



Determinants of Teachers' Work Motivation in Government Preparatory and
Secondary Schools in Hadiya Zone

A thesis submitted to the school of Graduate Studies of Addis Ababa
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Executive Masters of Educational Leadership

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Were by certify that we have read and evaluated this thesis, teachers' work motivation government secondary schools in Headiya Zone, prepared under our Advisor by Ayalew Shibashi{Assoc.Prof} We recommended that it should be submitted as fulfilling the MA Thesis requirement.

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As members of the Board of examiners of the MA Thesis open defense examination. We certify that we have read and evaluated the Thesis prepared by Elias Nuno and examined the candidate. We recommend that the Thesis requirement for the degree of Master of Art in Educational Leadership.

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List of Abbreviations

AAU	Addis Ababa University
CPD	Continuous Professional Development
ETP	Educational and Training Policy
HO	United Nation Education, Science and Culture Organization
MOE	Ministry of Education
UNESCO	International Labor Organization

Abstract

The purpose of this study was to examine teachers motivation in government general secondary schools of Hadiya zone . Descriptive survey design was used for the study. The study targeted the teachers of the government preparatory secondary schools of Hadiya zone. There are six government preparatory secondary schools in selected Woreda and town. Census sampling technique was used to select the schools while availability sampling technique was used to select the teachers. Self designed questionnaire were used to collect data from teachers. A total of four hundred fifty (450) teaches were selected where four hundred twenty nine (429) filled and returned . Statically package for social science (SPSS version23) was used to analyze these quantitative data where descriptive statics such as mean, standard deviation, frequencies , percentage regression analysis , correlation analysis, and t- test were be used to describe the data . The study found that teachers were de-motivated on various aspect such as lack of recognition for good performance, lack professional freedom,lack of merit base promotion , in adequate benefit, lack of instinctive and inadequate house allowance . The study also found that improving both intrinsic and extrinsic motivation for teacher increases over all teacher work motivation. Furthermore female teachers were found more motivated than male teachers, regarding age variables teachers of the age group between 26 -30 years 51 and above years were found to be more motivated than the rest age categories. In respect with qualification, teachers with second degree (MA,MSc) were fond in more motivated than first degree (BA/ BSc/Bed) holders and there were no statistically significant differences found among different fields of specialization and teachers work motivation, Concerning teaching services , teachers with service years between 6- 10 years were found most motivated and teaches with 11-15 years of service were found least motivated toward their profession for enhancement of ensure that teachers are well motivated toward their profession of the enhancement better educational out comes.

Chapter One

Introduction

This chapter presents an overview of the entire thesis which covers the background of the study, statement of the problem, objectives of the study, delimitation of the study, significance of the study, limitation of the study and Organization of the study.

1.1. Background of the Study

Several studies have been conducted on human motivation since the early 1940s — when the very well-known theory for motivation was proposed by Abraham Maslow. Bennell and Akyeampong (2007) find that sizeable percentages of teachers are poorly motivated in sub-Saharan Africa and south Asia.

Guajardo (2011) found that teachers' salaries are generally low especially in Africa .

When teachers do not have enough money to live, they often look to secondary employment activities which can undermine their motivation to perform in their primary job (Methodologk Guide for the Analysis of Teacher Issues , 2010) . It is further expressed that secondary employment activity, like private tutoring can be harmful to students achievement when teachers generate demand for their tutoring services out of school (Bennell and Akyeampong,2007) . However, MichealOwa (2002) in his study does not find a salary structure to be an obvious determinant of teacher job satisfaction. Delannoy and Sedlacek (200) note that across the broad salary increases in Brazil was ineffective in increasing teacher performance .

Many teachers feel that another way to increase societal respect for teaching is to improve the public image of the teaching profession by making the public aware of the actual conditions they face (Tutor-Craig,2002). Dufio, Dupas, and Kremer (2007) find that increased accountability can function as a strong complement to other methods of improving consequences of continually sanctioning of poorly performing teachers or schools without simultaneously providing support for those teachers or schools to improve their performance Teacher work motivation has been found to be correlated with high performing students (Michael Owa, 2002) . Mentoring/coaching teachers to set

expectations for students, better manage the classroom, and apply new teaching methods can be effective in motivating teachers (Mendez ,2011) . According to Benabou and Tirole (2000), extrinsic incentives are only weak reinforcers of motivation in the short run and negative reinforce in the long run .HerZberg (1966) finds that achievement, recognition, the work itself , responsibility and advancement are more effective long run motivators than interpersonal relations, working conditions and pay . Chapman (1993) note that incentives are related to teacher job satisfaction, but not to teacher classroom practices.

Teacher voice and self-efficacy may be a source of intrinsic motivation for teachers. Locke (1966) finds that goals that are specific, challenging, formed through employee participation and reinforced by feedback are those that most motivate employees .

Employees in organization like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively (Nyakundi, 2012) .

Owens (2004) describes that in schools in, the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new idea and approaches, and committed to students and change over the life time of their teaching careers, According to Nyakundi,2012), motivated teachers are more likely to motivate students, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment.

Demeke (2014) elaborates teachers are the focal persons to achieve and implement the Ethiopians educational objectives and goals. SO, to achieve the educational objectives a goals effectively. It is essential to keep motivated teachers in developing their performance Ayalew (1991;1) noted that less motivated teachers are likely to perform their expected duties less satisfactorily . Because, by any means, most teachers are ready to leave their j(at any possible time, this may lead to a loss of achieving the schools educational objectives The educational organizations and school systems 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 (Demeke et. al,2014). Sylvia and Hutchinson (1985) studied teachers' motivation.

Teachers and found that teachers motivation is based on the freedom to participate in decision making. Achievement of appropriate responsibility levels and intrinsic work elements.

In their study, pay incentives have been found unsuccessful increasing motivation. Frase and Sorenson (1992) studied work content factors in a questionnaire administered to 73 teachers and identified three major areas that are related to teachers' job satisfaction, these were: feedback is the factor most strongly related to job satisfaction, autonomy is strongly related to job satisfaction for many, but not all teachers.

Autonomy is not necessarily defined as freedom from interference in the classroom rather, the majority of teachers view autonomy as freedom to develop collegial relationships to accomplish tasks, and collegiality is also important for teachers.

According to the study collegiality can be expressed through experiencing challenging and stimulating work, creating school improvement plans, and leading curriculum development groups. Zemmelmen and Hyde (1993) write that teachers' attitudes are crucial to the success of in depth curricular innovation. Moreover, the beneficial effort of teachers' attitudes on education reform is reciprocal. Some research shows that when principals effectively used shared governance strategies and participatory management, teachers feel energized and motivated, and their sense of ownership and empowerment increases (Blase and Blasé, 1994). Another study on determinants affecting teachers' motivation in public secondary schools was conducted in 2012 by Teresa Kemunto Nyakundj by distributing questionnaires among 112 teachers and found that job satisfaction, reward systems, professional training and development and work situational determinants affect employees' motivation.

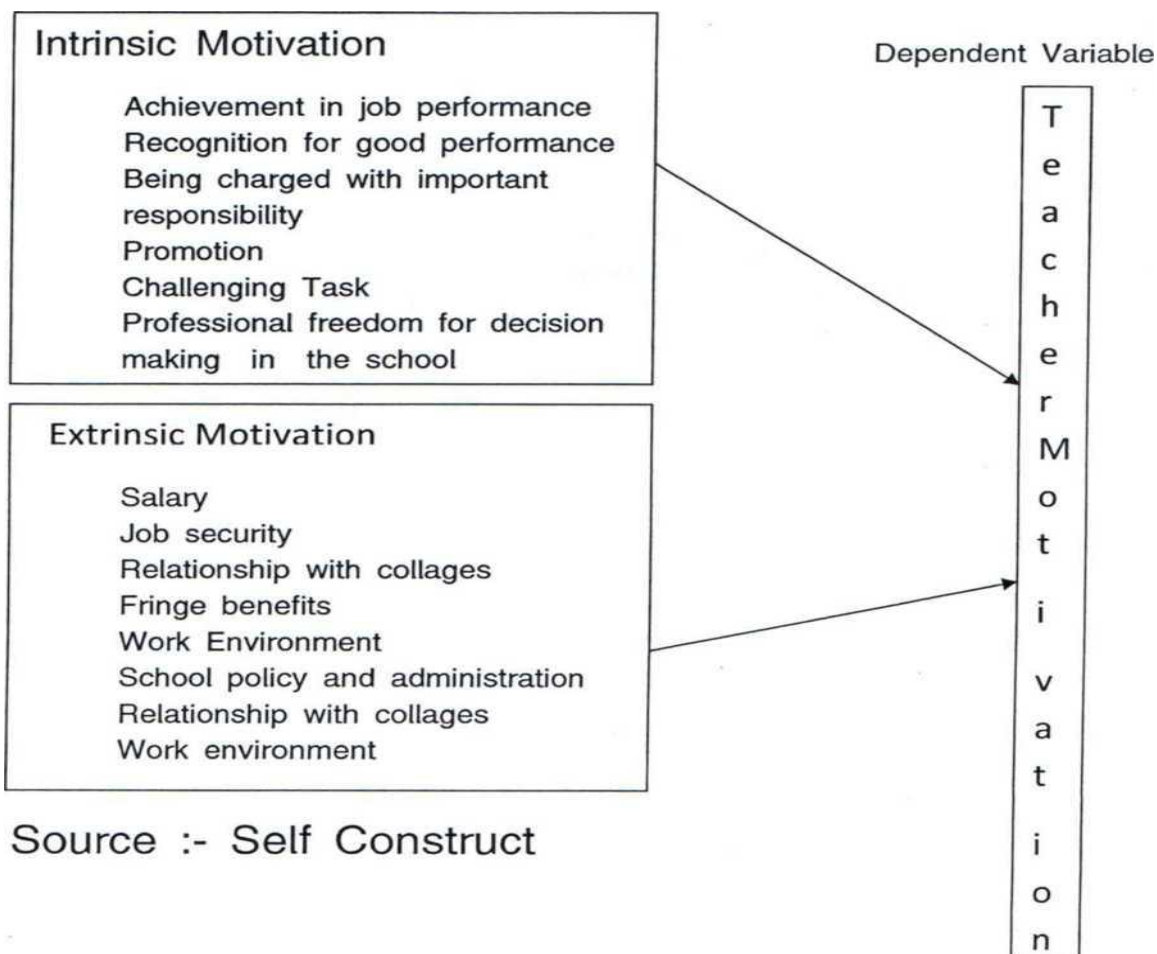
As indicated above, a number of internationally conducted researches and literature indicate that there are various factors that affect teachers' work motivation. However, in Ethiopia, much research work on teachers' motivation has not yet been done. Few studies in the past are looked at the factors affecting work motivation teachers' job satisfaction of teachers and the problem of teachers' attrition and retention. This study therefore, attempts to investigate what looks like the current status of teachers' motivation.

Teachers motivation is taken as dependent variable and intrinsic and extrinsic factors are independent variables for the study, hence the framework of the is shown in figure 1.

The overall purpose of this study was to examine the current status of teachers' motivation and to investigate the statistical differences among personal characteristics like sex, age, qualification field of specialization and teaching experience in relation teachers' motivation government general secondary and preparatory schools in Hadiyya Zone with the view of ascertaining the degree to which intrinsic and extrinsic factors of motivation impact them is their work situation.

Figure 1:Conceptual Framework

Independent Variables



Source :- Self Construct

These made negative impact on teachers, work motivation. It seems that this situation has improved much even after two decades since the works of Legesse (1992) to the work of Demeke (2014).

