negatively correlated with a teachers incentives and the relationship between variables is low or weak correlation with a value -.004. After project identification is significant with value of .966 which is greater than 0.05. Hence, age is found to have negative and not statistically significant relationship with teachers' incentives. Furthermore, work experience is positively correlated with teachers' incentives and has relationship between variables in low or weak correlation with a value of .039. Work experience is not significant with a value of 0.687 which is greater than 0.05. Hereafter, work experience is found to have positive and not statistically significant relationship with teachers' incentive practice. Finally, educational qualification also has positively correlated with teachers' incentives and the relationship between variables is very high with a value of 0.130. Academic qualification is not statistically significant with the value of 0.181 which is greater than 0.05. Hence, academic qualification is found to have positive and not statistical significant relationship with teachers' incentives.

4.10. Regression Analysis

The study sought to establish how newly introduced teachers incentives would influence on socio demographic characteristics using multiple linear regression analysis. The regression model was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Whereby Y is newly introduced teachers incentives , β_0 is regression constant, $\beta_1 - \beta_4$ regression coefficients, X_1 is gender, X_2 is age , X_3 is work experience , X_4 is academic qualification and ε model's error term.

Table 9. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.179 ^a	.132	-.006	.75157
a. Predictors: (Constant), Highest academic qualification, work experience, Gender, Age				

According to table 9, R square is 0.132 which shows that 13.2 % of the dependent variable is being explained by independent variables.

Table 10. ANOVA Analysis

ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.899	4	.475	.840	.003 ^b
	Residual	57.615	102	.565		
	Total	59.514	106			
a. Dependent Variable: newly introduced incentive on teachers' motivation						
b. Predictors: (Constant), Highest academic qualification, work experience, Gender, Age						

The ANOVA statistics is presented in Table 10 were used to present the regression model significance. An F-significance value of .840 atdf (4,102) $P < 0.05$ was established showing that there is a probability of less than .05 of the regression model. Thus, the model is very significant.

Table 11. Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.959	.433		6.834	.000
	Gender	-.152	.164	-.093	-.931	.354
	Age	-.106	.140	-.124	-.754	.452
	Work experience	.088	.096	.153	.924	.358
	Academic Qualification	.255	.166	.152	1.534	.128
a. Dependent Variable: newly introduced incentive on teachers' motivation						

From the findings in Table 4.11 the multiple linear regression equation becomes:

$$Y = 2.959 + .152X_1 + .106X_2 + .088X_3 + .255X_4$$

From the model, when other socio demographic characteristics of respondents (academic qualification, work experience, Gender, Age) are at zero, the teachers' incentives impact on motivation and/or job satisfaction becomes 2.959. Holding other socio demographic characteristics (academic qualification, work experience, Gender, Age) is constant, a unit increase in gender would lead to -.152 decrease in influencing teachers incentives. A unit increase of age would lead -.106 decrease in influencing teachers incentives. A Unit increase of work experience would lead .088 increases influencing teachers' incentives. A unit increase of academic qualification would lead to. 255 increase in influencing teachers incentives. From the above information it is possible to infer that academic qualification is the leading socio demographic characteristics that influence teachers' incentives and followed by work experience.

4.11. Findings of the Interview

a. Initiation of teachers incentives

For the qualitative section, four school directors and two sub-city supervisors interviewed. All these interview respondents have Master's degree and all of them are above 40 years old, and have more than 10 years of teaching experience, this implies that the respondents are key informants and can explain all the raised issues in detail. Regarding to the gender issue there was no female directors in both secondary schools but I have included one female respondent from sub city supervisor. The discussion was on the overall implementation of teachers' incentives and the respondents mentioned that the government initiates the teacher's incentives of housing since 2002 and the amount of allowance classified based on their education level, 200 birr was allocated for certificate holder, 250 for diploma holder and the 300 birr for degree holder and most teachers was complaining about the classification. Teachers suggest that equal amount should be given since the price of house rent does not consider the position and qualification of the teacher. As a result of the high critics of the housing allowance difference, in 2008 for all teachers equal amount of housing allowance which is 850 birr is allocated. During 2004 and 2005 E.C. distribution of soap and tissue paper for all teachers was started as incentives. After that the transportation facility, transportation allowance for directors and supervisors and condominium house distribution are followed.