The work of Dawit (2008) also focused on the factors affecting teachers, job satisfaction are rewarding system for teachers. He distributed questionnaire among 62 teachers from second schools and found that: teachers were more interested in intrinsic incentives like recognition different sources, success in the performance of their job, and professional discretion in the s the salary increment made so far could not help them to lead stable personal living condition.

In general, these studies indicate that many factors were de-motivating teachers. And such motivation may affect their work in a negative way .this was due to several reasons related lack of fulfillment of their basic needs (such as housing , medical and financial problem). Work overload, lack of proper treatment by administration and low acceptance in the community. Teachers strongly claim about the salary they draw at present that they could not be able to come the level of living conditions where the salary increment made so far could not help then lead stable personal living conditions. In addition to this .inadequate supply of benefits Lack of incentives, over load of paper works and taxation on night division pay were among the issues which teachers claim at schools. The study different from the above local study synthetic and procedural. Based on the above perspectives and different research finding as well as relevant literature related to the teachers, motivation, the study has come up with the following basic research questions.

1. What is the current status of teachers, work motivation in government secondary schools of Hadiyya Zone?
2. Are there statistically significant differences among teachers, sex, age, qualification, fields on specialization and teaching experiences?

1.2. Objectives of the Study

1.2.1. General Objective

To examine the current status of teachers' work motivation in government secondary schools of Hadiyya Zone.

1.2.2. Specific Objective

- 1) To identify the effect of intrinsic and extrinsic determinants on work teachers' Motivation.
- 2) To examine statistical differences among teachers' personal characteristics (such as sex, age, qualification, field of specialization, and teaching experience) and their work motivation.

1.3. Significances of the Study

This study attempts to identify the factors that motivate teachers in their job. Identifying these motivating factors will hopefully help education leaders at various levels of the hierarchy and possibly other interested bodies, to have a better understanding of the motivating and device ways and means of motivating them toward their job . This may be done by strengthening the factorsthat motivate the teachers towards their job, meeting their personal and job-related needs, and eliminating or at least minimizing the factors that de-motivate them toward their job as much as circumstances print .

In more specific terms, the significance of this study lies in the attempt it makes .

- 1) It may provide valuable information for school leaders, Hadiyya Zone education leaders and as well as regionaleducational experts to understand the effect of intrinsic and extrinsic factors on teachers' motivation.
- 2) The Hadiyya Zone may benefit from the findings of the study that can help them to identify what motivate teachers and make required improvements to enhance teachers' motivation .
- 3) It may serve for the subsequent researchers as a reference to conduct future study in a similar field.

1.4. Delimitation of the Study

Among the ten Woredas and two Town Administrations. this study was delimited in scope to only one town and two Woreda there were six government secondary and preparatory schools that were engaged in teaching learning process in 22/16/18 academic year . Out of the total government secondary schools in the one town and two woreda for were general secondary schools, both general and preparatory school and the rest was secondary schools . Using availability sampling all the teachers of these schools were taken to be respondents of the study.

2. Limitations of the study

There are ten woreda and two towns Administration while the study was confined only in one Town and two woreda Administrations, because of time constraints. And hence, the generalization of the study might not represent the whole Woreda town Administration. As well as insufficient skill for SPSS software were the limitations of the study .

3. Definition of Key Terms

Extrinsic factors: reflect outcomes generated by performing the job and are concerned with the context or environment in which the job has to be performed .(Furnham,2005).

Intrinsic factors : are internal job factors that urge the employees to strive for better achievement: and lead to job satisfaction and higher motivation (Balkin.Cardy, and Gome-Mejia,2003).

Motivation: a feeling of interest or commitment that makes somebody want to do something (Encarta English Dictionary).

Needs : the initiating and sustaining force of behavior that helps to dictated ones action (Demeke,2014).

Status: the social honour or prestige that a particular group is accorded by other members of society (Demeke,2014).

4. Organization of the study

This research paper is organized into five chapters.

The first chapter presents the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, and organization of the study. The second chapter deals with the Review of related Literature. The third chapter deals which concerned with research design and methodology of the study. The fourth chapter is presentation, Analysis and Interpretations of Data. The fifth chapter brings to an end of this survey research with summary, conclusion and recommendations.

Chapter Two

Review of related literature

This chapter briefly reviews the relevant literature on employees' work motivation in particular teachers' work motivation to their job. Therefore, the chapter presents the An overview of motivation, Theories of motivation, Content theory/Need-based theory, Abraham Maslow's Hierarchy of needs, Alder's ERG theory, Process theory, Teachers' work motivation, Related research findings, The reward system. Finally, summary of the related literature review.

2.1. An overview of Motivation

The concept of motivation has been vigorously defined by different scholars using different connotations. Motivation has become one of the fundamental aspects in explaining and understanding the behavior of people at work place{Benabou and Tirole ,2003}.Robbins {2003} sees work motivation as the willingness and ability of employees to perform a certain activity or task in relations to the attainment and achievement of corporate goals and objectives, Olajide[2000] asserts that motivation is a way of encouraging workers to perform efficiently to words the achievement of corporate goals according to Dreikurs [2000]. Motivation is the way of satisfying the psychological needs to improve the drive that is aimed at agoal incentive.

Hennessey and Amabile [2005] state that with the recent global trend, it has become imperative that of organizations to bring out the best from their respective employees, there is need to adopt strategies for motivating them toward higher performance

Lambert, hagon and Barton [2001] found that for every organization to survive, the need to adopt and integrate to the global changing patterns which is accelerating at an enormous speed becomes inevitable. Since management is about getting things done through people, therefore, there is a greater need to employ various techniques to motivate employees to perform to the best of their ability [Thomas,2000],Garman, Davis-Lenane, and Corrigan [2003] added that corporate survival and business.

excellence which is a dependent variable on human factor becomes unrealistic until managers identify and relate with employees and their job and to anticipate the effect on future attitude and performance.

According to infiedo [2003] employees motivation is a complex and difficult term to define ,therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation by the individual.

Lewis, Goodman and fandt [1995] assert the organization's liveliness come from the motivation of its employees, although their ability plays just as crucial a role in determining their work performance as their motivation.They also emphasize that motivated and committed staff can be a determining factor in the success of an organization.

Webster [2008] state that the rationale behind the understanding of work motivation is centered on the relationship that exist between or among, wants, drives, values and incentives. Schermerhorn, hunt, Osborn, and Uhl-bein, [2011] added that since motivation becomes invisible, therefore it should not always been seen as the only way to explain behaviors of people in the work place but also a means of adapting and integrating to the existing structures and processes within the environment.

Motivation can simply be seen as stimulating factors such as work itself, pay, promotion, supervision and co-workers that influence the performance, attitude, behaviors and determine the level of passion, commitmet, involvement, concentration and strength invested on the job[Crossman and Abou Zaki,2003].

According to kinicki and kreitner [2003] the stimulating factors that influences work motivation could be explained from employee' values and needs, the range of task variety and responsibility, and organizational culture and policies. So it can be said that, motivation is mutually dependent on the interacting variables such as desires, derives, and incentives [Robbins,2003].motivation strengthens and reshapes the actual performance of employees towards the attainment of a specific purpose[Sansone and Harackiewicz,2000].

According to Mujah,Ruziana,sigh and D'cruz[2011],motivation is the ability of an individual yearling to work willingly on things that gives them satisfaction,excitement, attraction and inducement. relating this to a workplace, it means a situation whereby employees willingly devote time and develop passion to work by creating better ways to get task done with all sense of enthusiasm and commitment [Thomas, 2000]

Extrinsically motivated behaviors are actions that cause the attainment of rewards that externally imposed, including material possessions, salary, additional bonuses, feedback and evaluations from others, fringe benefits, and prestige[Ryan and deci, 2000b]. Motivation is not what employees' exhibit, but a number of surrounding issues rounding the job [Robbins 2005]. Motivation may arise from work environment or from involvement in decision making. According to stoner[1995], motivation represents the resource that managers use to coordinate relationships in the organization. In fact, recognizing inclinations of the employees, they can determine working tasks, as well as rewards with the purpose of engaging the workers similarly, Minni, Ebrahimi, Watchel[1995] elaborate in a system sense that motivation consists of three interacting and interdependent elements these are ; needs, derives and incentives. An organization's liveliness, whether public or private, comes from the motivation its employees, although their abilities play just as crucial role in determining their work performance and motivation [Lewis, Goodman and Fandt 1995].

Gokilembiewski [1973;597] refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness.

Employees' motivation is the complex forces, drives, needs, tension states, or other mechanisms that starts and maintains voluntary activity directed towards the achievement of personal goals [Hoy and Miskel 1987; 176].

2.2. Theories in motivation

This part of literature discusses on the two categories of motivation theories. These are content theory or need based approach and process theory because the emphasis of this study is on the content or need based theories, with a glance at process theory.

2.2.1. Content Theory/Need-based Theory

Hanson[1996] defined motivation as an inner state that energize, activates or moves and that directs or channels behavior towards goals. Similarly Demeke[2014] explains that motivation is a concept that can not be directly observed, therefore, content theories are based on the notion that things within us generate motivation. Content theories also assume that fulfillment of needs and attainment of value can lead to job satisfaction[Locke,1976].According to Ololube[2005], the need-based/content theories explained motivation primary as a phenomenon that occurs intrinsically, or with in an individual. It was also elaborated by Hansons[1996; 195] that content theories assume that;-

1. Drive/needs initiate, channel, and sustain goal directed behaviors.
2. The drives/need behaviors are initiated when an equilibrium imbalance or depreciations felt.
3. drives/need are prioritized into higher and lower levels,
4. When the need is fulfilled it is not longer motivation, and
5. All share basically the same prioritization of divers/needs and these indicate that several factors are believed to influence a person's desire to perform work or behavior in a certain way.
6. The content/need-based theories explain these desirers, explain which are primary occurred within an individual. So, the most popular content theories of motivation are discussed in the following pages.

2.2.1.1. Abraham Maslow's Hierarchy of Needs

Abraham Maslow's [1949, 1966, and 1970] need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs which are;

- 1 .Physiological, 2 .Safety, 3 – Affiliation[social], 4 –Esteem, and 5 – Self-Actualization.

According to Maslow's hierarchy of needs the categories are identified as;

1. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions,
2. The security needs include the need for safety, fair-treatment, protection against threats, job security. Risk taking behavior among managers and workers become possible after these needs have been treated,
3. The social affiliation needs include the needs of being loved, belonging, friendship,
4. Esteem needs status. When they are present, they do not lead to job satisfaction and higher performance.

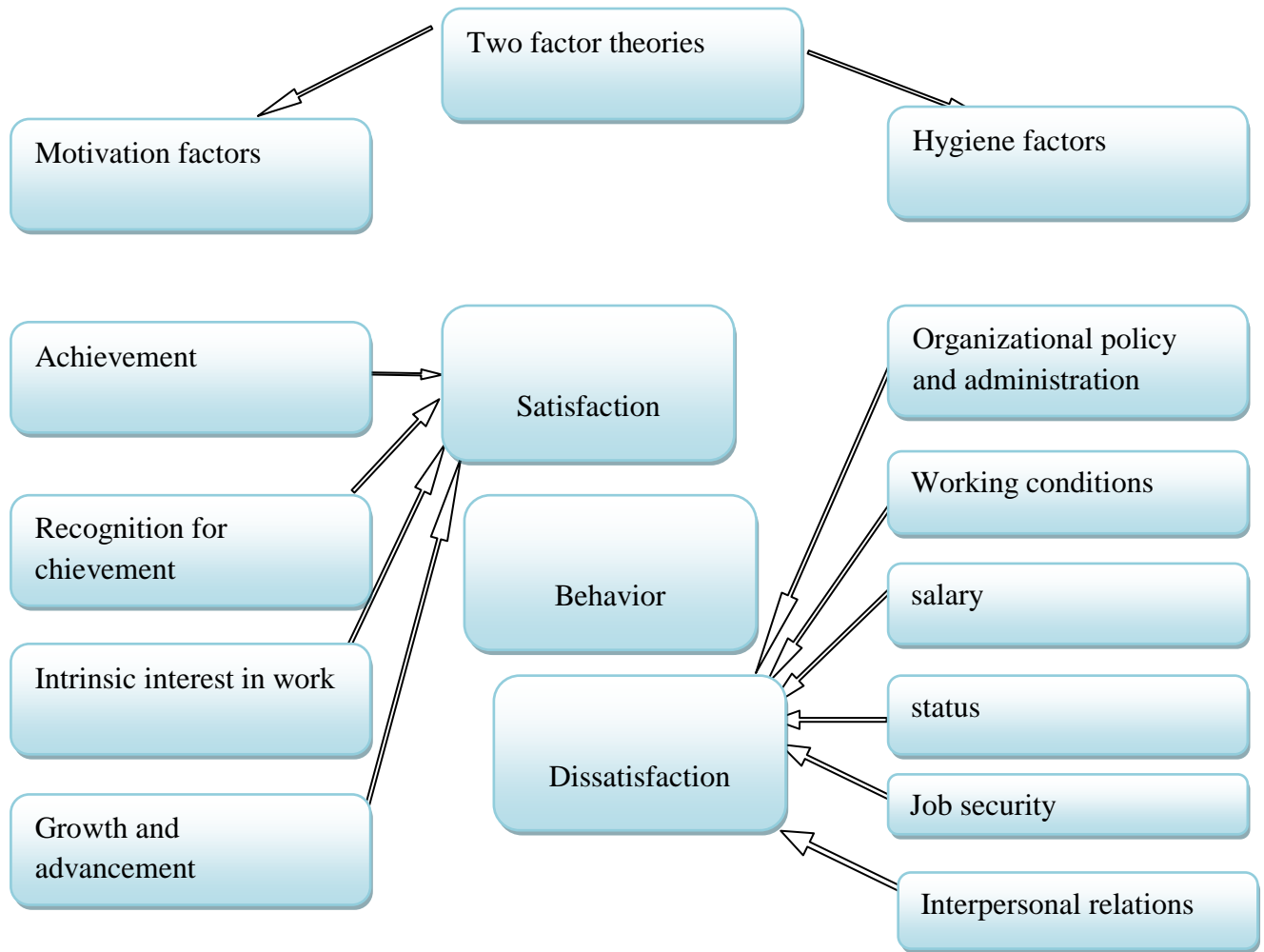
Motivation factors;-these include achievement, recognition, responsibility, advancement and growth. According to Herzberg[1959] these factors are strong motivators and when present. They lead to high level of motivation and lead the individuals to superior performance. Motivator factors are intrinsic to the work itself and they make the job more enjoyable and provide psychological rewards [Herzberg et.al [1959]. Hygiene factors on other hand may cause dissatisfaction, and are extrinsic to the work content. Herzberg explains that while meeting hygiene needs it can help to avoid job dissatisfaction in the individual, increasing hygiene factors will not necessarily result in job satisfaction they are the primary cause of happiness on the job. Herzberg calls motivators as growth factors intrinsic interest to work [Demeke, et al 2014].

Applying these concepts to education for example, if school improvement depends fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes up on which efforts to make schools more effective focus. Highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge [subject matter and pedagogy], interpersonal knowledge [human relationship], and interpersonal knowledge [ethics, and reflective capacity] when he/she is satisfied with the job [collinson, 1996; Connell and Ryan,1984;Rosenholtz, 1989]. Nevertheless, commitment to teaching and the workplace have been found to be enhanced by psychological rewards [Acknowledgement of teaching competence], meaningful and varied work, task autonomy and participatory

decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment [Firestone and pennel, 1993; Johnson, 1990; Rosenhltz,1989]. In contrast, extrinsic incentives, such as merit pay or rewards have not been found to affect teacher job satisfaction and effectiveness among teachers [Ubom, 2001].

The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teacher's higher level needs. That is giving teacher greater opportunity, responsibility, authority and autonomy [Whawo,1963]. It is hoped that if educational administrators and education policy makers can understand teachers' job satisfaction needs, they can reward system to satisfy teachers and hence meet the educational goals [Ukeje, 1992; 269] cited by Ololube[2005]. In the same way Lowler [2003] argued that prosperity and survival of the organizations is determined through how they treat their human resource. Moreover, Ajila and Ablola {2004} examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teachers, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions.

Fig 2. Motivation Behavior factors



Source : 2016 /17 Research Thesis

2.2.1.2. Alder's ERG Theory

Clayton Alderfer [1972] develop and reworked Maslow's need hierarchy to align it more closely with empirical research. His theory is known as ERG Theory. That is Existence, Relatedness, and growth.

According to Alderfer the physiological and safety which are the lower-order needs are placed in the existence category, affiliation/social needs and external components of self-esteem needs are put into the relatedness category. The self-actualization needs are placed in the growth category. Alderfer isolates growth needs as an intrinsic desire for personal development [Demeke et al, 2014].

Table 1; Comparisons of three content Theories of motivate

HERZBERG'S TWO FACTORS THEORY	MASLOW'S HERARCHY OF NEEDS	ALDERFERS ERG THEORY
<p style="text-align: center;"><u>Motivation</u></p> <ul style="list-style-type: none"> ● Achievement ● Recognition ● Responsibility <p>Hygiene factor</p>	self-actualization	Growth
<ul style="list-style-type: none"> ➤ Company policy and administration 	Social	
<ul style="list-style-type: none"> ➤ Supervision, peers, and subordinates 	Safety	Relatedness
<ul style="list-style-type: none"> ➤ work conditions ➤ salary ➤ personal life status ➤ job security 	Physiological	Existence

Source;-E. Mark Hanson, 4th Educational Administration and Organization Behavior by Edition,1996,(p.19)

2.2.2. Process Theory

All process theory have to common an emphasis on the cognitive process in determining employee level of motivation and need satisfaction. Equity theory matches the notion of a fair day's work for a day's pay. It focuses on perceptions of inequality in the output ration whose effect may be similar to the hygiene factor of Herzberg[1959], Equity and fairness in the work place has been found to be a major factor in determining employee motivation and job satisfaction [Lewis, 1995;502].

McKenna [2000] and Sweeney [1990] confirm equity theory as one of the most useful frameworks for understanding and have a role to play in the study of work motivation.

According to Lewis, et al [1995], expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. This theory suggests that work motivation is determined by two factors;

1. The relationship between effort and performance, and
2. The desirability of various work outcomes that are associated different performance levels.

The theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual effort, performance, and the desirability of consequences associated with job performance [Lawler, 1973, Vroom, 1964].

2.3. Teachers' Work Motivation

There is not universally agreed up on definition of what constitutes teacher motivation a present at least in the developing world [Guajardo, 2011, Hassan and Hynd,2014].

Researchers have developed a working definition for the purpose of their studies. In the study on the factors that determine the overall motivation level of teachers and their job satisfaction in India, Ramachandran (2005) found that teachers had an understanding of motivation they expressed that motivation is a dynamic feeling and it can change from time to time [cited in Richardson, 2014]. According to Guajardo (2011)) a general and more comprehensive definition teacher motivation is the ‘Willingness, derive or desire to engage in good teaching which is acted up on job satisfaction, self-efficacy, and personal achievement are dynamic components of teacher motivation that both drive and desire are driven by teacher motivation ‘ [p. 6].Adelabu [2005] also explains that, the researches exploring teachers' motivational issues show that teachers are poorly motivated and dissatisfied with their living and working conditions in which the key reasons are :-Low wage access when compared with other professionals,Low status in the society,mass promotion, lack of career advancement, High teacher- pupil ratio,

Poor work environment and inadequate fringe benefits and these lead to low teacher morale difficulty in attracting and retaining quality personnel into the teaching

profession. Social status of teachers has been identified as an important factor impacting teachers' morale and motivation {Baiké 2002}.

Francis 1998, and Obanya 1999, found that when teachers feel society is dismissive of the profession, their commitment is undermined. According to Nwankwo [1984] teachers feel highly motivated when they are consulted about decisions regarding their work. Bamiskaye [1998] found that unfair administrative and supervisory practices tend to undermine teachers' morale. The work environment is also an important determining factor in teachers' motivation. Where Kazeem [1999] has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. Klein {2002} explains that though despite the effectiveness of the motivational needs, some factors are identified as barriers to job satisfaction amongst which are ; aggressions, hostility, misfortune, work burden, anxiety and lack of confidence which bring rigorous pressure on workers and adversely lead to low performance.

Sylvia and Hutchinson [1985] explain that true job satisfaction is derived from the gratification of higher-order needs, social relations, esteem, and actualization rather than lower-order needs. Significantly, job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and the rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining education success and performance [Ololube 2005]. Teacher motivation is the internal and external factors that stimulate desire and energy in teaching to be continually interested and committed to make their best effort to help and support students learning goals [Guajardo et. al, 2011]. Similarly, Hasan and Hynd [2014] found that teachers in Islands of the Maldives found the concept motivation difficult.

Although, there was a lack of clarity and consensus, in the definition and understanding what motivation include, for argument purpose, Hynd [2014] approached their study from the perspective that “ a motive has an important component, the derive, which is usually an internal process, but may be highly influenced by external environmental or other conditions to reach or achieve a reward” [p. 19] cited by Richardson [2014].

A number of researchers employ relevant psychological theories such as Maslow's [1943] hierarchy of needs, which proposes that individuals must fulfill their lower-order needs, such as water, housing and safety before being motivated to fulfill higher-order needs for self-actualization or professional goal attainment.

higher-order needs for self-actualization or professional goal attainment. After such basic, or extrinsic needs are fulfilled and environmental factors are adequately met, more intrinsic, or internal factors, motivate teacher effort, performance and professional conduct (Bennell, 2004; Guajardo et. al, 2011).

Kadzamira (2006) argues that teachers in Malawi were de-motivated to improve their behavior and enhance their teaching practices because their basic minimum needs, for food, housing, and transportation were not met. Brockman (2013) found that money was an ineffective extrinsic motivator in isolation of other working conditions. For teachers. Chapman (1993) note that incentives are related to teach job satisfaction, teachers need supports that encourage their intrinsic or internal motivation, such as achievement, recognition and career development.

Richardson (2014) states that the economics-based theory of extrinsic motivation assumes that people respond to external incentives, such as money, in order to be motivated to fulfill their job responsibilities. The more psychology-based theory of intrinsic motivation assumes that people are rewarded by the feedback they receive from their work. Intrinsically motivated individuals have both autonomy and self-efficacy and enjoy doing their work without any additional incentive (Fire Stone, 2014; Alcazar, 2006).

The teachers enter the profession as they view teaching as a worthwhile and important job and an enriching personal experience (Razzaque, 2013; Topkaya, 2012). Additional studies (Razzaque, 2013; Topkaya, 2012) add a third category of motivation "altruism". Teachers with altruistic motives enter and stay in the profession based on their desire to help children grow and succeed (Richardson, 2014).