For every step of teachers incentive policy teachers association has a vital role, they raise the issue of teachers salary adjustment increment and incentives when they have a chance of meeting government higher official. In 2008 Hamle the teacher's salary adjustment was made but after six months the civil servant salary increment was implemented but the increment was not included the teachers. This made them disappointed because the government was not kept its promise since it was told that adjustment is to be fair salary payment compared with other profession and increment is another issue. The government disregards the salary increment because of the adjustment made before 6 month. Since then teachers are not happy because of their salary. They were very happy only for six month until the civil servant salary increment was made.

In 2009 to cover the housing problem of teacher, government transfer 5000 condominium house, which make majority of teachers happy.

b. Challenges faced during implementation of the incentives

The respondents mention the following points about the challenges of the implementation:

Some complain about the ownership of the condominium house. Some teachers and the interviewed research participants mentioned that they asked to make the transfer of condominium with rent but the other group complains the ownership issue since it is a rented condominium what will happen if the teacher passed away, what will be the fate of teacher's family and children. The concerned government officials should think over it.

The public transport is good but may be some teachers go home early and the public transport starts from 11:00 local time some teachers may not wait at school up to that time. And they may miss the transport service. But most of teachers use Anbesa bus since the Anbesa bus gives service for the whole day that's why teachers prefer.

The incentive policy is not including all the school community the school administrative workers are not benefited from the incentive and the administrative worker are contributing to the overall performance of the teaching learning process. This discrimination created bad feeling among the administrative staff. Some administrative workers lose feeling of belonging to the teaching learning process.

Everybody accepted that teachers who received the condominium house get better benefit, since house rent in Addis Ababa could not be covered by the teacher salary. But when we come to the teachers who do not receive/get the condominium house chance create difference actually the chance is given by the service year and the number of family member. They wish if the government can give the chance to all teachers to avoid the difference. Teachers who do not get the chance are demotivated. The other problem is Teachers were not participated on the criteria of selection if they were participated it was easy to accept the difference. Sometimes it is observed that teachers who do not get condominium house push responsibilities they want every expect everything will be done by the condominium beneficiaries. for example they say condominium house beneficiaries should come early in the morning and do the lineup arrangement.

The other challenge is management of the distributed condominium houses some teachers who received condominium but they leave from the teaching profession even if the aim of the

incentive is to solve the teachers' turnover and enhancing teachers' motivation especially experienced teachers.

c. Media reports regarding the teachers incentives

Almost all respondents are not happy the way media reports on the teachers incentives and salary increment. Most reports are exaggerated and it leads to abnormal inflation for example one of the director says

“During the housing allowance of teachers declared the owner of my house increased the amount of the house rent but the housing allowance (850) is not covering my half of the total house rent .At that time I wish if the media could mention how this small allowance could cover and challenge the government. This 850 birr is good for teachers who have got the condominium since it will cover the condominium house rent but for those who could not get condominium; this 850 birr is not cover even quarter of the actual house rent value.”

Some argue that it is good 850 birr allowance is only given for those who do not have condominium house. One of the respondents explain

“Giving 850 allowances for those who received condominium house is not fair .It is better to save the amount which is given to the condominium beneficiary and facilitate doing other condominium project. Let's see how much money government can save if the government saves this 850 birr allowance is given for condominium beneficiaries .There are 5000 teachers who receive condominium and also receiving 850 birr housing allowance if we calculate this, monthly can save 4,250,000 birr and when we calculate yearly it is 51,000,000 birr and this amount can do a big condominium house project for the remaining teachers “

When teachers receive condominium house the number of family considered as the time of receiving the condominium but it cannot accommodate average number of family member. For example when someone may be a bachelor when he/she receive the condominium house but after two or three years the number of family may increase to three or four and the

condominium house may not be enough for them. But the number of family should be forecasted or the government should think on changes of family structure and number.

Almost all respondents agree the distribution of condominium motivate teachers. In the other way round there is some problem for those who do not benefited from the condominium they sometimes push responsibilities They say “Why condominium beneficiaries come early in the morning for line up and why they do more responsibilities”.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

A teacher makes an invaluable contribution to society by educating the next generation and therefore it is vital to develop a holistic understanding of the factors that can motivate a teacher. However, the quality of education remains a matter of pressing concern with high teacher absenteeism. Motivating teachers firstly to come to their work and secondly to teach with their full effort and carries a challenging and critical area that needs to be addressed.

This paper attempted to answer the following research questions. These are

- ✓ Does the impact of newly introduced incentive on teachers' motivation differ due to demographic factors like gender, age, level of education and years of experience?
- ✓ To what extent have the new incentives increased teachers' motivation?
- ✓ What is the level of satisfaction of teachers and directors due these incentives?
- ✓ What other incentives the personnel expect for improvement of their motivation?