Journal of management policies and practices, 2014, defined job satisfaction in two ways: (1) job satisfaction is generally viewed as an emotional response and represents the degree to which a person likes his/her job (Omotayo, Paul and Hczekiah, 2014).

Sempane, and Rodt (2002) added that job satisfaction is a systematic way of assessing the value and excitement workers place on their job. Job satisfaction is regarded as affective feelings that explain employees' arousal to work, physical condition, commitment, prolonged existence and organizational outcome (Spector, 2003). I (1998) identified the most characteristics of a job. These are: the work itself promotion opportunities, supervision and co-workers. Moreover not determinants are the aspects of the job that induce people to perform willingly provide them with adequate requirements such as regular payment of salary and fringe benefits, sense of fulfillment and achievement, involvement, promotion opportunities and recognition (Aristovnik and Jaklic, 2013). Adeyemo (2001) says that motivation serves as the driving force towards job satisfaction. (2) Job satisfaction can be connected to differing attitudes which are seen as most important attribute job with different reactions from the people.

The study result of Sergiovanni (1967) indicates that achievement, recognition responsibility were factors which contribute predominantly to teacher job satisfaction whereas peer relations, school policy and administration, personal life was factors \ contribute predominantly to teachers' work motivation.

2.3.1. Variables Associated with Work Motivation

In his study focuses on the following variables that are; (1) personal/demographic variables such as age sex, education, work experience, and field of specialization intrinsic factors such as achievement, recognition, social status, responsibility, etc extrinsic factors such as salary, benefits, job security, working environment, school policy and administration, personal living conditions.

Age: The general finding reported by Herzberg (1959) on the relationship between satisfaction and age increases with increasing age. However, according to Furnl (1994), the desire for money is rated higher by young workers than older employees. Kovach (1987) showed that younger workers with low income concerned about money whereas older workers with high income and management position are motivated more by job security, interesting work and recognition.

Sex: According to Richardson, (2014) there were no significant differences in motivation between male and female teachers.

Education: education may reduce job satisfaction by raising work expectation that may not be fully realized in the work place (Mottaz, 1984).

Work experience: dissatisfied workers resign while satisfied ones stay with the organization (Home and Griffeth (1995), cited by Demeke (2014).

Social Status; Teachers must have a status, which corresponds to their key role in the advance of education and to the importance of their condition to the development of the individual and of society as a whole (ILO, 1990).

According to ILO, (1991), it should be recognized that the proper status of teacher and due public regards for the profession of teaching are of major importance for the full realization of educational aims and objectives.

2.3.2. Related Research Findings

There are various internationally conducted researches on teachers' motivation in different times. The findings of some of the researches are briefly assessed for the sake of comparison and presented in the following pages. Mohammed (2011) in his research on the motivational level of teachers at secondary school found that most of the teachers were not satisfied with their salaries, most of the teachers were not fully satisfied with their economic status, a number of teachers were of the view that teachers should be given incentives and rewards on showing good performance and factors affecting motivation of teachers were investigated as: (a) income status, (b) importance in the society, (c) self-confidence, (d) incentives and rewards on showing good results/performance.

In the work of Richardson (2014) on teacher motivation in low-income context focusing on: how the extrinsic versus intrinsic motivation dynamic grounded in specific cultural context, what specific personal or contextual factors motivate or de-motivate teachers, how to measure teachers' motivation, etc. and found that: female teachers were altruistically or intrinsically motivated to enter teaching, men teachers were more intrinsically motivated to enter teaching, there were no significant differences in motivation between male and female teachers, younger and less qualified teachers were less motivated, older more experienced teachers reported a greater sense of job self higher salary and a greater connection to communities, teachers who are not certified are less satisfied.

Guajardo (2011) conducted a study on teacher motivation by using semi-structured interview for domestic and international education practitioners and experts from a variety of organizations and distributing questionnaire to 16 developing countries including Ethiopia. The result of the study shows that the factors influencing teacher motivation in low-income countries can be organized into; work load, and challenges, including learning materials and facilities; remuneration and incentives, recognition and prestige; accountability and institutional environment and economic development. Bennel (2004) in his research on teachers' motivation and incentives focuses on low-income developing countries and assesses the extent to which material and psychological needs of teachers are being met and found that the work living environment for many teachers is poor, which tends to lower self-esteem and is generally de-motivating. Housing is a major issue for nearly all teachers.

The work of Adelabu (2005) on teachers' motivation and incentives indicates that, issue of salary has been the biggest motivational issue for teachers at recent times no school system could be higher in quality than the level of motivation ; commitment of teachers within the system.

Another work by Zamam (2011) on the relationship between rewards and employees motivation indicate that: there exists a positive/direct relationship between extrinsic rewards and employees' motivation, fringe benefits are very important motivating employees and it also increases their job efficiency.

An article in International Journal of Business and Social Science (2011), explores the relationship between satisfaction with compensation and work motivation put the main findings as: (1) satisfaction with compensation can be a factor of work motivation;(2) flexible pay is not a motivating factor in the jobs which the employees were holding and (3) benefits do not have a significant impact on work motivation. The finding reported in this article on benefits is in contrast with that of Zamman (2011) mentioned above. The findings of those assessed researches in common indicate that these teachers were dissatisfied with many aspects of their job and living conditions which affects their motivation toward their work. There were no significant differences in motivation between female teachers and male teachers. Generally, the findings of the assessed

researches indicate that: higher proportions of teachers in low-income countries are poorly motivated due to a combination of low morale, low job satisfaction, inappropriate working conditions and poor incentives and rewarding system.

2.4. The Reward System

Nyakundi (2012) in her study suggests that rewarding employees is an important factor in employees' motivation and most organizations have gained significant progress by complying with their business strategy through a well balanced reward and recognition programs for their employees. She further explains that motivation of employees and their productivity can be enhanced through providing them effective recognition which ultimately results in improved performance of organizations. The study further suggests that the entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation. At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition play a vital role in motivating employees and increasing their performance, in a similar way Andrew (2004) concludes that commitment of employees is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource.

The system that an organization uses to reward employees can play an important role in the organization's effort to gain the competitive advantage and to achieve its goals. Compensation system should attract and retain the talent an organization needs, encourage employees to develop the skills and abilities they need, motivate employees and create the type of team culture in which employees care about the organization's success. Through motivation individuals willingly engage in some behavior (Heneman 1980). Whereas Vroom's theory is based on the belief that employee effort will lead to performance and performance will lead to rewards (Vroom, 1964). Rewards may be either positive or negative. The more positive the reward, the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated. To be effective rewards must be linked to performance,

goals must be reasonable, and the outcomes must be negotiated (Nyakundi. 2012).

Skinner (1969) indicated that what an organization appears to reward is the behavior that will be seen as the model for success. He advised managers to state which behavior that will be rewarded and which ones will not, and to the rewards to individual performance, whereas other researchers like Kreitner (1989), Winslow (1990) have indicated that Skinner over emphasized the importance of external outcomes such as pay and promotion, ignoring the role of internal outcomes such as feeling of accomplishment and recognition and failed to consider the importance of individual needs and values.

Caraher (2006) advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employees organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employees' satisfaction and motivation.

Pay is directly related with productivity and reward system depends on the size of the organization. Organizations in today's competitive environment want to determine the reasonable balance between employee loyalty and commitment and performance of the organization. Efficient reward system can be a good motivator but an inefficient reward system can lead to de-motivation of the employee (Bishop 1987).

Herzberg (1987) considers that reward and recognition can provide for both intrinsic and extrinsic motivation. However, growth gained from getting intrinsic rewards out of interesting and challenging work provides the greatest influence. Herzberg (1968) considered that extrinsic rewards are more likely to provide employee movement in the manner of a positive motivation for fear of punishment or failure to get an extrinsic reward, rather than true motivation.

According to Nyakundi et al (2012), the risk of a decrease in salaries, sometimes accompanied by a decline in the status of the profession relative to others, is that teachers' incentives to provide quality teaching might become (or remain) insufficient. This worry has been expressed by the UNICEF (1999) that underlines the fact that low wages drive teachers into other activities to the detriment of teaching or by the African Development Bank (1998) that identifies low salaries as the most harmful factor for the education sector in general. Hungers and Meredyd (1987) suggest that to attract and keep well-

qualified and experienced teachers in schools, special payments need to be designed, especially for those schools containing a significant proportion of under privileged and under achieving children. ILO (1990) suggests that inadequate pay affects recruitment of teachers as well as the stability of the profession. It creates frustrations which may lead to disruption of education or even bring about a decline in professional standards.

Chapman (1982) found that those leaving teaching profession for other careers obtained a greater salary. Motivating the teaching force and providing monetary and nonmonetary incentives to teachers to improve their performance is a matter of concern regardless of a country's level of development.

ILO et al (1990) suggests that, to attract new teachers and retain those who are at work decent housing, free or with a subsidized rent, should be provided for teachers and their families in the areas remote from population centers.

ILO et al, further expresses that in spelling out the right of everyone to education, the convention on economic, social and cultural rights states that the material conditions of teaching staff shall be continuously improved.

Tesfaye (1999) in his thesis explains that teachers want many things such as fairness (in comparison to what others are getting), adequate amount of money to meet expenses, competitive fringe benefits and security. Improvement of education in the country depends on the ability of the ministry of education and regional education bureau to supply and retain reasonably qualified and motivated teachers in a sufficient quantity (Tesfaye, 1999).

Summary

Various literatures concerning the concept of motivation have been reviewed and it is explained that when this concept is related to a work place, it would be a situation whereby employees, willingly devote time and develop passion, excitement, attraction to work in a better way for the achievement of personal or organizational goal.

The content theories/ Need-based theories explain the desires which are primarily occurred within an individual to perform work or behave in a certain way. The most popular content theories/Need-based theories are categorized into; (1) Abraham Maslow's Hierarchy of Needs, (2) Herzberg's Two-Factor theory and (3) Alderfer's I'RG

theory.

Different literatures pertaining to the teachers' motivation have been reviewed. On the effect of job satisfaction on teachers motivation it was found that income, living environment for many teachers is poor which lowers self-esteem and de-motivates teachers, housing being a major issue for nearly all teachers, participation in decision making (voice), prestige, recognition were not motivating.

Regarding the effect of reward system on teachers' motivation, it was found that pay. incentives, fringe benefits; bonuses affect teachers' motivation negatively.

Concerning work situation it was found that work place arrangement and availability of leaching-leaning materials as the whole school facilities affect teachers' motivation negatively. This study is therefore, aimed at other factors that affect teachers' motivation in terms of intrinsic and extrinsic motivation factors in government general secondary and preparatory schools in Haddiya zone.

Chapter Three

2. The Research Design and Methodology

Introduction

This section includes description of the research area, Research design, Type of data sources, Sample size and Sampling techniques, Instruments for data collection, Procedures of study and Method of data analysis and Ethical considerations.

3.1. Research Design

The main objective of the study was to examine the current status of teachers' motivation in the available six government secondary schools of Haddiya Zone. To attain this purpose, a descriptive survey design was employed. Descriptive survey research design is appropriate when one needs to collect opinion or attitude of respondents regarding an issue. In this study attitude and opinion of respondents were required in order to properly address the objective and basic questions of the study.

3.1.1 The Research Method

Quantitative method approach was used for the investigation in which data were gathered from teachers in government secondary school teachers of Haddiyazonethrough self-developed questionnaire.

3.1.1. Source' of Data

Haddiya zone both primary and secondary data were collected for the study from their respective sources.

3.1.1.1. Primary Sources of Data

The primary data obtained from school teachers of the respective secondary schools.