The finding of the study indicates changes in their net monthly income of 2008 E.C. remain the same. Majority of respondents were very happy about the distribution of condominium houses. Majority of respondents reported that as they are very happy about the introduction of public transport service. Majority of respondents were happy with the provision of House allowance (850 Birr per Month). But respondents were strongly unhappy about the salary increment (2 scales).

5.2. Conclusion

Regarding to Impact of Incentives to teach Effective incentives are a necessary, but not sufficient, condition for ensuring teaching quality and student achievement. In the face of increasing international competition and economic downturn, however, governments are increasingly being forced to do more with less. In addition to attracting and retaining the most qualified professionals into the teaching profession, one important challenge becomes how educational systems can motivate and support teachers already in service to improve performance and increase student achievement. Policies and programs that evaluate and reward effective teachers are thus becoming more central to education reform. This is true for developed as well as developing economies where there is greater need for strategic and

efficient use of compensation systems as a mechanism for improving teacher quality and student learning. Respondents were highly motivated to the distribution of condominium house. The introduction of public transport service is highly motivated by respondents. Respondents were somewhat motivated to the provision of housing allowance (850 birr per month. Respondents were strongly demotivated to teachers salary increment (2 Scale).The overall level of motivation after the implementation of the above incentives was somewhat motivated

Concerning level of teachers' satisfaction. Salary of the respondents is not compared well with the workload. Salary is not appropriate for their experience. Moreover, respondents salary were not enhances their status, improves their commitments, comparable with salaries earned by professionals in other job. To sum, respondents were not satisfied with their current salary.

Regarding to status and attractiveness of teaching profession. Teachers are not respected by parents, students do not respect their teachers, the community does not respect teachers, and teaching has not increasingly become a respectable profession due to the current incentive policy. Finally, teachers were not participated in teachers' incentives policy decision.

In relation to teachers' views on the current incentives. Respondents were satisfied with public transport service and they were not satisfied with housing allowance (850 Birr per month). Respondents were not satisfied with salary increment (2 scale). Respondents satisfied with the overall incentives introduced since 2008 E.C.

Concerning to overall vocational commitment. Respondents have personal strong desire for teaching profession has made them stay in teaching profession. They stayed in the teaching profession since they failed to secure alternative employment. Respondents different incentives they have obtained since 2008 E.C. has made they stay in teaching profession. The long vacation while students are on holiday has made them stay in teaching profession. Conducive to continue their higher education has not made them stay in teaching profession. Due to their commitment, they do not intend to continue teaching in the next 5 years. Finally, academic qualification is the leading socio demographic characteristics that influence teachers' incentives and followed by work experience

5.3. Recommendation

Based on the findings of this paper and taking into account teachers' perspective, the following recommendations are made with the objective of improving teacher's incentives to motivate and to bring quality of education.

- ✓ Addis Ababa city administration education office should work on creating conducive work environment which can be subsidize the income of the teacher.
- ✓ The schools should recognize and appreciate teachers for their efforts, enthusiasm and creativity in teaching by giving oral appreciation and annual prize
- ✓ Civil Society and teachers association and other stakeholders should work on to foster debates and discussions on teacher's incentives contribution to create motivated and satisfied work environment and the result of the motivated teacher's advantage for over all generation betterment.
- ✓ Addis Ababa city administration education office should work on adjustment of teachers salary so as to enable teachers to cover the average living standard cost
- ✓ Addis Ababa city administration education office should plan to incorporate all teachers on the supply of condominium house since almost all teachers are satisfied with the condominium house.
- ✓ As we see from the interview the distributed condominium house does not have structured administrative manual for example some teachers who leave the teaching profession still pay the house rent and renew their contract. Preparation of the structured document or terms of reference should be done with the consultation of the beneficiaries.
- ✓ Civil Society and teachers association and other stakeholders should do on further research other incentives that can be used to motivate teachers.

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APPENDICES

Appendix 1. Questionnaire survey

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Leadership and Management

Dear Teachers

I am conducting an MA study titled “The newly introduced Teachers’ incentives and its impact on their Motivation and Satisfaction ” The purpose of this questionnaire is to collect data that can serve as inputs to the MA thesis prepared for the partial fulfillment of Master of Arts Degree in Educational Leadership and Management at Addis Ababa University. I assure you that the collected data are to be used only for aforementioned educational purpose and will be kept confidential since you are not required to write your name; your anonymity will also be maintained. I would thus like to kindly request you to fill in the questionnaire as frankly and carefully as you can.

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

Fatuma Habib

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

Part I: Background Information

1. School name: -----

2. Gender: Male Female

2. Age: _____

3. Marital status single married Divorced Widowed Separated

4. Your years 'of experience as a teacher/ (present year included) _____

5. Your highest academic qualification

Diploma BA/BEd/BSc degree MA/MSc degree Other

4	Salary increment (2 scale)					
5	Overall level of motivation after the implementation of the above incentives					

Part V. Level of Teachers Satisfaction

Indicate your level of agreement on the following items

A	The Teachers' Views on their Salary	1= Strongly agree	2= Agree	3= Somewhat Agree	4= Disagree	5= Strongly disagree
1	My salary commensurate (matches) well with my qualification(s)					
2	My salary compares well with my workload					
3	My salary is appropriate for my experience					
4	My salary enhances my status					
5	My salary improves my commitment					
6	My salary is comparable with salaries earned by professionals in other jobs					
7	I am satisfied with my current salary					
B	Status and attractiveness of teaching profession					

1	At my school the parents respect the teachers					
2	At my school the students respect their teachers					
3	In my community the community respects the teachers					
4	Teaching has increasingly become a respectable profession due to the current incentive policy					
5	Teachers in my school participated in teachers' incentive policy decision?					
C	The Teachers' Views on the current incentives					
1	I am satisfied with the condominium house					
2	I am satisfied with Public transport service					
3	I am satisfied with Housing allowance (850 birr per month)					
4	I am satisfied with Salary increment (2 scale)					
5	I am satisfied with the overall incentives introduced since 2008E.C					
D	Your Overall Vocational Commitment					
1	My personal strong desire for the teaching profession has made me stay in teaching profession.					
2	I have stayed in the teaching profession since I failed to secure alternative employment opportunities					
3	The different incentives I have obtained					

	since 2008E.C has made me stay in teaching profession . probably stay					
4	The long vacation while students are on holidays has made me stay in teaching profession					
5	The conducive environment to continue my higher education has made me stay in teaching profession					
6	Due to my commitment, I intend to continue teaching in the next 5 years					

Thank you!

Appendix 2. Interview

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ት/ቤት

ትምህርትና የሥነ ምግባር ጥናት ኮሌጅ

የትምህርት አመራርና ሊደርሽፕ ትምህርት ክፍል

ለሱፐርቫይዘሮች (በክፍለ ከተማ ደረጃ) እና በትምህርት ቤት ርዕሰ መምህራኖች የቀረቡ ቃለ መጠይቅ ጥያቄዎች

1. የመምህራን የማነቃቂያ ፖሊሲዎች/መመሪያዎች በምን አይነት መንገድ ሀሳቡ በልጽጎ እዚህ እንደደረሰ እንዴት ይገልጹታል? ተቀባይነትን አግኝተው ተግባራዊ በመደረግ ረገድ? ሂደቱ የእርስ በእርስ መመካከርን ያካትታል? መልሶ አዎን ከሆነ ከማን ጋር? መምህራን ተሳትፈውበታል?
2. ማነቃቂያዎችን በመተግበር ረገድ ምን አይነት ችግር እያጋጠማችሁ ነው?
3. ማበረታቻ ጥቅማጥቅሞቹ የመምህራንን የስራ ተነሳሽነት ያበረታታሉ ብላችሁ ታምናላችሁ?
4. በአጠቃላይ የመምህራን ማነቃቂያ ተግባራዊ በመደረግ ምክኒያት ከ2008 ጀምሮ ጉልህ የሆነ መምህራን ላይ የሚታይ የስራ ተነሳሽነት አለ?
5. ከቀረቡት ማበረታቻ ጥቅማጥቅሞች መሃል በጣም የተደሰቱበትን ቢያካፍሉኝ
6. የመምህራንን ማነቃቂያ ለማሻሻል ምን ምን ተጨማሪ ድርጊቶች ያስፈልጋሉ?ምን ቢደረግ የተሻል አፈጻጸም ይኖረዋል
7. በተግባር የሚታየውና በሚዲያ የሚወራው ተመሳሳይ ነው
8. የመምህራን ማነቃቂያ በአግባቡ ካልቀረበ ምን ይሆናል/ይፈጠራል ብለው ያስባሉ?

አመሰግናለሁ !