3.1.1.2. Secondary Source of Data

Secondary sources of data were collected from books, journals, relevant documents prepared by ministry of education (MoE) and zonal education bureau yearly reports (2009 E.C) and related documents from sample secondary schools.

3.2. Sample Size and Sampling Technique

There are six government secondary schools in Haddiya zone with a total of 450 teachers and that were used to be the sample of the study.

The schools were selected using census sampling and the teachers were selected using availability sampling techniques that is the entire population were taken as the sample of the study.

There are (10) Worda and (2) Town Administration in Hadiya Zone, and the total number of 1800 teachers. From these of them 25% namely-shone town Administration, Misrak Badawacho and Mierab Badawacho wordas were selected by using random sampling technique. The reason for using random sampling technique is that in determining the sample was to avoid the probable focus in a certain geographic areas so that the condition in different areas were reflected and the study becomes representative, prior consultation with zonal education Bureau was made to classify these Wordas.

There are (12) secondary and preparatory school, in these two Wordas and one Town Administration. Accordingly the following school were included in the sample. These are:- shone secondary and preparatory, wera secondary school, Danama secondary and preparatory school, wada secondary school, Jarso secondary school and Ajaba secondary schools 450 teachers the research sample. The researcher used available sampling and stratified random sampling for teachers respectively. Regarding the respondents teachers were included in the sample by using available sampling technique since they are few in number.

3.3. Data Gathering Instrument

In order to achieve the purpose of the study, quantitative data were utilized to obtain valuable data. In the selection of the instrument to be used in the study, it is believed that the instrument chosen is suitable and appropriate by considering the literacy level of the targeted respondents and their availability.

3.3.1. Questionnaire

Best and Khan (1993) observe that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be

clear. One of the most popular and widely used of data collection used in descriptive survey is questionnaire (Kothori, 2004). Hence, in this study, the required data were collected through questionnaire with both open and close-ended questions. The items of the questionnaire were relevant to collect the necessary data for the study. The items included in the questionnaires were prepared based on the literature review. The instrument was chosen because the targeted population was considered literate which minimized the interpretation for their understanding to capture reliable information.

The questionnaire was divided into three sections where section one contained questions on personal information from the respondents, section two contained items on level of teachers' motivation in relation to the variables intrinsic and extrinsic factors and section three dealt with respondents' opinion regarding the major factors that hinder teachers' motivation and majors to be taken to enhance teachers' motivation. The questionnaire was used to secure information from teachers as it is the most appropriate instrument to obtain reliable and adequate information on teachers' motivation from the entire population of the sample schools within a limited period of time. The questionnaire was prepared in English language due to the fact that the respondents are secondary school teachers and it is believed that they could understand the issue under investigation for English is the medium of instruction in secondary schools. The questionnaire contains both open and close-ended questions. Five point likert scale ranging from strongly disagree (0) to strongly agree (4) was used to measure responses.

3.4.Piloting of Research Instruments

The instruments of the study were tested on 20 teachers who were randomly selected from one school. The school is in Hadiya Zone ShashogoWoradaBonosha secondary school. The piloting was to ensure clarity of the final instruments for the actual data collection.

3.4.1. Reliability

To test the reliability of the instruments, Cronbach'sAlpha correlation was utilized using SPSS (refer Appendix B).

Table 2: Cronbach’s Alpha Reliability Coefficients

Items	Cornbach’s Alpha	Cronbach’s Alpha Based on Standardized Items	Number of Items
Intrinsic factors	0.94	0.937	33
Extrinsic factors	0.92	0.925	23
Total	0.93	0.93	56

According to Orodho (2004) correlation coefficient of about 0.70 is high enough to judge the instruments as reliable for the study. In the pilot test for the reliability of the instrument Cronbach’s Alpha coefficient of 0.9295 for the questionnaire was obtained and hence, the instrument for the study was quite reliable.

3.4.2. Validity

Mugenda (2013) states that validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. It is the quality of a data-gathering instrument procedure that enables it to measure what is supposed to measure. Content Validity was utilized in this study through critical checking and constructive comments from my respected advisor as well as colleagues were used to check on the content validity of the instruments.

3.5. Procedures of Data Collection

At the beginning draft of the questionnaire was prepared and submitted to the advisor for comment. It was critically checked and the relevance of its content commented b.' the respected thesis advisor. Then, pilot testing was held on 20 teachers who when randomly selected from shashogoworadabonosha secondary school and depending on the feedback o respondents’ responses amendments were made for clarity. Then after the necessary amendments were made, the questionnaires were distributed to the sampled school teachers. The questionnaires were administered by the student researcher from January 24, 2010 E.C for 12 days.

3.6. Method of Data Analysis

The data collected through questionnaire were edited to eliminate errors made by respondents and coding has been done to translate question responses into specific categories. Coding is expected to organize and reduce research data into manageable summaries. To arrive at the intended analysis, several sets of statistical tools were performed. These were mean, standard deviation, variance, t-test and one-way analyses of variance (ANOVA). T-test was used to test for statistically significance different between respondents' sex and qualification categories and work motivation. One- v; analysis of variance (ANOVA) was used to test the differences among respondent age, fields of specialization and teaching experiences categories and work motivation Person's correlation analysis was employed to see the direction and magnitude of the relationships among intrinsic and extrinsic determinants and teachers' work motivation. The data obtained using open-ended items were analyzed qualitatively and strengthen the analysis of the results obtained through statistical analysis.

3.7. Ethical Consideration

The researcher communicated all secondary and preparatory schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. The school records and information were kept confidential.

Chapter Four

Presentation, Analysis and Interpretation of data

This chapter presents presentation, analysis and interpretation of the data gathered through questionnaire on teachers' motivation.

The questionnaires were distributed to a total of 450 teachers in the selected sample general secondary and preparatory schools. Among the distributed questionnaires 429 (95.3 percent) were filled by the participant teachers and returned. The responses given to each of the questions were analyzed and interpreted in line with major research question

T-test, mean, standard deviations, regression analysis, correlation analysis and percentages were some of the statistics that used to the analysis of intrinsic and extrinsic factors on teachers' motivation and treated in relation to independent variables such as sex, age, qualification, field of specialization and teaching experience of the respondent teachers.

4.1. Demographic Characteristics of the Participants

Describing the demographic characteristics of the population under study gives important basic information about the participants in the study. Thus, the demographic variables were presented using descriptive statistics in table 3 and 4 as follows.

Table 3: Age and Gender composition

Gender	N	%	Age group	N	%
Male	322	75.1	21-25	59	13.8
			26-30	111	26
			31-35	87	20.3
Female	107	24.9	36-40	68	15.9
			41-45	47	11
			46-50	34	8
			51 and above	21	5
Total	429	100	Total	429	100

As shown in the table 3 among the participant teachers , the largest proportion was male composition that constitute 322 (75.1} percent were female population. This goes with that `` African teachers are overwhelmingly male (Guajorod 2011:p,18).

Regarding the age composition of the respondents the largest group was categorized under age group of 26-30 years which constitutes 111(26) percent. The second largest group of the respondents was categorized under age group of 31-35 years which constitutes 87 (20.3percent). Whereas 68 {15.9 percent) and 59 (13.8) of the respondents a were categorized under age group of 36-40 years and 21-25 years respectively, 46-50 years and 51 and above years respectively.

Table 4: qualification, specialization and teaching experience

Qualification	N	%	Specialization	N	%	Experience	N	%
MA/MSc	26	6	Natural science	225	52.5	Under 5 year	153	35.6
			Social science	97	22.6	6-10	177	41.3
BA/BSc/Bed	403	94	Language	107	24.9	11-15	43	10
Total	429	100	Total	429	100	16 and above	56	13.1
						Total	429	100

As shown in table 2 above, concerning the qualification of the respondents, majority of them 403 (94%) were BA/BSc/BEEd holders while 26(6%) were MA/MSc holders.

Concerning filed of specialization of the respondent teachers, the largest population 225 (52.5%) were specialize on natural sciences, where as 107 (24.9%) and 97 (22.6 %) were specialize on language and social science respectively.

Regarding teaching experience of the respondents , majority of them 177 (41.3%) was in between 6-10 years of reaching experience. The second largest group 153 (35.6%) were in the reaching experience of between 0-5 years. The rest responses indicate that 56

(13.1%) and 43 (10%) were in between 16 and above and 11-15 years of teaching experience respectively.

From the point of view of this discussion, 76.9 percent of the respondent teachers were in between 0-10 years of teaching experience which shows that most of the teachers are young with less experience. This goes with; `` teachers are, on average young and less experienced in Africa than in Latin America and Asia'' (Gujarod, 2011p.18).

In addition concerning the current work load of the respondent teachers ,the maximum load was 22 periods per week and the minimum load was 10 period per week. Hence, the mean work load of the teachers was 16 periods per week. This mean value agrees with the standard load of periods in which the range ordered by the ministry of education is between 18-20 periods per week (MoE, 2005).

In general, the study incorporates important characteristics such as , sex, age, qualification field of specialization and work experience of the target population and this indicates that the study includes appropriate sample which enhances the reliability and validity of the study.

4.2. Analysis of the Data Obtained on Teachers' Motivation

A total of fifty six(56) items were set on the possible teacher's motivation under twelve (12) subtitles(six subtitles for intrinsic and six sub titles for extrinsic factors) and were presented for the respondents to indicate their level of motivation as strongly agree=4 agree= 3 disagree= 1 and strongly disagree=0 b(refer Appendix A). to arrive at the intended analysis of the respondents' responses, multi statistical analysis were performed . Frequency, mean value, standard deviation, percentage, t-test of significance, regression analysis and correlation analysis were utilized in the analysis of the responses. Accordingly, in his study, the causal effect of intrinsic motivation on teachers' work motivation as well as the casual effect of extrinsic motivation on teachers' work motivation has been examined.

Table 5 Regression analysis of intrinsic motivation on teacher's work motivation

Model	Unstandardized coefficients				Sig
	B	Std error	Beta	T	
Achievement	0.095	0.055	0.083	1.724	.000
Recognition	0.491	0.059	0.501	8.33	.000
Responsibility	0.906	0.220	0.197	4.13	.000
Advancement	0.694	0.195	0.213	3.56	.000
Challenge task	0.078	0.337	0.010	0.230	.000
Professional freedom	0.711	0.215	0.194	3.31	.001

In the table 5, the regression analysis of variance indicates that the intrinsic motivational variables (independent variables) were statistically significant with

Table 6: Regression of extrinsic motivation on teachers' motivation

Model	Unstandardize coefficients		Standardized coefficients	T	Sig
	B	Std error			
Salary	0.552	0.212	0.145	2.602	.010
Job security	0.100	0.239	0.029	0.418	0.676
Relationship with colleagues	0.287	0.139	0.099	2.059	0.040
Firing benefit	0.106	0.156	0.156	0.681	0.496
Work environment	0.815	0.129	0.385	6.301	0.000
School policy and administration	0.243	0.140	0.104	1.734	0.084

As revealed in table 6 above, the regression analysis of variable shows that the extrinsic motivation (independent variables) are statistically significant with dependent variable (teachers' motivation) at α level 0.05. The coefficient of multiple variations $R^2=0.168$ (16.8%). This shows that as extrinsic factors improved for teachers, the overall teachers' motivation increases by 16.8%. The incremental regression was performed by removing

individual independent variables from the model. Among the variables removed, work environment has changed the value of R- square to a highest degree. That is 8.0% decrease in the part of the dependent variable explained by the independent variables as the value for R-squared changes from 168% to 8.0%.

Table 7 results of the Incremental regression removing work environment from the model.

Models	Values
R- squared (original)	0.168
R-Squared(after removal)	0.088

This decrease in the value of R-squared shows the importance of work environment in the model,

Table 8: Summary of ANOVA

Model	Sum of squares	Dr	Mean square	F	Sig
1.Regression	7523.221	6	1253.870	13.830	.000
Residual	37171.906	423	90.663		
Total	44695.127	429			

- a. Dependent variable teachers ‘motivation
- b. Predictors (constant) school policy , relationship, salary job, security, work environment , firnge benefits

4.2.1. Correlation analysis

Person’s correlation was employed to identify the size and magnitude of the relationship among the intrinsic and extrinsic variables and teachers motivation .

Figure 3: magnitude and meaning of correlation coefficient

Magnitude	meaning	
0.0.....0.19	—————→	very low correlation
0.20.....0.39	—————→	low correlation
0.40.....0.59	—————→	medium correlation
0.60.....0.79	—————→	high correlation
0.80.....1.00	—————→	very high correlation

Source :የምርምር መሰሪታዊ መርሆዎችና አተገባበሩ(2005:340)

Table 9: Correlation Analysis of Intrinsic and Extrinsic Factors in Relation to Teachers' Motivation

1. Intrinsic Factors	N	Teachers' work Motivation			
		Mean	Std. Deviation	Pearson's correlation	Sig (2-tttai)
Achievement in the job performance	429	33.23	9.493	0.412 ^{**}	0.000
Recognition for high quality performance	429	22.978	10.594	0.276 ^{**}	0.000
Being charged with important responsibility	429	8.552	2.211	0.498 ^{**}	0.000
Opportunity for promotion	429	7.158	3.179	0.180 ^{**}	0.000
Challenging task	429	5.473	1.321	0.134 ^{**}	0.000
Professional freedom	429	5.943	2.808	0.171 ^{**}	0.000
Grand Mean		13.889			
II. Extrinsic Factors					
Salary	429	6.523	2.728	0.037 ^{**}	0.223
Job security	429	6.021	2.949	0.277 ^{**}	0.000
Relationship with colleagues	429	12.261	3.609	0.176 ^{**}	0.000
Fringe benefits	429	6.021	4.8	0.268 ^{**}	0.000
Work environment	429	9.84	4.869	0.310 ^{**}	0.000
School policy and administration	429	7.189	4.422	0.247 ^{**}	0.000
Grand Mean		7.925			

**Correlation is significant at 0.01 levels (2-tailed)

Correlation is significant at 0.01 levels (1-tailed)

As shown in Table 9 above, correlation coefficient between responsibility and teachers' motivation ($r = 0.489$) was the highest among all the intrinsic variables and it is significant at 0.01(2-tailed).

Responsibility ($r=0.489$): the items presented under this sub title were; having responsibility and role in the school, being empowered in the job and being responsible for ones job working without close supervision, being charged with important responsibility in the work place. The result obtained from the analysis shows that relatively higher correlation with teachers' job motivation in the sample schools.

Recognition ($r=0.276$), promotion ($r = 0.180$), professional freedom ($r=0.171$) and challenging task ($r = 0.134$) have weaker correlations but significant at 0.01 (2-tailed).

Achievement ($r = 0.412$); has the second highest correlation coefficient among the variables and significant at 0.01 (2-tailed) under this sub title the items presented to the respondents to indicate their level of agreement toward teachers' motivation were; good academic performance of students, being valued by supervisors and receiving feedback, receiving rewards for the quality efforts, having clearly defined quality goals on the job, students' good attitude toward learning. The cumulative correlation of these items toward teaches' motivation was relatively high.

Recognition ($r=0.2760$): the items presented under this sub title were; recognition from supervisors for the work done, appreciation from parents and students, appreciation from the school management for the effort made, societal respect for teaching profession, engagement of government media in the activities to recognize teaches, having good communications with the community, praise and certification for the effort, and social acceptance of the teaching profession. The cumulative correlation according to the result was weak in the sample schools. This goes with that; sometimes teachers may simply not have a good relationship with the community surrounding their schools, and this can be

especially true in hierarchical societies with large gaps between teachers and the students and community (Ramachandran and Pal, 2005).

Promotion($r=0.180$); items presented under this subtitle were; having a clear path for career advancement and having an opportunity for promotion, to a superior performance. The result shows that promotion has a weak correlation with teachers' motivation in the sample school. This shows there is low genuine opportunity fit-teachers' promotion in the schools under study.

Bennel and Akyeampong (2007) state that because criteria for advancement are primarily based on qualification and years of service, both good and bad teachers are promoted together, further undermining motivation.

Challenging task($r=0.134$); the items presented under this subtitle were; involvement in discussing and resolving problems with school management, facing more challenging work to grasp experience by overcoming the existing challenges. The result shows that it has a weak correlation with teachers' motivation. This shows that teachers are not being encouraged and motivated to involve in challenging tasks to resolve the problems faced in the schools under study.

Professional freedom($r=0.171$); under this subtitle, the items presented for the respondents were; making job related decisions with a minimum of supervision, teachers' voices in decision making towards their job.

The result shows weak correlation with teachers' motivation. This indicates that teachers are not being motivated in having professional freedom to make decision in academic affairs in relation to their job. This agrees with that, teachers often operate in a very hierarchical and authoritarian system, with limited opportunities for participation and delegation of responsibilities (Beimel and Akyeampong 2007). Teachers are often seemed as passive implemented or technical inputs rather than partners in reform (Guajordo 2011). Giving teachers a voice in instructional methods and school-based decisions can have a tremendously positive impact on teachers' motivation in developing countries (World Bank, 2003).

Concerning extrinsic variables, that are salary, job security, relationship with colleagues, fringe benefits, physical work environment and school policy and administration are also positive and significant related with teachers' motivation except salary.

In the case of extrinsic variables, the correlation coefficient between physical work environment and teachers' motivation (0.310) is relatively the highest among all the extrinsic variables and is significant at 0.01(2-tailed). Fringe benefits (0.268), job security (0.277), school policy and administration (0.247) and relationships with colleagues (0.176) are also significant at 0.01(2-tailed).

Correlation coefficient between salary and teachers' motivation (0.037) is the weakest among all the variables and insignificant relationship with teachers' motivation.

Salary: the statements presented under this subtitle were; being motivated toward financial or non-financial incentives, motivation in salary increment, and motivation in the amount of salary being drawn at present. The result of the analyses shows that salary has a very weak correlation toward teachers' motivation and has not significant impact on teachers' motivation. Pay incentives have not been found to be successful in increasing motivation (Andre Bshay (1996). Sylvia and Hulchin (1985) concluded that teachers' motivation is based on the freedom to try new ideas, achievement of appropriate responsibility levels and intrinsic work elements).

Job security: the statements presented under this subtitle were; being secured in the jobs, being well confident in one's ability to perform the job well, and being happy with the professional development opportunities. It is positively correlated and significant to teachers' motivation.

Relationships with colleagues: the items presented to the respondents were; receiving adequate opportunity to interact with co-working teachers, the existence of fair team spirit in the school, the opportunity to socialize network and exchange ideas with other teachers and having friendly relations with school management. The analysis shows that there is lack of strong relationship among co-workers.

Fringe benefits: benefits provided for teachers at school level, opportunity of education given to teachers and benefits of policies such as transfer and promotion housing and medication were presented to respondents. The analysis result shows there are weak fringe benefits and inadequate house allowance provided for teachers. Zamam (2011) states that fringe benefits are very important in motivating employees and it also increases their job efficiency.

Physical work environment in schools: here the items presented to the respondents were; to indicate their level of agreement towards teachers' motivation were; the availability of physical infrastructure and facilities, reasonable satisfaction of personal living conditions. The analysis shows relatively better conditions are there in Those schools,

School policy and administration: the items presented here to the respondents to show their level of agreement towards teachers' motivation were the mission/purpose of the school, fairness of administrative practices in the school and the way of preventing education wastage and enhancement of students' academic performance. The result shows weak correlation with teachers' motivation. This shows that there are no teacher centered genuine and motivating school policies in the schools under study.

Moreover, according to the analysis, the grand mean of intrinsic factors (grand mean = 13.889) is greater than the grand mean of extrinsic factors (grand mean = 7.925). The higher the grand mean is the higher possible teachers' motivation; hence, intrinsic factors have higher motivating power than extrinsic factors. Thus, teachers are more motivated toward intrinsic factors than extrinsic factors. That is intrinsic factors have more impact on teachers' motivation.

The actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. That is giving teachers greater opportunity of responsibility, authority, and autonomy (Whawo, 1993).

This result agrees with Herzberg, Mausnar and Snyderman (1959) two-factor theory that is intrinsic or motivator and extrinsic or hygiene factors. Both motivators and hygiene factors are important but in different ways (Naylor, 1990).

Intrinsic factors are strong motivators and when present, they lead to high level of motivation and lead the individual employee to superior performance (Her/.berg, 1959).

Moreover, the grand mean of intrinsic variables (grand mean = 13.889) is greater than the grand mean of extrinsic variables (grand mean = 7.925). The higher the grand mean means the higher possible motivation factors. Hence, intrinsic factors are more motivators than extrinsic factors toward teachers' motivation.

Respondents were also asked to suggest their opinion on some determinants that they think hinder teachers' motivation and possible recommendations to enhance teachers' motivation. Accordingly, the determinants that hinder teachers 'motivation suggested by respondents were; lack of proper and genuine reward system for quality performance, lack of encouragement and support for teachers by the concerned stakeholders to overcome the living conditions including housing and medication, inadequate salary pay. They also raised some points that enhance teachers' motivation that were; establish proper and genuine reward system for quality performance of teachers, adequate house allowance and clear medication system should be grained to teachers and their families. Provide adequate incentives that could enable teachers to overcome the existing cost of living and support their families.

Table 10: T-test Values, Mean and Standard Deviation for Teachers' Motivation in Relation to Sex Categories

Dependent	Sex	N	Mean	Std. Deviation	t-test for the		
					t	df	Sig
Teachers'	Male	322	12.23	4.46	5.343	2.427	0.000
	Femal	107	15.26	5.44			
	Total	429	14.25	4.95			

*P<0.05, Dependent Variable Teachers' Motivation

As indicated in Table 9 above, the t-test for equality of mean shows that there is a statistically significant difference in sex categories of teachers' motivation in their job. The mean value of female (mean= 15.26) is greater than the mean value of male (mean=12.23).in the table it is clearly observed that teachers' motivation is statistically significant with demographic variable sex of teachers at (P<0.05). The

greater the mean is the greater teachers' motivation. Hence, female teachers are more motivated toward their jobs than male teachers.

Table 11: One Way ANOVA, Mean and Standard Deviation of Teachers'

Motivation in Relation to Age Groups

Age Groups in Years	N	Mean	Standard	ANOVA		
				F	df	SiK(2-
21-25	59	12.23	4.46	11.69	(7,422)	0.000
26-30	111	15.26	5.31			
31-35	87	14.25	4.95			
36-40	68	13.96	3.76			
41-45	47	14.09	4.56			
46-50	34	12.61	3.31			
51 and above	23	15.63	5.44			
Total	429	14.15	4.54			

s* P < 0.05, Dependent Variable Teachers' Motivation

Table 10 above reveals that teachers' motivation is statistically significant with demographic variable age of teachers at (P<0.05).

The mean value of the age groups 26-30 years and 51 and above years show high and there is statistically significant difference at P<0.05 (2-tailed). The higher mean value means the higher teachers' motivation factor. This indicates that teachers' motivation among various age groups are statistically significant difference (2-tailed). Hence, according to the analysis, teachers of the age 26-30 years and 51 and above years are more motivated in their job.

Table 12: T-test, Mean and Standard Deviation of Teachers' Motivation in terms of Qualification

Qualification	N	Mean	Standard deviation	T-test		
				T	Df	Sig
MA/MSc	26	14.32	3.92	13.50	2.427	0.000
BA/BSc/Bed	403	13.83	4.98	7		
Total	429	14.07	4.45			

* P < 0.05, Dependent Variable Teachers' Motivation

Table 11 reveals that teachers' motivation is statistically significant with demographic variable qualification of teachers at (PO.05). The mean value for 2nd degrees (MA/MSc) holders is higher than that of BA/BSc/BEEd holders and the result of standard deviation between the two qualifications show similar variation.

The higher the mean value means, the higher possible teachers' motivation factor. Hence, this study indicates that teachers' qualification has a significant difference toward teachers' job motivation. Accordingly, the result of the analyses shows that teachers with 2" degree qualification are more motivated toward their job than 1SI degree holder teachers.

Table 13: One Way ANOVA, Mean and Standard Deviation of Teachers' Motivation in Relation to Specialization

Field of	N	Mean	Standard	ANOVA		
				F	df	Sig
Natural Science	225	14	4.63	9.359	3.426	0.210
Social Science	97	13.42	4.19			
Language	107	13.3	4.67			
Total	429	13.556	4.496			

P < 0.05, Dependent Variable Teachers' Motivation

Table 12 above shows that, concerning teachers' field of specialization, the values of mean are similar between field of specialization and teachers' motivation among three

fields of specialization in the schools under study. Thus, the analyses show that there was no statistically significant difference among different fields of specialization and teachers' motivation toward their job a ($P < 0.05$).

Table 14: One Way ANOVA, Mean and Standard Deviation of Teachers' Motivation in terms of teaching Experience

Teaching	N	Mean	Standard	ANOVA		
				F	df	Sig
0-5	153	13.33		4.58	3.425	0.000
6-10	177	15.83	3.93			
11-15	43	12.68	3.72			
16 and above	56	13.53	3.92			
Total	429					

Table 14 shows that teachers motivation is statistically significant with demographic variable teaching experience at ($P < 0.05$).

Table 14 reveals that the mean values of the teaching experience of the respondents in between 6-10 years (mean = 15.83) is higher and there is statistically significant difference at 0.05 level (2-tailed). The higher the mean value means the higher possible teachers' motivation factor. The analysis shows that teachers of the service years between 6-10 years are most motivated among the rest service years group of teachers. The results also show that teachers of service years of 11-15 years are the least motivated.

Chapter Five

Summary, Conclusion and Recommendations

This chapter deals with the summary of the major findings, conclusion drawn from the findings and the recommendations.

5.1. Summary of the Major Findings

The main purpose of the study was to examine the current status of teachers' motivation with respect to intrinsic and extrinsic motivational determinants in government secondary schools of Hadiya zone. To this end, the following research questions were raised in the study.

1. What is the current status of teachers' motivation with respect to intrinsic and extrinsic factors in Hadiya zone government general secondary and preparatory schools?
2. Are there statistically significant relationships between teachers' sex, age. Qualification, field of specialization and teaching experience?

The study design employed was descriptive survey type conducted in the available government general secondary and preparatory schools in Hadiya Zone. The sampling technique used was census sampling that is available sampling for both the schools and the teachers. Questionnaires were distributed to a total number of 429 teachers available in the schools from which 429(95.3 percent) of the questionnaires were filled and returned.

The data obtained from respondents were analyzed and interpreted by using multi-statistical tools such as mean, standard deviation, frequency, percentage and independent t-test, correlation analysis, and regression analysis. All the differences were tested for statistical significance at the 0.01 and 0.05 levels. A total of four hundred fifty (450) available teachers were involved in the study as respondents with the bio data of 322 (75.05) male and 107(24.94) female, with respect to age group, 59(13.75 percent) of them were in the age group of 21-25 years, 111(25.87 percent) were in the age category

of 26-30 years,87(20.9 percent) were in the age group of 31-35 years, whereas 68(15.85 percent),47(11 percent), 34(7.93 percent) and 23(5.36 percent) were in the age group of 36-40 years,41-45 years,46-50years and 51 and above years respectively. Regarding qualification of the respondents, 26(6.06 percent) of them were MA/MSc holders and 401(93.94percent) BA/BSc/Bed holders. Concerning field of specialization, 225(52.45 percent) were specialized on natural sciences, 107(24.94 percent) of them were specialized on language and 97(22.6 percent) were specialized on social sciences. In the case of teaching experience, 153(35.66 percent) were experienced in between 0-5years, 177(41.26 percent) were in between 6-10 years, of teaching experience whereas 43[10.023 percent) and 56(13.05 percent) were in the service years of between 11-15 years and 16 and above years respectively. By the involvement, of respondents with such composition in the study, the following major findings were obtained using proper statistical analysis.

5.1.1. Current Status of Teachers' Motivation

A. In terms of intrinsic motivation;

The study found that low recognition for good performance from the concerned educational stakeholders, low social status for the teaching profession, lack of respect for teachers by the students, lack of merit based opportunity for promotion of teachers, low professional freedom for teachers in the participation of decision making in educational affairs and low challenging task accomplished.

B. In terms of extrinsic motivation;

Inadequate salary pay to fulfill teachers' basic needs and support their family, weak fringe benefits and inadequate house allowance provided for teachers, lack of clear medication service for teachers, lack of attractive, genuine and clear reward systems for teachers, lack of strong relationships among colleagues and low being confident in job security.

5.1.2. Differences among Teachers' Demographic Characteristics with Respect to Work Motivation

To examine the existence of statistically significant differences among teachers' demographic characteristics with respect to work motivation, t-test analysis was employed. Accordingly, there was significant mean difference among teachers' work motivation with respect to teachers' sex, age, qualification, field of specialization and teaching experience. Regarding sex, the data shows that female teachers were more motivated than male teachers. Concerning the age of the respondents, teachers of age categories 26-30 years and 51 and above years were more motivated toward their work. In respect with qualification, teachers with second degree (MA/MSc) were more motivated than first degree holders in the sample schools. Concerning field of specialization of the respondents, there were no statistically significant differences among different fields of specialization and teachers work motivation.

In the case of teaching experience of respondents, teachers with service years between 6-10 years were most motivated among all the service years and teachers with 11-15 years of service were least motivated.

5.2. Conclusion

Based on the findings of the study the following conclusions were drawn. Teachers were de-motivated in various aspects of both intrinsic and extrinsic determinants where improving both intrinsic and extrinsic determinants for teachers increases the overall work motivation of teachers. And there were statistically significant differences among teachers' characteristics such as sex, age, qualification, and teaching experiences with respect to teachers' work motivation.

5.3. Recommendations

Existing problems could be minimized if not resolved. This can be achieved if the concerned bodies would be willing to accomplish their roles and responsibilities properly and genuinely. Teachers are generation builders which is directly building nation.

Literatures review that low teachers' motivation loads 10'negative educational outcomes and negative educational outcomes affect nation negatively and may lead lo failure Teachers should be well motivated and treated for the sake of better educational outcomes.

In our specific circumstances, if the points forwarded below are put into practice, teachers would be motivated toward their job and students learning may be improved which results in the enhancement of students learning in Hadiya Zone government general secondary and preparatory schools.

Based on the findings and conclusions of the study the following recommendations were forwarded.

1. The respect and dignity of teaching profession should be improved in the eyes of the society. This can be achieved through creating continuous awareness toward students, parents and in large the society using different means of communication including government media. The ministry of education and regional education bureau shall be responsible for this duty.
2. Merit based promotion should be practiced that based on the ability and skill of the individual whenever promotion would be required from teachers. This can be achieved by forming clear and genuine criterion and make transparent selection based on truth and fact. Regional education bureau should do this by giving full responsibility to the zone education office.
3. Teachers should be encouraged to participate and involve in decision making with clearly defined roles and responsibilities and they should be heard when they claim for their proper benefits and rights in a right manner. Their voice shall not be resisted and ignored as far as their requests are based on truth and fact that is for the enhancement of learning-teaching process to arrive at better educational outcomes. This can be achieved by creating continuous communications with teachers and hold genuine discussion on the existing problems that hinder teachers' motivation. This can be done at zone education office and regional education bureau levels.

4. Teachers should be secured and develop confidence on their job. They have to feel belongingness so that they could accomplish challenging tasks in the schools feeling that they are important inputs for the development of the school which in large leads to better educational outcomes. This can be done by exercising clear, consistent and transparent rules and regulations in the school policy. This should be done by regional education bureau and zone education office together with school management.
5. Teachers should be remunerated well to motivate them in their work. This can be achieved through offering incentives to teachers and rewarding teachers who perform better in students' academic performance. This shall be done directly by the Ministry of education.
6. Reduce unnecessary load of paper work that has no relation with students-learning and school development. This can be achieved by formulating the evaluation system based on academic performance and school development. This should be done at zone education office level along with school management.
7. Teachers should be recognized and appreciated by the concerned stakeholders when they perform well for the enhancement of students-learning and school development to come up with better educational outcomes because recognition and prestige can be powerful incentives to motivate teachers. This can be achieved by developing criterion that purely focuses and depends on academic affairs only.

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Appendix A

Addis Ababa University

School of Graduate studies

College of Education and Behavioral studies

Department of Educational planning and Management

A study on Status of Teachers' Motivation in Hadya Zone secondary and preparatory schools.

Questionnaire to be filled by Teachers:

Dear Respondent,

The purpose of this questionnaire is to collect data that can serve as inputs to thesis prepared for the partial fulfillment of Masters of Arts Degree in School leadership at Addis Ababa University. This study aimed at examining at teachers' motivation toward their profession and hence to identify the effect of extrinsic and intrinsic factors on teachers work motivation At in Hadya Zone secondary and preparatory schools.

. The information gathered through this questionnaire will be used to investigate what looks like the current status of teachers' motivation. Your careful and honest response determines the success of the study thus; you are kindly requested to complete the questionnaire carefully and honestly. Please, read the instructions in each section in the questionnaire carefully before you give response. No need of writing your name.

Thank you for your cooperation!

Appendix A: questionnaire

Section one: personal information

Instruction: please indicate your answer by making a “√” mark in the box or with where it is necessary in the space provided.

1. Sex A. Male B. Female

2. Age _____

3. Marital status A. Married B. Single C. Divorced
D. Widowed

4. Your qualification

A. MA/MSc B. BA/BSc/BEd C. Diploma
D. Other _____

5. Your field of specialization

A. Natural Science B. Social Science C. Language
D. Other

6. Workload (periods) per week _____

7. Your total year of teaching

A. 0.5 B. 6-10 C. 11-15 D. 16 and above

8. Your current career structure

A. Beginner teacher E. Associate teacher

B. Junior teacher F. Leader teacher

C. Teacher G. Higher leader teacher

D. Higher teacher

Section two: your Level of Motivation

Instruction: the following statements are presented to assess your level of motivation what motivates you in your profession? Please rate each statement in both intrinsic and extrinsic factors from strongly agree to strongly disagree by putting "V" mark in the columns provided using the following scale SA=strongly agree (4), A= Agree (3) UD = undecided (2), DA= Disagree (1) SD = Strongly Disagree (0)

	I Intrinsic factors					
NO		SA	A	UD	DA	SD
1.1.	am motivated in a good academic achievement/performance of my students.					
1.2.	am motivated in realizing my ultimate personal potential					
1.3.	feel motivated in that I am valued by my supervisors and receive more feedback					
1.4.	The reward I receive for the quality of my efforts motivates me					
1.5.	I am motivated in the encouragement to come up with new and better ways of doing things					
1.6.	I am motivated in that I have clearly defined quality goals on my job.					
1.7.	I feel motivated while I make myself available to my students outside class time					
1.8.	I feel motivated while I have all the materials and equipment to do my best every day.					
1.9.	I am motivated in the improvement of my students' academic performance.					
1.10.	I am motivated in the good attitude of my students					
1.11.	I am motivated in the respect and obedience of my students.					

No	B. Recognition	SA (4)	A (3)	UD2	DA (1)	SD (0)
1.12	I am motivated in that my supervisor always recognizes the work I do					
1.13	I feel motivated in that my students and parents recognize and appreciate the work I perform					
1.14	If feel motivated in that the school management recognizes and appreciates my effort					
1.15	I am motivated in that the job I performs gives me a good status.					
1.16	I feel motivated for that teaching profession is respected in the society so, teachers are socially respected.					
1.17	I feel motivated in that government media is engaged in activities to recognize teachers.					

No	C. Responsibility	SA (4)	A (3)	UD (2)	DA (1)	SD (0)
1.23	I am motivated with the responsibility and role that I have in the school					
1.24	I feel empowered in my job					
1.25	I am motivated in being responsible for my own work					
No	D. Advancement/Promotion	SA (4)	A (3)	UD(2)	DA (1)	SD (0)
1.26	I am motivated in realizing my ultimate personal potential and find the opportunity of advancement					
1.27	I feel motivated in having a clear path for career advancement					
1.28	I am motivated in the opportunity I have for promotion for a superior performance.					
No	E. Challenging Task	SA (4)	A (3)	UD (2)	DA (1)	SD (0)
1.29	I am motivated in the relationship with my school management that					
1.30	I would like my job to be more challenging so, I grasp experiences by overcoming the challenges.					
No	F. Professional Freedom for Decision Making	SA (4)	A (3)	UD (2)	DA (1)	SD (0)

1.31	I like to schedule my own work and to make job-related decisions with a minimum of supervision.					
1.32	I feel motivated in that teachers voices are generally heard in decision making					
1.33	I'm motivated in having the chance to participate in making decisions that affect my work.					
2. Extrinsic Factors						
A. Salary		SA (4)	A (3)	UD(2)	DA (1)	SD (0)
2.1	Financial incentives motivate me more than non-financial incentives					
2.2	Salary increment motivates me to work harder					
2.3	I am motivated with the salary I draw at present					

No	B. Job Security	SA (4)	A (3)	UD(2)	DA (1)	SD (0)
2.4	I am secured in my job and that					
2.5	I am well confident in my ability to perform my job well.					
2.6	I am happy with my professional development opportunities offered					
C. Relationship with colleagues		SA (4)	A(3)	UD(2)	DA(1)	SD (0)
2.7	I receive adequate opportunity to interact with other teachers and that motivates me					
2.8	I feel more motivated while there is fair team spirit in the school.					
2.9	I feel motivated in the opportunity to socialize, network and exchange ideas with other teachers					
2.10	I feel motivated in having friendly relations with school management.					
No	D. Fringe Benefits	SA4	A 3	UD2	DA 1	SD 0
2.11	I feel motivated in the retirement benefits available					
2.12	I am motivated in the benefits of policies such as transfer and promotion					

2.13	I am motivated in various benefits provided for teachers at school level.	-				
2.14	I am motivated in the opportunity of education given for teachers.					
No	E. Work environment	SA 4	A3	UD2	DA 1	SD 0
2.15	I am motivated with good physical working conditions in the school.					
2.16	I am motivated in the school condition with adequate physical infrastructure and facilities.					
2.17	I am motivated in the reasonable class size which is convenient for the teaching and learning process					
2.18	I am motivated in my work load as it is reasonable and convenient to accomplish.					
2.19	I am motivated in my present living conditions-in the satisfaction of my needs such as having a reasonably comfortable house to live in, getting proper medical services when necessary					
	F school policy and Administration	SA4	A 3	UD2	DA 1	SD0
5.1.	The mission or purpose of the school motivates					

5.2.	I am motivated in the fairness of administrative practices in the school such as performance evaluation and distribution of various personal benefits among teachers.					
5.3.	I am motivated in the way the school treats and controls students to guide them in to ethical and better learning behavior.					
5.4.	I am motivated in the way of preventing education wastage and enhancement of students' academic achievement by practicing proper rules and regulation of the school					

Section three: write your opinion for the following questions

1. Suggest some major factors you think that de-motivate teachers in their job

a.

b.

c.

d.

e.

f.

g.

2. write some possible ,measures you think important to be done by the concerned educational stake holders in the improvement of teachers' motivation

a.

b.

c.

d.

e.

f.

g.

Appendix B: Reliability Testing Reliability Statistics for Items on Intrinsic Factors

Cronbach's Alpha	Cronbach's Alpha Based on	Number of Items
.936	.937	33

Item Total Statistics

		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha If item Deleted
1.1	I am motivated in a good academic achievement (performance) of my students	82.3333	531.095	.530	.935
1.2	I am motivated in realizing my ultimate	81.9333	552.352	.339	.936
1.3	I feel motivated in that I am valued by my supervisors and receive	82.6667	524.952	.591	.934
1.4	The reward I receive for the quality of my efforts motivates me.	82.8667	528.838	.659	.933
1.5	I am motivated in the encouragement to come up with new and better ways of doing things.	82.2667	544.781	.501	.935
1.6	I am motivated in that I have clearly defined quality goals on my job.	82.0000	535.571	.610	.934
1.7	I feel motivated while I make myself available to my students outside class time.	82.4667	529.695	.643	.933

		Scale Mean if Item Deleted	Scale Varia nce if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha If item Deleted
1.8	I feel motivated while I have all the materials and equipment to do my	82.6000	527.971	.691	.933
1.9	I am motivated in the improvement of my students' academic	82.2000	529.314	.650	.933
1.10	I am motivated in the good attitude of my	52.4667	538.410	.543	.934
1.11	I am motivated in the respect and obedience of students	82.2667	537.924	.633	.931
1.12	I am motivated in that my supervisor always recognizes the work I	82.8000	527.886	.764	.933
1.13	I feel motivated in that my students and parents recognize and	82.7333	523.495	.635	.933
1.14	I feel motivated in that the school management recognizes and	82.3333	539.381	.623	.934
1.15	I am motivated in that the job I perform gives	82.2667	531.067	.816	.931
1.16	I feel motivated for that teaching profession is respected in the society	84.1333	538.695	.380	.93
1.17	I feel motivated in that government media is engaged in activities to recognize teachers.	84.1333	531.981	.623	.934

		Scale Mean if	Scale Variance if	Corrected Item- Total	Cronbach's Alpha If item Deleted
1.18	I am motivated in that teachers have a good communication with the community they teach	83.4667	516.124	.676	.933
1.19	I feel motivated in that I perform a vital function in society for the success of	82.8667	538.838	.500	.935
1.20	I am motivated in that communities are engaged in school activities to recognize	83.0000	529.571	.563	.934
1.21	Praise and certification for my effort motivates me to work hard.	82.4667	548.695	.331	.936
1.22	I feel motivated in my social status as a secondary school teacher in the respect and acceptance I get in the community	83.3333	506.952	.763	.932
1.23	I am motivated with the responsibility and role that I have in the	82.2000	528.743	.746	.933
1.24	I feel empowered in my job.	82.4000	562.114	.050	.939

1.25	I am motivated in being responsible for my own work (working without close	82.0667	553.210	.189	.938
		Scale Mean if	Scale Variance	Corrected Item-Total	Cronbach's Alpha If item
1.26	I am motivated in realizing my ultimate personal potential and find the opportunity of advancement.	82.8000	552.171	.281	.937
1.27	I feci motivated in having a clear path for career	83.2567	528.638	.518	.935
1.28	I am motivated in the opportunity I have for promotion for a superior	83.1333	546.552	.291	.937
1.29	I am motivated in the relationship with my school management that enables me .to	83.0667	523.495	.596	.934
1.30	I would like my job to be more challenging so, I grasp exercise by overcoming the challenges experience.	82.4000	533.971	.518	.935

1.31	I like to schedule my own work and to make job-related decisions with a minimum of supervision.	82.7333	539.924	.286	.937
1.32	I feel motivated in that teachers' voices are generally heard in decision making	83.5333	517.267	.652	.933
1.33	I am motivated in having the chance to participate in making decisions that affect my work.	83.4667	519.838	.602	.934

Reliability statistics for items on exriansie Factors

Crionbach's alpha	Cranach's Alpha based on standardized items	Number of items
0923	0.924	23

		Scale Mean if Item	Scale Variance if	Corrected Item-Total Correlation	Cronbach's Alpha If item Deleted
2.1.	Financed incentive motivate me more than non finance incentives.	80.2234	523.259	.520	.925
2.2.	Salary increment motivates me to work hard	81.933	552.352	.339	.936
2.3.	I am motivated with the salary I draw at present	82.4667	529.695	.643	.933
2.4.	I am secured in my job and that motivates me.	82.2000	528.743	.746	.933
2.5.	I am well confident in my ability to perform my job well	83.5333	517.267	.652	.933
2.6	I am happy with my professional development opportunity offered in my job and that motivated me.	83.1333	546.552	.291	.937
2.7	I received adequate opportunity to interact with other teacher and that motivates	82.8667	538.838	.500	.935
2.8	I feel more motivated while there is fair team spirit in the school	83.4667	516.124	.676	.933
2.9	I feel motivated in the opportunity to socialize network and exchange ideas with other teachers	81.4778	536.610	.329	.927

2.10	I feel motivated in having friendly relations with school management	81.6734	536.776		.922
2.11.	I feel motivated in the retirement benefits available	82.3467	547.343		.928
2.12	I am motivated in the benefits of policies such as transfer and promotion	82.3467	567.432		926
2.13	I am motivated in various benefits provided fore teacher at school level	81.2361	524.396		0926
2.14	I am motivated in the opportunity of education given for teachers	82.4321	536.457		.924
2.15	I am motivated with good physical working conditions in the school	82.3674	519.076		.928
2.16	I am motivate in the school conditions with adequate physical infrastructure and facilities	80.2164	516.0246		0.92!
2.17	I am motivated in the reasonable class size which is convenient for the teaching and learning process	81.4376	534.346		0.921
2.18		Scale Mean if Item Deleted	Scale Variance if	Corrected Item-Total Correlation	Cronbach's Alpha If item
2.18	I am motivated in my work load as it is reasonable and convenient	82.1346	518.076	.617	0922

2.19	I am motivated in my present living conditions in the satisfaction of my needs such as having a reasonably comfortable house to live in, getting proper medical services when necessary.	82.3346	569.345	.672	.928
2.20	The mission or purpose of the school motivates me.	81.2267	579.034	.669	.929
2.21	I am motivated in the fairness of administrative practices in the school such as performance evaluation and distribution of various personal benefits among teachers.	81.4692	564.078	.649	.924
2.22	I am motivated in the way the school treats-and controls students to guide them into ethical and better learning behavior.	82.2775	519.076	.6717	.926
2.23	I am motivated in the way of preventing education wastage and enhancement of students'	82.1667	528	.633	.921

Table 1: Cronbach's Alpha Reliability Coefficients

Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized	Number of Items
Intrinsic	0.94	0.94	33
Extrinsic	0.92	0.92	23
Total	0.93	0.93	56